

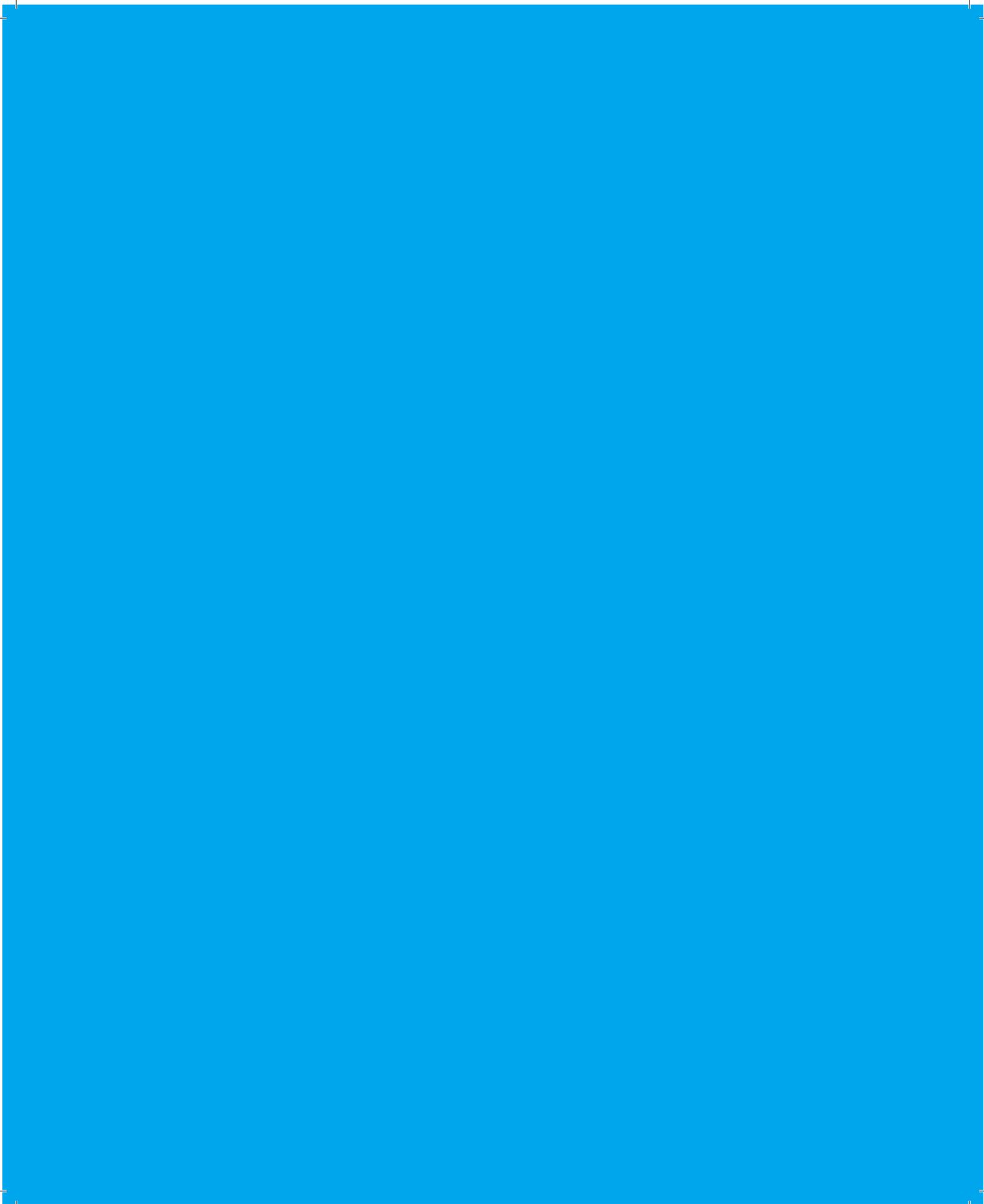
# MONTENEGRO INCLUSIVE EDUCATION STRATEGY

2019 - 2025



Ministry of Education  
of Montenegro

unicef   
for every child



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# CONTENTS

<b>OVERVIEW OF THE DRAFTING PROCESS</b> .....	1
<b>FOREWORD</b> .....	2
<b>GUIDING PRINCIPLE, GOAL AND PRINCIPLES OF THE STRATEGY</b> .....	4
<b>INTRODUCTION</b> – Situation and Needs Assessment.....	5
<i>a) Key achievements of inclusive education</i> .....	5
<i>b) Challenges we want to address</i> .....	11
<i>c) Needs and recommendations identified</i> .....	11
<i>d) Approach</i> .....	14
<b>DEVELOPMENT DIRECTIONS OF INCLUSIVE EDUCATION</b> .....	15
<i>a) Strategy on Inclusive Education goal</i> .....	15
<i>b) Strategy tasks</i> .....	15
<i>c) Courses of action to implement the tasks contained in the Strategy</i> .....	15
<i>d) Expected outcomes, results and methods s in the implementation of tasks         of the Strategy</i> .....	23
<b>MONITORING AND EVALUATION</b> .....	24
<b>CONCLUSION</b> .....	25
<b>Annex: Action Plan (2019-2025)</b> .....	26

# ABBREVIATIONS

**BoE** - Bureau of Education

**EC** - Examination Centre

**ICF** - International Classification of Functioning, Disability and Health

**IDEP** - Individual Development/Education Programme

**ISCP** - Institute for Social and Child Protection

**ITP** - Individual Transition Plan

**MEIS** - Montenegrin Education Information System

**MoH** - Ministry of Health

**MHMR** - Ministry for Human and Minority Rights

**MoLSW** - Ministry of Labour and Social Welfare

**MoE** - Ministry of Education

**NGO** - Non-governmental organization

**UNCRPD** - The United Nations Convention on the Rights of Persons with Disabilities

**UNESCO** - United Nations Educational, Scientific and Cultural Organization

**UNICEF** - United Nations International Children's Emergency Fund

**VET** - Vocational Education Training Centre

**TBA** - Textbook Publishing Agency

# OVERVIEW OF THE DRAFTING PROCESS

The Inclusive Education Strategy was developed in the course of a participatory process which gathered all the relevant stakeholders. The drafting involved the Ministry of Education, Ministry of Labour and Social Welfare, Ministry of Health, Bureau for Education, the Vocational Education and Training Centre, and representatives of educational institutions and of the NGO sector.

The public consultations concerning this document involved representatives of pre-university and university education, healthcare and social welfare institutions, local self-governments, donor organizations, NGOs, etc.

The UNICEF Country Office in Montenegro provided support and helped review and finalize the document.

# FOREWORD

**“ Inclusive Education is inclusion and teaching of ALL children in formal and non-formal learning environments without regard to gender, physical, intellectual, social, emotional, linguistic, cultural, religious or other characteristics. ”**

**UNESCO, 2015**



The 2019–2025 Inclusive Education Strategy sets the directions for the further development of education of children with special education needs . It continues to pursue the implementation of the measures included in the 2014–2018 Inclusive Education Strategy and relies on the binding international principles, standards and recommendations of the Convention on the Rights of Persons with Disabilities.

The Strategy covers the principles and theoretical and practical achievements in developing the potentials of both children with special needs in education and society at large. It assumes a human-rights-based approach, aimed at preventing, as well as removing, obstacles to participation and to achievement during education for all children.

The creation of an inclusive educational policy starts from the belief that personality is the property of a person, from which dignity, equal and inalienable rights in the community arise.

Implementation of the equal opportunities principle through inclusive education offers choices which correspond to the child's individual abilities; it also enables education without discrimination. The social model is to be actively promoted and implemented with the emphasis on society adjusting to the person and removing obstacles in the environment, attitudes, services, rather than disabilities or difficulties in the development of the child, by providing quality and continuous support at all levels with the aim of achieving educational outcomes and individual potentials. This requires the close cooperation of the relevant public actors, partners and civil society, which is leading to changes at the community and school levels.

The system should provide continuous support and expert assistance, and a stimulating and non-restrictive environment for optimal development and education; it should make services accessible, cherish participation and self-reliance and create an environment for full participation, the development of potentials and of personality, having in mind that early childhood development is key to a fulfilling and productive life for every child.

Inclusive education should foster understanding, acceptance, collaboration and tolerance, and generate openness towards others, and towards their characteristics and diversity.

The 2019–2025 Inclusive Education Strategy will contribute to children and young people with special needs in education obtaining equal rights and to mastering, in a continuous and quality manner, the competences for life and efficient professional performance in line with their individual abilities.

