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Delegation to Montenegro

Policy brief

From Integrative to Inclusive Education: In Pace with Needs

Coalition for Social Changes

Center for Civic Education
Pedagogical center
The Monitoring Center CEMI

CEMI



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Introduction

One of the key aspects of the educational system reform is development of inclusive education based on respect of individual characteristics and needs. This approach is based on several principles: cooperative teaching and learning, providing instruments and technologies for overcoming disabilities, and individual educational plans which allow students to express their special abilities. Inclusive education insists on uniqueness of each child. Each child has its own potentials and possibilities, but also obstacles and difficulties.

Within the project “Strengthening CSO capacities in fight against poverty and social exclusion”, supported by the Delegation of the European Union in Montenegro, implemented by CEMI in cooperation with Juventas and Cazas, ten CSO’s dealing with issues in areas of health, education, social inclusion and human rights in general, have formed the Coalition for Social Changes. Coalition for Social Changes has created policy proposals from four areas of the PASIS through careful monitoring of the Strategy implementation, field research, and interviews with relevant institutions. Within this project the policy study and brief were created under title “From integrative to inclusive education: keeping pace with needs” written by representatives of Monitoring Center, Center for Civic education and Pedagogical Center.

This brief seeks to identify problems in implementation of the inclusive education concept in Montenegro and to define recommendations, implementation of which would improve current situation at this area.

Definition and significance of the inclusive education

The terms integration and inclusion are often used alternatively, as if their meaning was the same. It is useful to clarify their different meanings so people could use same language in the practice and understand each other.

Integration of children with disabilities into regular schools implies their entrance into the existing educational system without adjustment to their special educational needs. An integrative approach accentuates traditional school achievements, than the child itself with its specific abilities, knowledge, interests and experiences.

Integration is based on the medical model, which treats disability as a problem, or deficiency of an individual and aims much more to correction, rehabilitation and change of a child. A child is observed through disability and diagnosis while it receives support in protected conditions (hospitals, special institutions).

Many experts consider that integration represents a step towards inclusion. However, the main limitation of integrative education lies in the fact that the school system remains rigid and demanding so only children with minor disabilities could be successfully integrated.

Inclusion encompasses not only obligatory changes and adjustments of the regular education system but also changes and adjustments of society in order to provide quality education for children excluded on the basis of poverty, language barriers, sex, national or religious affiliation, disability etc.

Inclusive education in context of this study, is a process through which schools respond to all their students as individuals by reconsidering and restructuring their curriculum organization and by providing means for enhancement of equal opportunities. Through this process, schools are building up their capacities for acceptance of all students from local society, which decreases all forms of exclusion of students whether for their disability, ethnicity, or anything else that can make life of some children unnecessarily difficult.¹ Therefore, inclusive education must be general policy and practice, as a part of education, not a special intervention intended for diverse socially endangered groups. In this broader sense, inclusion is a process of increasing participation and decreasing exclusion, where participation means recognition, acceptance and respect, inclusion into the learning process and social activities in a manner which, in an individual, induces development of belonging to society.

Significance of the inclusive education was recognized at the national and international level. European Union has stated limited participation of RAE students in primary and secondary schools and limited success in decreasing of marginalization in schools. Positive efforts of Ministry are recognized in direction of RAE children inclusion, especially in public schools, in order to avoid segregation, as well as initiation of affirmative action and

¹ Sebba & Sachdev, 1997.; Booth i Ainscow, 1998.; Peček et al., 2006.

a campaign for encouragement of their acceptance. A need for improvement of inclusive education in Montenegro, through implementation of adopted laws on persons with disabilities and by creation of liable data on poverty and social exclusion was underlined.

In Poverty Alleviation and Social Inclusion Strategy is foreseen advancement of an inclusive education concept through implementation of the Law on education and guidance of children with special educational needs and through other measures based on three major components: development of policy in area education of children with special educational needs and inclusive education and support of MES and Bureau for Education in development of education of teachers in area of education of these children.