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<sup>1</sup> According to the Law on Education of Children with Special Educational Needs ("Official Gazette of the Republic of Montenegro" No. 80/2004, "Official Gazette of Montenegro" Nos. 45/2010 and 47/2017), the term 'children with special educational needs' includes children with disabilities, children with developmental, physical, intellectual, sensory disabilities, children with combined disabilities and autism-spectrum disorders, developmental difficulties, speech/language difficulties, behavioural disorders, children with severe chronic diseases, children with long-term illnesses and other children with learning difficulties and other difficulties caused by emotional, social, linguistic and cultural barriers.

## GUIDING PRINCIPLE, GOAL AND PRINCIPLES OF THE STRATEGY

### **Guiding Principle of the Inclusive Education Strategy**

To promote, safeguard and ensure full and equal participation of all children with special needs in education in inclusive education without discrimination or exclusion, and based on their equality with others.

At the core of this principle lies the aspiration to develop an equity-based society in which all children with special educational needs have access and participate in the educational process together with all their peers.

### **Goal of the Inclusive Education Strategy**

To provide access and quality inclusive education at all levels for children with special needs in education.

This goal addresses the acquisition of life skills and other skills relevant for the social and personal development and development of one's potential. It is achieved by means of support provided by competent professionals, overcoming the barriers in the environment and those barriers reflected in the attitudes of the community.

### **The Strategy is guided by the following principles:**

*Equity* – equal participation in education through overcoming the differences caused by the undesirable and unacceptable impact of social barriers on disability and/or difficulties in development;

*Relevance* – education aligned with the individual characteristics, abilities and needs of a child who has special needs in education;

*Access* – implementing activities which ensure that every child with special educational needs participates on an equal footing with their peers, through adequate and targeted services in the local community;

*Effectiveness* – improving children's achievements and participation, increasing the elimination of prejudice and stereotyped beliefs in the course of teaching, student-teacher relations and working conditions at school;

*Efficiency* – development of individuals and communities that respect diversity.

# INTRODUCTION

## SITUATION AND NEEDS ASSESSMENT

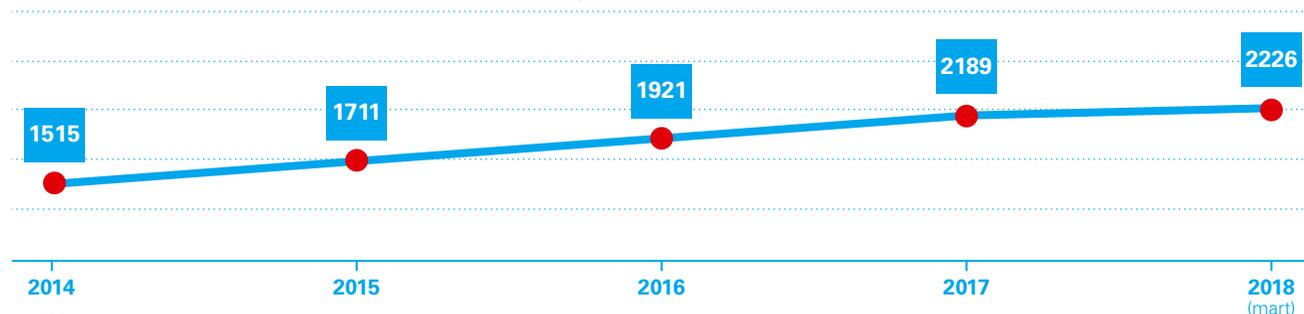
### a) Key achievements of inclusive education

The Montenegrin education system sees inclusive education in mainstream schools as the first choice and an imperative for children with special needs in education – this is illustrated by the steady rising trend of children in these institutions.

The information system of the Ministry of Education – MEIS<sup>2</sup> – contains a multitude of data for each individual employee and student from the preschool level to the secondary education level. Data on students with special educational needs is collected based on several criteria: impairment and difficulties in development, IDEP<sup>3</sup>, the referral panel’s decision, etc. Data entry instructions and criteria were developed and subsequently sent to schools and made available on school portals for the purpose of securing better records.

Local referral panels propose the programme, expert assistance, staff, spatial, material and other conditions for each child with special needs in education. Based on the panel’s proposal, local authorities adopt a referral decision for every child with special educational needs. Panel members have received training on the following topics: autism; intellectual disabilities; ADHD<sup>4</sup>; sight impairments; behavioural problems; dyslexia; dysgraphia; compounded disabilities; teaching assistants; integrated classes; communication with parents, etc. Instructions on the referral of children with special needs in education were developed in 2014 to ensure the uniformity of practice of such panels (2014). The Ministry of Education keeps records on the basis of the provided information on the referral decisions.

Graph 2: Number of children with referral decisions within the education system



Source: MPS.

<sup>2</sup>Montenegrin Education Information System.

<sup>3</sup>Individual Development/Education Programme.

<sup>4</sup>Attention deficit hyperactivity disorder.

Children who are issued referral decisions are admitted to preschool institutions free of charge.

Individual Development/Education Programmes (IDEPs) serve as the basis for working with children with special needs in education. Kindergartens and schools develop IDEPs for each child, setting out the educational and developmental objectives to be achieved. The format used to develop and implement the programmes has been improved, with emphasis placed on the activities, methods, techniques and ways of teaching to be implemented in order to achieve the set objectives. An IDEP specifies the obligations of the school and the roles and responsibilities of team members related to its development and implementation.<sup>5</sup> Training programmes for the individualization of access and work with children with special educational needs are carried out continuously.

In order to facilitate a smooth transition between the educational levels of children with special educational needs, a programme for the transition from kindergarten to elementary school has been created. The Individual Transition Plan-1 (ITP-1) serves to facilitate the transition of students with special needs in education from elementary to secondary school. The aim is to consider the child’s abilities and skills. The format specifies the roles and responsibilities of the

team established to develop and implement the ITP, proposes the activities to be implemented with a view to assessing the student’s abilities and interest in his/her prospective occupation, and the school’s collaboration in acquainting the students with the vocational education programmes and selecting the appropriate education programme. The film titled “Not Giving Up” follows three children with special needs in education throughout their transition from elementary to secondary school.

The Individual Transition Plan-2 (ITP-2), which links education and employment, was designed and adopted to facilitate students’ transition to the labour market. With regard to this segment, schools cooperate with various service providers for the purpose of assessing the capacity for employment, professional rehabilitation providers, Resource Centres, employment services, employers, etc.

Resource Centres play an important role in educating children with special needs in education. There are three Resource Centres in Montenegro: PI (Public Institution) Resource Centre for Hearing and Speech “Dr Peruta Ivanovic”, Kotor; PI Resource Centre for Children and Adults with Intellectual Disabilities and Autism “1 June”, Podgorica; and PI Resource Centre “Podgorica” for Physical and Sight Impairments.

Table 1: Numbers of students in Resource Centres

Level	RC “1 June”, Podgorica	RC “Podgorica”	RC “Dr Peruta Ivanović”, Kotor
Elementary school	37	26	19
Secondary school	34	10	18

Source: MPS.

<sup>5</sup>The IDEP teams are established at the kindergarten or school level, consisting of: a representative of the school administration; teachers; professional associates from the school or Resource Centre, with the involvement of the parent/guardian.



These centres support inclusive education by means of the following: providing advice and expertise; teacher training and training of expert assistants to work with children with special needs in education; use of sign language; preparation, adaptation, design and training on the use of specialized textbooks (in Braille and in DAISY format<sup>6</sup>) and other specialized teaching aids.

The Resource Centres implement early intervention programmes:

- RC "Podgorica" specializes in early intervention for children with sight and physical development impairments;
- RC "1. June" specializes in children with autism disorders and carries out kindergarten training and individual treatments for children with special educational needs.
- At RC "Dr Peruta Ivanović" in Kotor, parents stay with children with hearing and speech impairments for the purpose of early intervention and preparation for inclusive education (visits to the children's prospective schools are organized in order to provide guidance).

Early Development Centres are set up as an additional service of the Resource Centres; they consist of special education specialists and expert assistants and they aim to foster the development of children with special needs in education, train educators on how to adjust the work environment and materials, and train the parents and the relevant public. Presentations of assistive classrooms were conducted with the aim of informing teachers and associates on how Resource Centres produce working material, specialized teaching, didactic and assisted communication aids, etc.

Seven mainstream schools have formed integrated classes, where children with special needs in education also attend some lessons together with their peers from mainstream classes.

Schools with integrated classes were identified as Resource Centre satellite units. Consultations and advisory sessions on how to adjust the rooms and the teaching process are organized for the local community schools, as well as workshops promoting inclusive principles, culture, policy, practices, values, etc.

<sup>6</sup>DAISY – Digital Accessible Information System, audio-visual versions of books.

Table 2: Resource Centres' satellite units

RESOURCE CENTRE	SCHOOL		
PI RC "1 June", Podgorica	PI Elementary School "Ilija Kišić", Herceg Novi	PI Elementary School "Vuk Karadžić", Berane	
PI RC "Podgorica", Podgorica	PI Elementary School "Dušan Korać", Bijelo Polje	PI Elementary School "Njegoš", Kotor	
PI RC "Peruta Ivanović", Kotor	PI Elementary School "Boško Buha", Pljevlja	PI Elementary School "Olga Golović", Nikšić	PI Elementary School "Jugoslavija", Bar

Source: Ministry of Education.

The Bureau for Education organizes and coordinates the work of mobile teams, which consist of psychologists and special education specialists and rehabilitators from the Resource Centres and from mainstream schools. If necessary, they are joined by the teachers from the RCs or mainstream schools. The teams visit schools and support inclusive education by assisting in the development of Individual Development/Education Programmes, giving advice on teaching methods, teaching adaptations, and advisory/instructive work with parents, etc.

Schools hire teaching assistants to help the children with special needs in education, as technical support during the academic year. The amendments to the Law on Education of Children with Special Needs in Education specify the conditions, scope and method of providing this service. The Individual Development/Education Programme and the timetable serve to determine the scope of assistance provided by the teaching assistants; they are supervised by teachers, school-based teams of professionals and school principals. Level IV of the Qualifications Framework is the requirement for teaching assistants. Schools sign fixed-term employment contracts with teaching assistants, with a maximum duration of until the end of the academic year. A school instruction manual to assist in providing assistance to students with special

educational needs and teaching assistants was developed and distributed. Monitoring of the process of hiring and quality of practical support by the assistants was carried out.

One hundred and seven education institutions adapted physical access for children with physical disabilities, with toilets adapted in 62 institutions, lifts in nine of them and an access platform in one. The schools with the largest numbers of children with intellectual or autism-spectrum disabilities are provided with specialized didactic tools to improve the process of inclusive teaching and to foster student interactions. The schools attended by the children with sight impairments are provided with specialized equipment, aids, didactic tools and stickers in Braille. Nameplates in Braille and an orientation board were put up in the Ministry of Education building. Instructions on Access to Educational Institutions and Education Process were developed and distributed to schools, as a way of raising awareness concerning the importance, relevance and necessity of architectural, physical and technological access and access to the teaching process. School principals attended a special counselling session on accessibility and it was suggested that they improve the accessibility components in their respective school's development plans.

The project titled Index Leading to an Inclusive Culture in Educational Institutions was implemented in the Resource Centres and seven schools with integrated classes. The Bureau for Education and VET Centre Methodology for assessment and evaluation of school performance covers inclusive education. Supervisors and advisers attended an initial training programme.

The Regional Support for Inclusive Education project was implemented in seven schools and, as a follow-up to it, another project titled Strengthening the Democratic School Culture is now being carried out. The project set up a network of schools supporting inclusive education in secondary education; it also developed the methodology for counselling and included school visits, development of school inclusive action plans, exchange and presentation of experience.

The following documents were developed for the purpose of improving the practice of preschool teachers, teachers and professional associates in their work with children with special educational needs: a handbook for the use of IDEP, a handbook for work with students in acquiring literacy skills, the handbook "Working with Children with Autism" and the handbook "Mastering Mathematics in Cycle I" (for students with special educational needs, etc.). Instructive-educational materials for inclusive work and learning were prepared with the aim of strengthening the teaching process, professional support and improvement of inclusive practices, followed by relevant capacity-building seminars.

Methodological models for improving reading literacy were developed by improving the quality of the process of mastering reading and writing in the first cycle of primary education, as well as by conducting training and performing close monitoring of the application of the models. The Guide for Working with Students with Intellectual Disabilities was developed. It features a

description of the research, definition of intellectual disorders and description of the characteristics and needs of such children, approaches to work with them, recommendations, examples from practice, etc. Training in the use of the Guide has been conducted.

Ten textbooks in DAISY format were produced (six reading books for mother tongue and four history textbooks), as a high-quality tool enabling quality teaching and learning for all children, particularly for children with special educational needs. Teams of teachers in 50 primary schools have been trained to use DAISY textbooks in their everyday teaching. By the end of 2018, another 20 schools will be covered by this initiative.

In addition, school-level non-discrimination activities at the level of schools were designed envisaging, among other initiatives, that a Non-Discrimination Day be organized at the school level once per academic year. Workshops for students will be held, as well as ones for teachers, in order to strengthen the culture and practice of non-discrimination in schools.

The inclusive team was set up to promote and support inclusive education at the national level. The team includes special educators and rehabilitation experts, speech therapists, psychologists, and grade teachers from schools countrywide. The regularly updated inclusive portal presents all ideas and examples of good inclusive practice, as well as relevant information: <http://www.skolskiportal.edu.me/Pages/Inkluzivnoobrazovanje.aspx>.

A training course on Inclusive Education and Inclusive Principles was organized for the staff working in the Centres for Social Work, in cooperation with the Institute for Social and Child Protection. A training programme for people from the vocational training programme was developed, accredited and implemented in order to promote inclusive competences.



Drawing on the specifics of children with disabilities, the Guidelines and Procedures which stipulate a mechanism for recognizing and acting in cases of all forms of violence against children with disabilities (in the family, institutions, etc.) was produced. Training programmes were carried out for Resource Centres' teams, who went on to train children, parents and other members of staff.

Together with the NGO Special Olympics, kindergartens are implementing the Young Athletes' Programme, with the activities gathering children with and without intellectual disabilities.

Numerous activities by the civil sector provided considerable help in raising the quality of inclusive education. They were particularly visible in support services, working with children with special needs in education and their parents, improvements to the teaching process, developing services and ensuring access across all levels (within and outside institutions).

It is important to mention that the efforts of the Ministry of Education and the Government of Montenegro, as well as those of the civil-society sector, have been appreciated and supported by international organizations, first of all UNICEF, as well as Save the Children and the Council of Europe.

## b) Challenges that we want to address

- Coordinated planning, cooperation, offering and provision of community-based inclusive health, education, child and social protection services, based on robust data.
- Early identification and intervention, development, protection and guidance, continuity of learning, participation and development support, career guidance and employment.
- An inclusive culture and practice, accountability, staff capacities (initial education and professional development), a support mechanism, accessibility, school equipment, external quality assurance and internal evaluation.

## c) Needs and recommendations identified

This document identifies the development directions and outlines the recommendations in line with the implementation of the previous strategy and with the guidelines contained in the key international documents:

- *Convention on the Rights of Persons with Disabilities*. State parties recognize the right of persons with disabilities to education. In line with this right, state parties must ensure comprehensive education, as well as lifelong learning at all levels, without discrimination and under equal conditions.
- *Convention on the Rights of the Child*. A child with developmental disabilities should enjoy special care, education and training that will help him/her live a full and decent life and achieve maximum self-reliance and participation in the society (Article 23).

- *Resolution of the Council and of the Ministers of Education of the European Union (1990)* – full integration in the ordinary system is considered the preferred option and the system should respond to that adequately.
- *International Classification of Functioning<sup>7</sup>* – as a WHO framework adopted in 2001 as the international standard to describe and measure health and disability.

The development directions also need to complement the national documents:

- *2016-2020 Strategy for Integration of Persons with Disabilities in Montenegro*, with the following strategic objective in education: securing the right to education without discrimination and an inclusive education system for all at all levels, as well as lifelong learning aimed at the full development of human potential, dignity and self-worth, through participation in the general education system, with reasonable adaptations corresponding to individual needs.
- *2017–2021 Strategy for the Protection of Persons with Disabilities from Discrimination and Promotion of Equality*, with its strategic objective being in the field of education and vocational training of enabling inclusive education at all levels for all students.
- *National Strategy for Sustainable Development 2030* – within the strategic goal of ‘improving the human resources and strengthening social inclusion’, the following measure has been defined: provision of inclusive and quality education and the promotion of opportunities. Within the strategic goal of ‘supporting the values, standards and behavioural patterns important for the sustainability of the society’, the measure of stimulating employability and social inclusion has been defined.

<sup>7</sup>The International Classification of Functioning, Disability and Health.

The Inclusive Education Strategy especially respects Montenegro's obligations as a candidate country for EU membership. In Negotiating Chapter 23 – Judiciary and fundamental rights and *Chapter 26 – Education and culture*, the principles of equity and equal opportunities are being promoted, which is provided precisely by inclusive education. Within the scope of Chapter 23 on inclusive education it is pointed out in the recommendation framework that it is aimed at improving the protection and application of children's

rights, while in Chapter 26 inclusive education is recognized in the area of 'access to education'.