Situation analysis

Strategy for the inclusive education in Montenegro, represents a step forward in educational reform, in accordance with needs of every student. However, by the definition that we have adopted in the first part of the study, inclusive education is not only about children with disabilities, but also about students from marginalized groups such as Roma, Ashkali and Egyptian children, as well as adults who want to obtain informal education. In situation analysis therefore, we will concentrate not only on education of children with disabilities, but also on education of Roma, Ashkali and Egyptians, which should be treated in educational documents as children with special educational needs. Lack of a monitoring body for implementation of this Strategy, despite regular reporting practice, opens certain space for improvisation and avoiding obligations set in the Strategy.

Strategy for integration of persons with disabilities in Montenegro and Strategy for improvement of the RAE population position have contributed to the creation of valid framework for inclusive education, which needs efficient implementation, so that measures set in them can provide satisfying results. Within the framework of research work on this study, several dozens of demands for the free access to the information were sent, interviews with representatives of relevant institutions were conducted, and focus groups with parents of the children with special educational needs were carried out in order to examine the current status of the implementation of legislative and strategic framework for inclusive education in Montenegro.

Through our research we have detected several obstacles and problems in implementation of inclusive education concept in Montenegro. In part of this concept, concerning education of children with special needs, problems in process of direction and development of individual educational plans, as well as coordination problems, obstacles in mobile teams functioning, education of teaching staff and architectonic barriers were detected. When it comes to education of Roma, Ashkali and Egyptians, most of the problems are related to initial enrolment to schools and then to high drop-out rates, language barriers and occurrence of segregation in pre-school education.

Direction is the first step in the educational cycle and it is done by the Commission

for direction. This Commission, in accordance with the Law, consists of: a pediatrician, adequate specialist, a psychologist, educator, special education specialist, and social worker when appropriate. The commission's work involves, a parent and a teacher/educator of the child who is being directed. Work of these commissions has been significantly improved in the last several years, when medical model of direction was replaced by DCP model, i.e. systematic approach which compensates the medical model and personal characteristics are brought in connection with obstacles in society. This model seeks ways to include a child into a regular school and only exceptionally into a special school.²

According to the information from Ministry of education and sports, eighteen commissions for direction have been formed at the local level. These commissions are sending information to the Ministry of Education and Sports, which makes entries of these data into the database on students with special educational needs. Appeal on the decision of a Commission for direction can be filed with commission of second degree which functions inside of the Ministry.

Results of the examination of the focus groups, composed out of 20 parents of children with special educational needs have shown slightly different results from responses of representatives of relevant institutions. Namely, from 20 children with special educational needs, only seven were included into regular educational system. Parents of three out of 13 children have not tried to enroll their child into the school, while ten children were directed into the special educational system based on the decision of the Commission for direction.³

Additional problem in the functioning of commissions is implementation of regulations on the criteria for determining the type and degree of disabilities, disorders or impairment of children and youth with special needs. These regulations are several times marked as inadequate and prevalently medically conceptualized. After adoption of the Law on amendments on Law on education and guidance of children with special educational needs, these Regulations should be amended accordingly.

After direction and 30 days after admission of a child to an educational institution, **individual educational plan is being created.** This plan is being created individually for each child, in order to adapt educational process to his special educational needs.

Commissions for direction are creating a plan of support, from which are extracted data for IEP, created by the expert team. This plan contains a determined timeline which indicates the deadline for review, i.e. customization of IEP.

Examination Center is creating individual test of the knowledge evaluation, based on IEP.

Research which encompassed 66 teachers of children with special educational needs,

² Intervju sa savjetnicom savjetnicom u Ministarstvu prosvjete i sporta, T. Milić

³ Results obtained in focus group of 20 parents of children with special educational needs from Podgorica.

has shown that only 4% out of these teachers have included parents into process of IEP creation in adequate way, that in 9% of the cases IEP is not created at all, and that in 52% of cases parents haven't taken part in this process. In few cases IEP was created only by the specialist.⁴ In conversation with a representative of the Ministry of Education and Sports, we found out that parents are mainly excluded from the process of the IEP creation, for their passivity.⁵

Previous research, conducted on the focus group of 20 parents of children with special educational needs, has shown that, out of seven children directed in a regular system of education, none had IEP. Most of the parents (fifteen out of twenty) have stated that educational institutions attended by their child, are not adjusted to the type of disability that these children have. Nobody has ever provided any professional advice to these people, nobody has ever suggested to them any program for the parents of the children with special educational needs. They are also not acquainted with activities of the mobile teams. As a main obstacle for the implementation of the inclusive education, they have pointed out lack of will for implementation among relevant institutions.⁶

These researches have shown that it in Montenegro there is a common practice of exclusion of parents from IEP creation, that sometimes IEP is not even created, and in most cases, it has never been reviewed.

Although **the coordination of the institutions** is planned well, it suffers numerous weaknesses. There is no unique mechanism which provides an information flow among MES, Ministry of Labor and Social Welfare and Ministry of Healthcare. Each of these Ministries has a kind of database on persons with disabilities, depending on the type and degree of disability, but none of these institutions has access to all databases. Also, it should be mentioned that a significant number of persons with disabilities aren't registered in none of these databases (especially those from rural areas).

Education of teaching staff, who works with children with special educational needs, is conducted through trainings and seminars of the Bureau for Education and Ministry of Education and Sports. Also, at the Faculty of Philosophy, there are 3 study programs, which have Inclusive education as mandatory and facultative subject. Strategy for inclusive education has envisaged introduction of subject Methods of the work with children with special educational needs, however, this measure is under jurisdiction of University of Montenegro, which has done nothing on this issue. Problem of teaching staff education is present also in the case of **teaching assistants**. Due to the fact that the institute of teaching assistants is set as volunteer service, there is not adequate control of the staff who works with children with disabilities. Teaching assistants often do not possess adequate qualifications, or adequate preparation for work with these children.

4 Adžić Marija: "Capacities of teachers and professional team in the educational and training institutions to work with children with pervasive developmental disorders", Faculty of Philosophy, 2010.

5 Law on Education and Guidance of the Children with Special Educational Needs and Transcript of the Interview with advisor to the Minister of Education and Sports Tamara Milić

6 Results obtained in focus group of 20 parents of children with special educational needs from Podgorica.

Taking in consideration the fact that the work with children with special educational needs is very demanding and that it requires exceptional skills, it is necessary to clearly define qualifications and prerequisites, which should be fulfilled by a teaching assistant.

In the case of the **mobile teams**, research has shown that no one from parents of the children who are educated in regular system has ever heard about existence or functioning of mobile teams. This is particularly curious, since MES claims that there are 4 mobile teams at the level of regions.

Special institutions are still not transformed, although it was planned by the Strategy. It is planned to finance this transformation from the IPA 2010 funds, which are still not allocated. To MES has been allocated one component of IPA, amounted to 540 000€, while 2 500 000 € has been allocated to Ministry of Labor and Social Welfare for the reform of the social and children protection system. Within this project will be worked on deinstitutionalization, providing support to case managers in social work centers, support to the process of fostering. Through IPA 2010 transformation of special institutions to resource centers will be conducted, as well as education of Roma and modification of external revision of knowledge.

Generally speaking, the problem of **architectonic barriers** in schools is very common in Montenegro. Most schools are not adjusted to special needs of persons with disabilities. In only one part of elementary and secondary schools, entrances to institutions are adjusted for children with disabilities.

As we have already stated, Roma, Ashkali and Egyptian children usually remain excluded from educational system, and once enrolled they are leaving educational system very soon. Clear indicator of the drop-out rate is the fact that out of 1500 RAE pupils in elementary schools, in secondary education there are 37 RAE students, who continued education, while 7 RAE students are enrolled at the University. Data of the Ministry of Education and Sports are showing that only 10% of Roma completes elementary education, and only one parent was sanctioned for avoiding legal duty to enroll his child into elementary school. From MES we have also found out that first inspection of refugee camps Konik I and II, was conducted at the beginning of school 2010/2011, when 55 children were included in city schools, providing them free transport, tools and textbooks.⁷ By now, only one parent was sanctioned for not sending his child to school.

One of larger problems for integration of Roma children in regular educational system is **insufficient knowledge of language** in which classes are being held. Organizations of civil society that are dealing with human rights are considering that the state is not active enough in this sense, especially since it has not succeeded to provide instruments for Roma assistants in elementary schools, or to provide mechanism for identification of children who are not enrolled in elementary schools in timely manner.⁸

⁷ Decision MES No .01-3418/3 od 27/07/2009.godine)

⁸ Comments NGO Action for Human Rights from Podgorica, submitted to the Children's Right Committee on 23rd November, 2008. Published 2010.