In line with the identified key achievements, the guidelines included in the relevant international documents and the objectives included in the relevant national documents, the recommendations of the 2019–2025 Inclusive Education Strategy are as follows:

- Improve the collaboration of the healthcare, child and social protection and education sectors with the aim of coordinated service delivery for the timely development of children with special needs in education and psycho-social- financial support to the families;
- Improve the cooperation of relevant public actors, partners and civil society and the development of monitoring and coordination mechanisms and records.
- Ensure the participation of all children with special needs in education in the education system, along with adequate support and collaboration among the local-level social and child protection services;
- Revise the work of the local referral panels for the sake of maximum consistency, accountability and uniformity based on the human-rights model;
- Promote early involvement and learning for children with special needs in education, continuity of schooling, further development and practice of individual transition across education levels with particular emphasis on a cross-sector approach;
- Develop a culture of inclusive accountability and the active role of teachers and expert assistants working with children with special needs in education;
- Continuously work to upgrade the teaching process, conditions, environment for the achievements of children with special needs in education, coordination and monitoring of the roles of assistants;
- Continuously promote the inclusive process so that children with special needs in education can receive education together with their peers and with the participation and empowerment of their parents;
- Improve the services provided by the Resource Centres for inclusive education, strengthen the new functions of integrated classes, modernize and specify the work of mobile teams;
- Work to improve accessibility and the level of equipment in schools;
- Continuously enhance the literature related to inclusive education and develop specialized didactic and teaching tools.





#### d) Approach

**The following theoretical framework outlines the aspects of an inclusive education system as set out by General Comment No. 4 (2016) of UNCRPD Article 24 on the Right to Inclusive Education.**

**Whole-System Approach** – Ensuring that all actors invest in advancing inclusive education at all levels through the institutional culture, policies and practices.

**Whole-Education Environment** – Increasing the commitment of the leadership of preschool institutions and schools toward inclusive culture, policies and practices to achieve inclusive education at all levels.

**Whole-Person Approach** – Recognizing the capacity to learn and achieve high expectations in all learners.

**Supported Teachers** – Ensuring that all teachers and staff are trained and receive the necessary support to perform in inclusive learning environments, through collaboration, interaction and problem solving.

**Respect for and Value of Diversity** – Ensuring that all students feel valued, respected, included and listened to.

**Learning-Friendly Environment** – Ensuring an inclusive learning environment, which must be accessible and in which everyone feels safe, supported, stimulated and able to express themselves.

**Effective Transitions** – Ensuring that learners receive adequate support to ensure an effective transition from learning at school to vocational and tertiary education, and finally to work.

**Recognition of Partnerships** – Improving the relationship between the learning environment and the wider community (professional, local and civil) as a route towards inclusive societies.

**Monitoring** – Ensuring the constant monitoring and evaluation of inclusive education to ensure that segregation is not happening either formally or informally.

**Equitable Financing and Resource Allocation** – Ensuring that all learners have equitable access to quality education and ensuring that the available resources are used flexibly, and targeted to support participation and learning in inclusive settings.

# DEVELOPMENT DIRECTIONS OF INCLUSIVE EDUCATION

## a) Goal of Strategy of Inclusive Education

Provide children with special needs in education with access to quality inclusive education at all levels.

## b) Strategy tasks

The overall goal is operationalized through the following tasks.

- **Task 1:** Ensure and implement accessibility and equity of education for all children alongside their peers through the necessary cross-sector support.
- **Task 2:** Ensure and implement equal and continuous inclusive education through successful cooperation within and between sectors and transition from one level of education to the next.
- **Task 3:** Support and improve the quality of inclusive education through strengthening school policies, culture and practice.

## c) Courses of action to implement the tasks contained in the Strategy

- **Task 1:** Ensure and implement accessibility and equity of education for all children alongside their peers through the necessary cross-sector support.

Early response to the diverse needs of children with disabilities, children with developmental disorders and children at risk leads to greater participation in day-to-day life activities. The first step towards accessibility and equity is the provision of timely, i.e. early, detection and support to parents, for the sake of full understanding and empowerment and quality of further family life. It is necessary to enhance the capacities of professionals for early detection of developmental disabilities, designing and implementing interventions and providing early stimulation of children, and for communicating and working with the parents. Reorganization and/or establishment of healthcare services in local communities is important in order to ensure adequate (easy, quick and professional) access for the early

detection of developmental disabilities and difficulties. In this regard, it is necessary to carry out an evaluation of the assessment framework and early identification, intervention and referral procedures, as well as of the plans and tools for monitoring development and progress, taking a human-rights-based approach and in relation to the UN Convention on the Rights of Persons with Disabilities and the ICF, in order to ensure that the medical model is not used for identification, planning, and implementation of the measures to support children. Also, a record which is available to all sectors should be established.

Healthcare services need to establish cooperation with preschool institutions, elementary schools and Resource Centres with the aim of developing support plans to serve as the basis for the Individual Development/Education Programme. The support plan for children and families begins with early diagnosis and assessment; it is subsequently implemented in healthcare centres, to be complemented and reinforced through education activities. The support plan ensures that children with disabilities and their families are at the centre of all the decision-making processes related to the provision, planning, monitoring and analysis of their child's progress, and that case managers from the social work centres are more oriented towards providing support for students with disabilities and their families. The support is linked with the Resource Centres' services. For the purpose of achieving social, financial and psychological stability and less exclusion, community-based social and child protection services need to be developed, licensed, standardized, expanded and made available (e.g. counselling and psycho-social support to children, parents and family, respite parenting<sup>8</sup>, career mediation, etc.), along with the development of quality control and monitoring mechanisms.

The concept of the organization, procedures and assessment models within the referral process will be reviewed, with the aim of improving and aligning their work with international disability guidelines, such as the UNCRPD and the International Classification of Functioning (ICF). This revised concept should also contribute to parents' understanding and empowerment, and collaboration with the educational institutions and community-based support services. The human-rights-based model needs to be implemented with more professionalism, efficiency and accountability. The attitude towards children with special needs in education needs to be free of labelling and exclusion; it should be encouraging instead. The human-rights-based approach should be emphasized as the principal assessment and tool-development system in work with children with special education needs. Environment-related barriers need to be taken into account and recommendations provided to address them. Available school- or community- based support services need to be identified, which do not call into question children's socialization or self-reliance.

Need for a higher degree of understanding of the necessity of equal access to buildings and awareness of the importance of equal access to the process of education still exists. Therefore, the accessibility of institutions needs to be assessed to identify the shortcomings which prevent full accessibility, so that these shortcomings may be overcome, and to ensure that all learning environments are equally accessible to all students, as stipulated by the UN Convention on the Rights of Persons with Disabilities. However, in addition to the architectural, physical and technical accessibility of educational institutions, it is necessary to ensure that every child's developmental and educational needs are met, with the help of accessible equipment and adapted teaching material, methods, programmes, literature and reasonable adaptations. The literature

<sup>8</sup>Respite parenting is a service that involves a brief separation of children and persons with disabilities from their parents and guardians



pertaining to this area needs to be edited according to the assessment of the needs of the teaching process.

Montenegro must create a stimulating environment in which all children are equal and accepted. In order to achieve this, it is important to constantly strengthen the support for inclusive education through social change. For this purpose, campaigns aimed at combating stigma and at the promotion of positive and accepting attitudes and a culture of equal rights and non-discrimination should be organized. Constant campaigns and activities in schools – intended for teachers, students, parents and the general public – will help raise awareness about the importance of accessibility and equity of inclusive education for all children with special needs in education. The activities

need to be oriented towards respect for diversity, development of empathy, tolerance, cooperation, accountability, etc. In addition to this, active measures should be taken to raise awareness, strengthen cooperation and the exchange of information between the health, social and childcare, and education systems in order to work towards uniform attitudes and approaches, as well as networking.

Processes aiming at the improvement of inclusion in kindergartens and schools should include school boards, parents' councils, non-governmental organizations and other relevant local government units, alongside the regular implementers of the educational process.

- **Task 2:** Ensure and implement equal and continuous inclusive education through successful cooperation within and between sectors and transition from one level of education to the next.

Children with special educational needs need to be included in the developmental/educational activities alongside their peers with mechanisms to improve access and equity and to support the plans in healthcare services and institutions supporting this goal. Portfolios<sup>9</sup> will ensure that a child's development is tracked during preschool education and when transitioning to elementary school. Timely enrolment in elementary school is of great importance. Particular attention needs to be paid to the prevention of postponed enrolment and to preparation for starting school. It is necessary to work with parents who have dilemmas concerning the statutory school starting age, aimed at understanding the importance of socialization of children with special needs in education.