In preschool education there are still examples of preschool institutions attended exclusively by Roma children. From MES it has been underlined that this kind of segregation was conditioned only by the population structure in city areas. „Existence of kindergartens with exclusively Roma population in Konik, is not an example of segregation, it is simply conditioned by the prevalent population in this part of the city. If all children from Blok V are attending kindergartens in Blok V, as well as the children from Vrela Ribnička, are attending kindergarten in that part of the city. Once the EU priorities are met and Konik camp is closed, things will probably look differently.”⁹

We consider this type of **segregation**, even at the preschool level, harmful, since when those children start attending elementary schools, they will already have certain group identity which will make more distance from their peers.

Conclusions and recommendations

Inclusive education is one of the important elements of entire educational system reform and its adjustment to contemporary educational systems. Although Montenegro has significantly advanced in direction of establishment of more open educational system, in implementation, by setting Law on Amendments of the Law on

Education and Guidance of Children with Special Educational Needs and set of the strategic documents mentioned in previous parts of this study, in implementation of these documents are still encountered numerous flaws and problems which should be eliminated.

In this part of the study we will summarize these problems, and expose proposals for their solutions created in accordance with experiences in Western countries and applicable in Montenegro.

Problem 1: Short period in which Commissions are passing the Decision on Directing

Consequences: Children directed in inadequate educational program

Goal: Longer period of observation and comprehensive system of criteria on the basis of which decisions on direction are passed. Commission trained to give recommendation on mode of education and specially adapted program which is adequate for the child, possible suggestions and draft of the action plan.

Measures:

1. Regulations on determination of type and degree of disability or disorder of children and youth with special needs and modalities of their inclusion into educational

VII. Education, leisure and cultural activities (paragraphs 282, 284, 290) and

VIII. Refugee Children and Children Members of Minority Groups (paragraphs 390, 391, 392, 400-406)

9 Interview with advisor to the Minister of Education and Sports Ms. T. Milić 24.12.2010.

programs amended in accordance with systematic model, preserved potentials, capacities and possibilities of the child, integrative relations between environmental and personal factors.

2. Introduction of the early detection and intervention actions

3. Decision of the Commission, among other things, has to include data obtained by different institutions, where development of the child was followed from its birth, through his preschool education until elementary school (developmental advisory, centers for children with special educational needs, reports of the preschool institutions) and reports written on the basis of child observation through preschool education.

Decisions of the Commission for direction are determining entire educational cycle of the child, so it is necessary that these decisions are based on the objective data and not on the one observation. In all models of inclusive education from Europe, that we presented, diagnostics is including longer periods of observation and continuous monitoring of the child in adequate conditions and direction to adequate treatments and forms of educations.

In order to avoid mistakes in estimations, which could cause irreparable damage for development of the child, more objective analysis has to be conducted on the basis of more information, over longer period of time.

Problem 2: Inadequate creation and revision of individual educational plans IEP's

Consequences: Wrong approach to education and guidance of children with special educational needs, stagnation in development and studying, demotivation of teachers, students and parents

Goal: Each child with special educational needs has IEP, which is monitored, and timely revised.

Measures:

1. Introduction of periodic inspection controls

2. Legally envisage mandatory approval of parents to IEP and their participation in IEP's creation

3. IEP should contain, except elements set by the Law¹⁰, ciljeve, proposal of the teaching mode, instructions for work at home, draft test of knowledge evaluation, after which IEP will be immediately revised.

4. IEP is given both to parents and teachers

¹⁰ IROP provides forms of educational work for the upbringing and education areas, or objects, methods, involving further technical assistance, the transition between programs, customization of the organization, standards of knowledge, accomplishments and skills, testing, assessment of knowledge, achievements and progress of children, as well as timetable

5. Data from IEP are contained also in the database

6. Sanction schools which haven't created IEP for their students with special educational needs

Individual educational plan is one of the key elements of inclusive education of children with special educational needs. Thus it is important, that this plan is created for each child, in accordance to its necessities, to contain all those data which are relevant for possibility of that child to adopt educational materials, forms in which it could be taught, and in which way his advancement could be verified in accordance with this plan. Once that initial goals from IEP are achieved, it is necessary to set new ones, as well as new ways of their achievement and evaluation. Except that, for the children with special educational needs work at home is extremely important, thus this plan could contain recommendations for parents how to assist their child in studying and to facilitate this process to it.