The required conditions need to be provided during schooling; individualization and adaptation of the teaching approach need to take place; professional assistance needs to be provided, etc. For the purpose of facilitating the transition from grade teaching to subject teaching, schools should set up teams tasked with enabling further inclusive orientation and an individualized approach to students, fostering the maximum development of their potentials and preventing any form of segregation. The team would be tasked with designing and implementing the measures to facilitate the transition and to accustom the child to having more than one teacher and more complex demands, and to enable the staff to adapt to the child. At the same time, a plan would be designed to consider and remove potential environment-related barriers (physical, social, psychological), perform adaptations of

the teaching process as required and enhance staff competences. Adaptation of the programmes, teaching and assessment methods should be based on the principles of the Universal Design for Learning.<sup>10</sup>

Human development unfolds according to age-related norms, but each individual has his/her own characteristics, pace and dynamic of development. Puberty and adolescence are more challenging periods, as they bring about major physical, psychological and social changes, greater challenges to the socio-emotional characteristics and needs of children with special needs in education. It is therefore necessary to continuously work to educate teachers and parents to enhance their understanding of such developmental stages and provide adequate support to children with developmental disabilities in accepting and mastering the psychological and physical changes. Children with special needs in education need to develop the skills of comprehension, appropriate reaction, emotional expression, expression of their needs, self-reliance and protection; peer support and experience need to be boosted to generate a sense of belonging and acceptance. Measures against all forms of violence, in particular peer violence, which will guarantee the protection of children with special needs in education must be included in school policies and practices.

It is important for elementary and secondary schools to intensify their cooperation during the transition period and involve their staff to an equal extent. The transition process needs to begin at the end of the eighth grade, so that the Individual Development/Education Programme for the ninth grade recognizes and supports the choice of secondary school. Secondary school staff need to get acquainted with the student in time, so that they are ready to create the necessary conditions and

<sup>9</sup>Portfolio is a source and set of systematically compiled information concerning the child, his/her development and progress while in a preschool institution.

<sup>10</sup>The Universal Design for Learning (UDL) is a "set of principles for curriculum development that give all individuals equal opportunities to learn," Access to School and the Learning Environment, UNICEF.

develop and implement the Individual Programme in a timely manner. The process should include a larger number of teachers of practical subjects, while the range of vocational education options should be expanded. Also, career guidance services need to work in a coordinated and collaborative manner (Career Information and Guidance Centres, expert services, etc.), and parents need to be more involved. It is necessary to promote and continue with training for ITP, to involve all stakeholders (education, employment sector and parents). Additional training for VET trainers in secondary vocational schools on topics related to methodology, pedagogy, inclusion, characteristics of developmental disabilities, individualization, adaptation, assessment, etc. should be conducted. It is necessary to strengthen cooperation between primary and secondary schools during the implementation of ITP-1 within the schools themselves, the Resource Centres and the referral panel. The development of a larger number of modular programmes should be encouraged, alongside the expansion of the offer of vocational education and training programmes, using dual education as a model that will focus on practice and have the most direct impact on changing the attitudes of employers. Development of adapted tests for the customized assessment of a child's potentials and interests should be carried out. It is necessary to strengthen the capacities of professional school services and counsellors from the Centres for Information and Professional Counselling, preparing them to work with students with special educational needs.

The principal idea behind ITP-2 is to link education with the labour market; this is a section of the Individual Programme developed for those in senior grades of secondary school. Besides the transition to the labour market, in the case of students with special needs in education, ITP-2 also defines adaptations of the

workplace or the environment, etc. In order to achieve its purpose, ITP-2 needs to be promoted and presented to all the stakeholders in the process. Schools need to be encouraged to work with the service providers when assessing capacities, as well as with the providers of professional rehabilitation, Resource Centres, the Employment Agency, employers, etc. The next period should see the development of the ITP-2 guidance component for the purpose of better professional orientation of children with SEN, as well as the development of the role of case manager in the centres for social work. Employment should be promoted as an advantage over the present reliance on and preference for social benefits.

In the forthcoming period, ITP should be expanded to include the promotion of and access to tertiary education. This will require the development of guides with recommendations concerning the adaptation of teaching, provision of accessible and adapted teaching materials; the relevant university departments need to be encouraged with regard to assistive support.

In order for every child to both have equal access to education, exercise the guaranteed right and have continuity of education, a model and mechanism of collaboration of day-care centres, schools and Resource Centres need to be evaluated and designed, based on the evaluation's findings. Day-care centres, as social and child protection services, need to act as a support for inclusive education and healthcare services.



• **Task 3:** Support and improve the quality of inclusive education through strengthening school policies, culture and practice.

A high quality of inclusive education leads to enhanced learning and the participation of all students with special educational needs in all aspects and areas of society at large. Therefore, teaching needs to be planned and delivered so as to motivate all students to participate and to fully utilize staff expertise. Creating a child-centred school environment, in which all children are welcome, have access to and participate in quality education, regardless of their abilities, should be a priority.

Individualization should serve as the principle used to adapt teaching objectives, contents, methods, conditions, assessment and valuation in order to harness each student's potential. For this particular reason it is important to strengthen inclusive practices through building a culture of excellence, without encouraging and creating any form of segregation, but setting high expectations in classrooms for all children to achieve. Assessment and testing of knowledge must be adapted in accordance with the principles of the Universal Design for Learning, with reference to equal opportunities.

The school management, teachers and the school-based team of professionals should continuously enhance their competences. Likewise, there should be constant efforts to promote rights, ensure equal opportunities, develop an environment and apply strategies that support every child in fulfilling his/her full potential.

The possibility of improving the professional development of teachers through mentoring, guidance and orientation at work should be considered in order to improve the quality of work and establish adequate support for inclusive practice. Competence-based professional development standards for teachers and school administrations should reflect inclusive principles through all competences. Consequently, professional development should focus on the following: knowledge of developmental and educational characteristics and needs; collaboration and team work; accountability; implementation of assistive technology; working with parents; encouraging students to engage in autonomous and joint activities, etc. In the course of teacher training, emphasis should be placed on the teaching methods and on modern approaches to supporting the learning of all children in the classroom, including children with educational needs. It is necessary to introduce the principles and practices of inclusive education during pre-service and in-service teacher training. Teacher training programmes must be analysed and evaluated to see if they reflect inclusive principles and practices.

In order to generate a stimulating environment and inclusive practices that meet the psychological, physical, socio-emotional and educational needs of each child with special needs in education, educational institutions need to utilize their staff and technical resources more effectively. The teaching staff should deliver quality and professional teaching, and expert assistants should provide support to children, both individually and in class.

The Resource Centres, schools with integrated classes and expert assistants need to be further empowered so that they support teachers, children with special needs in education and their parents. In relation to this, the



Resource Centres coordinated by the Bureau for Education should develop clear plans and schedules of visits and services provided to kindergartens and schools (support for children, counselling, education of teachers, expert assistants and parents, procedures related to the use of assistive classrooms, designing teaching aids for mainstream school teachers to use when working with children with special needs in education). The services related to the Braille alphabet, sign language, etc. should be improved. Schools with integrated classes need additional training on the application of modern approaches and expanding teaching to include children from mainstream classes. Workshops intended to promote inclusion and thematic consultations for local and regional schools need to be organized.

In relation to mobile teams, the Bureau for Education needs to redefine and set a clear model of work which includes a specific description of the work, tasks, responsibilities, etc.

The inclusion portal should be used also for the purposes of communication, exchange of experience and good practices.

To achieve access, equality, continuity and quality of inclusive education, it is important to improve the monitoring mechanism, comparable and comprehensive data and evidence-based planning. Both internal and external evaluation should be improved to include inclusion indicators. Monitoring of educational institutions through indicators that are measurable performance indicators of inclusive values (procedures, organization, management, implementation of inclusive development plans, fulfilment of the necessary conditions for the child's stay and work, implementation of inclusive practice, implementation of support, and developmental and educational achievements of children) should be continuous.

Improvement and regular updating of data in the MEIS application will enable more efficient monitoring in schools and competent institutions.

Educational policies must provide clear guidelines for financing and budgeting activities and projects related to inclusive education.

**d) Expected outcomes, results and methods in the implementation of tasks of the Strategy**

<p><b>Strategic Task 1:</b> <i>Ensure and implement accessibility and equity of education for all children alongside their peers through the necessary cross-sector support</i></p>	<p><b>Strategic Task 2:</b> <i>Ensure and implement equal and continuous inclusive education through successful cooperation within and between sectors and a transition from one level of education to the next.</i></p>	<p><b>Strategic Task 3:</b> <i>Support and improve the quality of inclusive education through strengthening school policies, culture and practice.</i></p>
<p><b>Operational goals:</b></p> <ul style="list-style-type: none"> <li>A. Enhanced cross-sector cooperation and an inclusive culture and practice</li> <li>B. Improved system of services at the local community level in all sectors;</li> <li>C. Access to education and educational services improved</li> </ul>	<p><b>Operational goals:</b></p> <ul style="list-style-type: none"> <li>A. Continuous and systemic support is provided to children with special educational needs</li> <li>B. Continuity of education after complete compulsory education has been improved</li> <li>C. An enhanced and coordinated system of support for children with special educational needs</li> </ul>	<p><b>Operational goals:</b></p> <ul style="list-style-type: none"> <li>A. Improved quality of education for children with special educational needs</li> <li>B. Quality control system and data collection system improved</li> </ul>
<p><b>Outcome:</b> <i>Children with disabilities, developmental difficulties and children at risk learn alongside their peers, receiving systemic, multi-sector support</i></p>	<p><b>Outcome:</b> <i>Children with special educational needs take part on an equal footing at all educational levels, and are supported and equipped for full and effective participation in society.</i></p>	<p><b>Outcome:</b> <i>Children with special educational needs achieve educational and developmental goals due to the increased capacities of schools, systems and services of support for inclusion.</i></p>

# MONITORING AND EVALUATION

For the purpose of fulfilling the vision and the foreseen strategic and operational objectives, activities and measures, establishment of a team for monitoring the Strategy and for the development of inclusive education is envisaged. The team will have clearly defined sector-based roles and responsibilities and will meet quarterly.

It is planned that after the three-year period of implementation of the Strategy an external evaluation should be carried out. The evaluation should provide a cross-section of the situation, achievements and insight into the dynamics and current status of implementation.



# CONCLUSION

Since the concept of human rights lies at the foundation of inclusive education, there is a strong call for action to further improve this area and provide cross-sector, interactive, high-quality and accessible community-based programmes and services equal for all children with special needs in education, young people and parents.

Strengthening and expanding the services and practices in the educational institutions at all levels will facilitate a stimulating environment which will be able to respond to the diverse needs of children and their families.

This Strategy will further develop horizontal and vertical cooperation, mechanisms focused on the accessibility, equity, equality, continuity and quality of services. It will further develop an inclusive culture which respects the dignity and equal and inalienable rights of all children with special needs in education and enables the quality of their lives.

It will contribute to children and young people with special needs in education having an equal choice in line with their individual abilities and continuously mastering the competences needed for life and work.

This document will outline a rational, cost-efficient and measurable implementation plan and ensure shared

and individual responsibility for implementation through a high level of motivation, interpersonal collaboration and collaboration between the public and the civil sectors. The state authorities, practitioners, local communities, NGOs and other partners will share the responsibility for the management and implementation of the activities.

This will be achieved through continuous monitoring of the implementation, intensive cooperation, numerous activities in the direction of researching the current situation, the needs, attitudes, evaluation of existing practice and models of work, conducting training for building new capacities and further development of existing ones, enhancing human resources, changing practices, improving and increasing the number of services, programmes of early and continuous support to the level of career guidance and employment, protection, accessibility, establishment of internal and external quality assurance measures based on the human-rights model, planning based on data, etc.

The same has been outlined in the Action Plan, developed in relation to the tasks, outcomes and results (until 2022 and 2025) that are expected in relation to them. The Action Plan sets out indicators, envisages the necessary resources and sources of funding, and defines the institutions to lead the processes, as well as the partners.

**ANNEX:**  
ACTION PLAN  
(2019-2025)



**Task 1:** Ensure and implement accessibility and equity of education for all children alongside their peers through the necessary cross-sector support

Outcome: Children with disabilities, developmental difficulties and children at risk receive support for learning through systemic, multi-sector support

Outputs	Activities	Indicator(s)	Expected outputs 2022	Expected outputs 2025	Period	Necessary resources in € / funding sources	Leading institutions and organizations	Partner institutions and organizations
1A. Effective models of cooperation between the sectors developed and implemented, continuous promotion of inclusive education conducted and initiatives carried out aimed at the development of positive and accepting attitudes in line with the principles of inclusion	Establish a team for monitoring of the implementation of the Strategy and development of inclusive education, with clearly defined sector roles and responsibilities	Appointed representatives in the cross-sector team	Yes	Yes	2019-2025	€6,000 / state budget	MoE	MoH, MLSW, National Employment Agency, CVE, MHMR, NGOs
		The team has a clear mandate and a work plan detailing the roles and responsibilities of each sector/ organization	Yes	Yes				
		Number of meetings of the cross-sectoral team held (quarterly)	16	24				
	Create systems, mechanisms and processes for inter-sector cooperation between the education, health and social welfare sectors for the purpose of monitoring the progress of implementation of measures and tasks from the Strategy	Mechanisms of information exchange, monitoring and evaluation at both the sector and inter-sector levels developed and implemented	Yes	Yes	2019	€25,000 / state budget and donors	MoE, donors	MH, MLSW - ISCP, NGOs, donors
		An external evaluation of the strategy's implementation conducted by the end of 2022	Yes	Yes	2022			
		An analysis/evaluation of the results of the strategy's implementation conducted by the end of 2024	No	Yes	2024			
	Organization of capacity building workshops for key policy and decision makers in the sectors of health, education, social and child protection, in relation to raising awareness regarding their role in the protection of human and child rights.	Needs analysis conducted to determine the capacity building needs of representatives of all sectors	Yes	Yes	2019-2025	€3,000 / state budget	MoE, donors	MHMR, MLSW-ISCP, MH
		Programme/training package developed based on the results of the needs analysis	Yes	Yes				
		Number of conducted training sessions	3	6				
		Number of people trained from each key sector	30	60				
Conduct a survey on the knowledge, attitudes and practices in relation to children with disabilities and, based on the results, conduct activities, workshops and campaigns	Survey conducted and knowledge, attitudes and practices in relation to children with disabilities and inclusive education determined	Yes	Yes	2019-2025	€30,000 / donors	MoE, UNICEF, MLSW - ISCP/ MH	NGOs, donors	
	Plan of awareness-raising activities related to the rights of children with disabilities to quality education developed	Yes	Yes					
	Number of conducted activities	2	4					
	Changes in knowledge, attitudes and practices in relation to children with disabilities and inclusive education registered	No	Yes					

**Task 1:** Ensure and implement accessibility and equity of education for all children alongside their peers through the necessary cross-sector support

Outcome: Children with disabilities, developmental difficulties and children at risk receive support for learning through systemic, multi-sector support

Outputs	Activities	Indicator(s)	Expected outputs 2022	Expected outputs 2025	Period	Necessary resources in € / funding sources	Leading institutions and organizations	Partner institutions and organizations
1B. Children and parents receive services within their communities: early detection, interventions, psycho-social and other community-based empowerment programmes, as well as inclusion and educational programmes based on the human-rights-based model	Develop a multi-disciplinary approach to improving the system of support for early detection and intervention, early childhood development and protection of children with disabilities	A clear plan prepared for the transition from the current system to a multidisciplinary approach (developed and piloted) for implementation at the local level  Number of trained representatives from the education, health, social and child protection sectors	In 6 municipalities  180	In 9 municipalities  270	2019-2025	€6,000 / state budget	MH	MLSW, MoE, donors, NGOs
	Conduct workshops for the implementation of the support plans in all sectors	Number of capacity development workshops aligned to the human-rights model  Number of professionals trained	2  50	4  100	2019 - 2025	€6,000 / state budget, donors	MH, ISCP/MLSW, MoE	NGO, donors
	Appointment of professional workers for the child and family in centres for social work, and capacity building for the staff of social work centres to work with these target groups	Number of employees trained to use the human-rights model  Number of trainers trained to use the human-rights model  Professional workers show enhanced capacities to work according to human-rights model	50  5  Yes	50  5  Yes	2019-2022	€3,000 / state budget and donors	MLSW - ISCP	NGO, donors
	Based on the analysis of services in the sectors of health, education and social protection, conduct an in-depth assessment of the needs for new services. In line with the needs assessment findings, develop new services, conduct the licensing and standardization	A needs assessment and a plan for the improvement of existing services developed. The development and implementation of new services have been carried out.  Improved existing services in the health, social and child protection systems.  Number of new services in the health, social and child protection systems.	Yes  Yes  6	Yes  Yes  10	2019-2025	€50,000 / state budget and donors	MH, MLSW - ISCP	Donors
	Capacity building of decision makers in the health sector for the development and application of human-rights-model-based tools for the assessment, design and implementation of services, measures of early intervention programmes	Number of trained decision makers  Evaluation, development and implementation of services and early intervention programmes aligned to the ICF  Plan and system with defined roles and responsibilities developed in cooperation with representatives of educational institutions and centres for social work  Number of beneficiaries	40  Yes  Yes  2000	80  Yes  Yes  4000	2019-2025	€15,000 / state budget and donors	MH	MoE, MLSW, donors
	Development and implementation of the support plan for children and families as a mechanism of cooperation between health services and preschool institutions, primary schools, resource centres and centres for social work	Current monitoring and evaluation system mapped and evaluated with the participation of key actors  Monitoring and evaluation system developed and piloted  Number of people trained to use the monitoring and evaluation system  Monitoring and evaluation system in place at both internal and external levels	Yes  Yes  230  Yes	Yes  Yes  300  Yes	2019-2020	€15,000 / state budget and donors	MH	MoE, MLSW, Institute for Public, primary health care centres, educational institutions, centres for social welfare, donors

**Task 1:** Ensure and implement accessibility and equity of education for all children alongside their peers through the necessary cross-sector support

Outcome: Children with disabilities, developmental difficulties and children at risk receive support for learning through systemic, multi-sector support

Outputs	Activities	Indicator(s)	Expected outputs 2022	Expected outputs 2025	Period	Necessary resources in € / funding sources	Leading institutions and organizations	Partner institutions and organizations
1B. Children and parents receive services within their communities: early detection, interventions, psycho-social and other community-based empowerment programmes, as well as inclusion and educational programmes based on the human-rights-based model	Design a system of monitoring and evaluation for early detection and intervention so as to include internal and external measures for quality assurance in line with the human-rights model	Current system for monitoring and evaluation mapped out and assessed with the participation of key stakeholders	Yes	Yes	2019-2022	€15,000 / state budget and donors	MH	MoE, MLSW, Institute for Public Health, local primary health care centres, educational institutions, centres for social welfare, donors
		Monitoring and evaluation system developed and piloted	Yes	Yes				
		Number of stakeholders capacitated in the use of monitoring and evaluation system	180	180				
		Monitoring and evaluation system in place internally and externally	Yes	Yes				
	Improve the model of support in the education system	Evaluation of the work of the referral panel conducted	Yes	Yes	2019-2025	€25,000 / donors	MoE, donors	Local communities
		Model of inclusion and support for children in kindergartens and schools based on the human-rights concept developed	Yes	Yes				
Number of trained professionals capacitated in applying the revised model of inclusion		90	240					
1C. Barriers are reduced and access to education is improved through adapted infrastructure, equipment, specialized and adapted teaching and didactic materials, resources and literature	Carry out an assessment and improvement of the accessibility of educational institutions and the needs for specific equipment and teaching tools	Assessment of the accessibility of educational institutions and specific equipment carried out	Yes	Yes	2019-2025	€5,000 / state budget and donors	MoE, donors	BoE, educational institutions, National Textbook Agency, Resource centres, NGOs, donors
		Number of additionally accessible and equipped educational institutions	10	30				
		Consultations with school management on ensuring architectural and educational accessibility of educational institutions carried out	2	5				
	Develop the needed instruction and teaching materials based on the needs of the teaching process	Number of training sessions for development of teaching materials development	2	4	2019-2025	€35,000 / state budget and donors	MoE	BoE, CVE, education institutions, National Textbook Agency, Resource Centres, NGOs, donors
		Number of people trained to develop teaching materials	50	100				
		Number of developed teaching materials	10	15				
		Number of trained teaching staff capacitated to use teaching materials	150	250				

**Task 2:** Ensure and implement equal and continuous inclusive education through successful cooperation within and between sectors and transition from one level of education to the next

Outcome: Children with special educational needs take part on an equal footing at all educational levels, are supported and equipped for full and effective participation in society

Outputs	Activities	Indicator(s)	Expected outputs 2022	Expected outputs 2025	Period	Necessary resources in € / funding sources	Leading institutions and organizations	Partner institutions and organizations
2A - Continuous and systemic support is provided to children throughout all developmental phases and their inclusion in the educational process is ensured through the use of child development portfolios, support plans, individualization strategies, etc.	Continuously conduct activities related to the transition from preschool to primary education	Plan for the timely enrolment in elementary school of children with special educational needs developed	Yes	Yes	2019-2025	€15,000 / state budget and donors	MoE, MH educational institutions	BoE, educational institutions, Resource Centres, donors, NGOs
		Increased rates of timely enrolment in elementary school for children with special educational needs	20%	35%				
		Number of people capacitated using portfolios	60%	100%				
		Portfolio is being applied in preschool institutions	Yes	Yes				
		Number of established joint teams for timely enrolment in preschool institutions and primary schools	55	100				
Number of workshops for children and parents conducted in kindergartens	21	45						
		Number of meetings held by the representatives of kindergartens, parents, schools and primary health centres	1 meeting annually per school	2 meetings annually per school				
	Adjust the support plans prepared by health institutions with the programmes of transition from preschool to primary education	Support system established, local health expert teams formed for the education system	Yes	Yes	2019-2025	€10,000	MH	MoE, MLSW
		Number of enrolled and empowered children and families, based on support plans	20% of children with disabilities	50% of children with disabilities				
	Carry out the measures in primary schools that enable an easy transition for a child from class-based to subject-based teaching	Number of counselling and training sessions delivered to teachers and expert services	4	10	2019-2025	€5,000 / donor	MoE, BoE,	Educational institutions, NGOs
Number of teachers and expert associates who have been trained		100	250					
Establishment of school teams to support and monitor the quality of teaching adaptation during the transition from class-based to subject-based teaching		Yes	Yes					
	Create and apply a model of professional support in relation to the specific characteristics and needs of each key and critical development phase of a child with special education needs	Models and support techniques developed for development phases, including coaching and mentoring, professional learning communities, etc.	Yes	Yes	2019-2025	€5,000 / donors	MoE, BoE, RC, expert services within schools	Educational institutions, NGOs, donors
Number of training sessions for teachers and parents		4	10					
Number of trained and involved teachers and parents		100	250					
	Conduct anti-discrimination activities and initiatives aimed at preventing violence at the school level and protecting children with special education needs from this violence	Number of counselling sessions for school management on anti-discrimination and prevention of violence	8	12	2019-2025	€1,000 / state budget	BoE, CVE	MoE, educational institutions, NGOs
		Anti-discriminatory activities are integrated into school planning and programming	60% of schools	80% of schools				

**Task 2:** Ensure and implement equal and continuous inclusive education through successful cooperation within and between sectors and transition from one level of education to the next

Outcome: Children with special educational needs take part on an equal footing at all educational levels, are supported and equipped for full and effective participation in society

Outputs	Activities	Indicator(s)	Expected outputs 2022	Expected outputs 2025	Period	Necessary resources in € / funding sources	Leading institutions and organizations	Partner institutions and organizations
2B - Children with special educational needs in appropriate programmes of secondary education and employment programmes access tertiary education through the application of effective strategies and services of transition based on cooperation between the public and civil sectors	Promote and continue with training related to timely and quality multi-sector implementation of ITP-1 and ITP-2	Number of training sessions for professionals, expert associates and members of Centre for Career Orientation staff	16	24	2019-2025	€10,000 / state budget and donors	MoE, BoE, CVE	Educational institutions, Centre for Career Orientation, NGOs
		Number of trained professionals, expert associates and members of Centre for Career Orientation staff	300	450				
		Number of promotional activities	3	6				
		Assessment of the quality and efficiency of ITP-1 and ITP-2	No	Yes				
		Number of children with special educational needs who have completed secondary education	1600	2100				
	Develop a concept of mentor support for the professional orientation of children with special educational needs	Strategic plan for mentorship programme for supporting children with disabilities in their transition to the workplace developed	Yes	Yes	2019-2025	€3,000 / state budget and donors	MoE, CVE	Educational institutions, NGOs
Number of trainees and mentors in schools		15	25					
Number of children supported through mentoring		40	100					
Conduct capacity development for the staff of secondary schools	Teacher training needs analysis for secondary general and vocational education	Yes	Yes	2019-2025	€13,000 / state budget and donors	MoE, CVE	BoE, NGOs, donors	
	Number of trained teachers of vocational subjects and practical teaching subjects	250	450					
	Number of training sessions on topics related to methodology, pedagogy and inclusive practice	10	20					
	Number of training sessions in relation to the characteristics of developmental disabilities, individualization, adaptation, grading, etc.	10	20					
Stimulate development of new modularized programmes, expansion of vocational education programmes, inclusion of children with special educational needs in dual-education programmes	Number of new modularized programmes	15	22	2019-2025	€200,000 / donors	MoE, CVE	Donors	
Design and license the service of mediators in career orientation and employment.	Number of mediators' services licensed	2	4	2019-2025	€2,000 / state budget	MLSW	NGOs, donors	
	Number of children who are beneficiaries of mediators' services	25	50					

**Task 2:** Ensure and implement equal and continuous inclusive education through successful cooperation within and between sectors and transition from one level of education to the next

Outcome: Children with special educational needs take part on an equal footing at all educational levels, are supported and equipped for full and effective participation in society

Outputs	Activities	Indicator(s)	Expected outputs 2022	Expected outputs 2025	Period	Necessary resources in € / funding sources	Leading institutions and organizations	Partner institutions and organizations
2B - Children with special educational needs in appropriate programmes of secondary education and employment programmes access tertiary education through the application of effective strategies and services of transition based on cooperation between the public and civil sectors	Develop tests for the career and professional orientation of children with special educational needs and the capacity building of school advisers, Centre for Career Orientation staff and Resource Centre staff for working with children with special educational needs.	Tests developed are in line with users' characteristics	Yes	Yes	2019-2025	€8,000 / state budget and donors	BoE, Centre for Career Orientation	NGOs, donors
		Number of advisers trained	120	150				
		Number of children tested using adjusted tests	150	450				
	Promote the employment of persons with special educational needs	Strategic plan created for the promotion of employment Number of promotional activities	Yes 4	Yes 10	2019-2025	€2,500 / state budget	MLSW	NGOs, donors
2C. Children receive appropriate desegregated support through cooperation between schools, day-care centres and Resource Centres	Develop an ITP-3 for the promotion of tertiary education and the design of guidelines with recommendations for the adaptation of teaching methods at universities	ITP-3 adopted and used in practice	Yes	Yes	2019-2025	€2,500 / state budget and donors	MoE, BoE, universities	NGOs, donors
		Number of people trained for applying ITP-3	75	130				
2C. Children receive appropriate desegregated support through cooperation between schools, day-care centres and Resource Centres	Conduct assistance and support programmes in university faculties	Number and type of services provided by university faculties	5	10	2019-2025	€30,000 / state budget and donors	University, RC	NGOs, donors
		Number of services of Resource Centres	5	8		€10,000 / state budget and donors		
2C. Children receive appropriate desegregated support through cooperation between schools, day-care centres and Resource Centres	Evaluation of the work and cooperation between day-care centres and schools, Resource Centres and other community-based services in line with UNCRPD.	Assessment of cross-sector collaboration between day-care centres, schools, Resource Centres and other community-based services conducted	Yes	Yes	2019-2025	€50,000 / state budget and donors	MLSW	MoE, BoE, ISCP, day-care centres, educational institutions, donors, NGOs
		Cooperation plan developed	Yes	Yes				
		Number of workshops for the implementation of the cooperation plan	3	5				
		Number of trained people	45	75				
		Number of users of the new concept of cooperation	60	120				

**Task 3:** Support and improve the quality of inclusive education through strengthening school policies, culture and practice.

Outcome: Children with special educational needs achieve educational and developmental goals due to the increased capacities of schools, systems and services of support for inclusion

Outputs	Activities	Indicator(s)	Expected outputs 2022	Expected outputs 2025	Period	Necessary resources in € / funding sources	Leading institutions and organizations	Partner institutions and organizations
3A. Inclusive practice is improved through strengthening of the competences of the staff working in preschool education institutions and schools: school management, kindergarten teachers, grade teachers, subject teachers and teachers of practical subjects, expert assistants	Carry out an assessment of the existing professional development programme related to inclusive education and revise it, including coaching and mentoring, professional learning communities, etc., as well as improve the support mechanism	Analysis of existing professional development programmes conducted	Yes	Yes	2019-2025	€5,000	MoE, BoE	Donors, NGOs
		Enhanced professional standards in the field of inclusive practice	Yes	Yes				
		Revised training programme for teachers, expert associates and members of school boards	No	Yes				
		Enhanced teacher support mechanism in inclusive practice	No	Yes				
Design and implement modules of continuous professional development activities at the school level for teachers, expert associates and school management related to inclusive practice	Enhanced mechanisms of professional development at the school level		Yes	Yes	2019-2025	€60,000 / state budget, donors	BoE, CVE, educational institutions	NGOs, donors
		In-service teacher training programmes harmonized with the human-rights model	Yes	Yes				
		Number of trained teachers, expert associates and members of school boards	300	600				
		Number of professional development plans at the level of educational institutions that contain a module on inclusive practice	40	90				
3B. Full potentials of children are developed by use of approaches respectful of their individual needs, as well as by application of enhanced models of the existing resources	Analysis, adjustment and implementation of the initial teacher training programmes based on the human-rights model	Review of the existing concept, paradigm, approach and status of inclusive education during initial teacher training conducted	Yes	Yes	2019-2025	€25,000 / budget of the universities	Universities	Donors
		Number of teacher training programmes revised in line with recommendations	2	4				
Evaluation of the design and implementation of the IDEP, improvement of the IDEP and its application	Analysis performed to assess the effectiveness of the IDEP according to the principles of the human-rights model		Yes	Yes	2019-2025	€13,000 / state budget	MoE, BoE, CVE	Educational institutions, NGOs, donors
		IDEP improved based on the outcomes of the review	No	Yes				
		Number of training sessions for application of the improved IDEP	-	12				
		Number of staff capacitated for application of the improved IDEP	-	300				

**Task 3:** Support and improve the quality of inclusive education through strengthening school policies, culture and practice.

Outcome: Children with special educational needs achieve educational and developmental goals due to the increased capacities of schools, systems and services of support for inclusion

Outputs	Activities	Indicator(s)	Expected outputs 2022	Expected outputs 2025	Period	Necessary resources in € / funding sources	Leading institutions and organizations	Partner institutions and organizations
3B. Full potentials of children are developed by use of approaches respectful of their individual needs, as well as by application of enhanced models of the existing resources	Design a plan to engage Resource Centres and their satellite units, as well as plan of advisory visits and services offered to kindergartens and schools	Plan created with defined roles and responsibilities	Yes	Yes	2019-2025	€4,500 / state budget	MoE, BoE, RC	Educational institutions, NGOs donors
		Number of training sessions held	4	8				
		Number of trained teachers, expert associates, members of the management of Resource Centres and their satellite units	50	100				
		Number of associates from Resource Centres and branch offices participating in visits and services	25	35				
		Number of training sessions conducted by expert associates from Resource Centres and their satellite units	15	30				
		Number of services provided by Resource Centres and their satellite units	5	8				
		Services provided by Resource Centres and their satellite units are in line with UNCRPD	Yes	Yes				
	Design an improved model of engagement of mobile teams, which includes a clear division of roles, responsibilities, coordination mechanisms, etc.	Work plan for mobile teams created	Yes	Yes	2019-2025	€120,000 / state budget	BoE	Resource Centres, educational institutions
		Members of the mobile team participate in regular school meetings related to the preparation and implementation of the IDEP	24	30				
		Number of children receiving support	800	1,200				
Number of monitoring and evaluation sessions carried out		3	6					
3C. Inclusive policies, practices and culture in educational institutions are planned, created and implemented, based on evidence collected through improved mechanisms for monitoring and data collection	Enhance the methodology for the assessment of the work of schools by including indicators related to inclusive education; adoption of the revised methodology	Monitoring and evaluation system harmonized with the human-rights model	Yes	Yes	2019-2025	€5,000 / state budget	BoE, CVE	MoE, educational institutions, donors, NGOs
		Inclusive standards integrated into the process of school improvement planning	Yes	Yes				
		Number of training courses for supervisors and advisers from the BoE and CVE	2	3				
		Number of trained people	30	50				
		Number of supervisory visits	75	130				
	Improve the internal evaluation model and the format of school development plans that include the principles of inclusion and Universal Design for Learning	Creation of new school improvement planning process and guidelines	Yes	Yes	2019-2025	€5,000 / state budget	BoE, CVE	Educational institutions, NGOs, donors
		Number of training sessions for implementation of guidelines	5	8				
		Number of people trained according to the revised school improvement planning process	110	160				
		Number of schools applying a new model for planning and improving school performance	10	35				

**Task 3:** Support and improve the quality of inclusive education through strengthening school policies, culture and practice.

Outcome: Children with special educational needs achieve educational and developmental goals due to the increased capacities of schools, systems and services of support for inclusion

Outputs	Activities	Indicator(s)	Expected outputs 2022	Expected outputs 2025	Period	Necessary resources in € / funding sources	Leading institutions and organizations	Partner institutions and organizations
3C. Inclusive policies, practices and culture in educational institutions are planned, created and implemented, based on evidence collected through improved mechanisms for monitoring and data collection	Improve the educational information system (MEIS) from the aspect of the needs and practices of inclusive education	Software for registering children with special educational needs is upgraded	Yes	Yes	2019-2025	€17000 / state budget and donors	MoE	Donors
		Culture, practice and inclusive education policy improved	Yes	Yes				