Current method of IEP is not adjusted to international standards, it doesn't contain enough information and in practice are noticed cases of IEP copying for the children with same disabilities. Also, revision of these plans is done rarely, which leaves very dangerous consequences for entire development of the child, because it is not following its advancement.

Problem 3: Mobile teams functioning

Consequences: Inexistence of adequate professional help to teachers

Goal: Active and professional mobile teams which are providing help to the teaching staff

Measures:

1. By regulation set qualifications, composition, modes of the action of mobile teams
2. Set obligation of monthly reporting for mobile team members
3. Entering data from monthly reports into the database

Currently work of the mobile teams is pretty sporadic and parents are not aware of their existence or actions. In order to maximize effects of this service, it is necessary to supervise their actions, through regular monitoring of their monthly reports, careful selection of candidates for members of mobile team and use of information that these teams collect in their work for further advancement of educational conditions and methods for education of children with special educational needs.

Problem 4: Poor coordination of institutions competent for implementation of inclusive education concept

Consequences: Incomplete data on the child, uninformed parents, poor base for creation of individual educational plan

Goal: Good informational flow among institutions

Measures:

1. Centralized system of information, where each child with special educational needs has its base which contains medical diagnosis, decision of commission for direction, each created IEP during its education, reports and observations of teachers and mobile teams. This system should be accessible in each moment to parents and teachers.

2. Introduction of obligatory exchange of data among institutions

Behind this problem there is another significant issue: lack of early detection. In Montenegro, closest to this concept are medical records of Developmental Symposium. These records are inaccessible, to parents as well as to the teachers who will later work with these children. Database in the Ministry of Education and Science is consisted out of Decisions of Commissions for direction, Bureau for Education acquires IEP's, and medical institutions are withholding medical records. Lack of information is serious obstacle to adequate direction and subsequent monitoring of educational cycle.

Establishment of centralized informational system would, above all, facilitate to the Commission passing the decision, raise education quality to higher level and contribute to better and more structured functioning of educational institutions.

Problem 5: Insufficient education of teaching staff

Consequences: Inadequate relation with children, poor results, neglecting and exclusion of children with special educational needs

Goal: Staff completely trained for the work with children with special educational needs

Measures:

1. Introduction of obligatory subject on studies for all those who intend to be engaged in teaching activities.

2. Regulation of the legal status of teaching assistants, in the way that their qualifications are set on higher level, that the evaluation of their work is conducted and that adequate remuneration is foreseen for their work.

3. Continuous and systematically organized education of preschool teachers;

4. Education linked for the work in regular groups of kindergartens and schools (not

only education for the work with children with disabilities, but also development of the idea of social inclusion in widest context);

Efforts vested by the Bureau for Education in providing substantial education of teaching staff in schools, in cooperation with numerous international organizations, are not enough to completely prepare teaching staff for the work with children with special educational needs. Three day workshops and handbooks are not an adequate approach to this problem. People, who work with children with special educational needs, need to be familiarized with different situations which they may encounter in their work, with different methods of teaching as well as with customization of IROP. This kind of knowledge could be only adopted through regular study program, where teaching staff can be prepared for its future vocation. This could be regulated through introduction of special subject, at all university units and through the laws. Furthermore, it should be legally regulated that the necessary requirement for employment of any kind, which includes pedagogical work, is completion of education which encompasses these subjects. Educations, seminars and workshops can be only a transit solution (for teachers who graduated before introduction of these new subjects) until these subjects are not permanently established at universities..

Problem 6: Insufficiently developed system of education of protégés of special institutions, lack of standardized functioning of other institutions of children' and social protection.

Consequences: Inadequate work with children, intransparent work, closed system, children excluded from social environment, isolated.

Goal: Transformation into resource centers with trained staff

Measures:

1. Transformation in accordance with Poverty Alleviation and Social Inclusion Strategy.
2. Periodic controls of functioning of special institutions
3. Licensing of daycare centers with clearly defined standards (qualifications of employees, which program are they working upon, how many children are treated, etc.)
4. Employment of qualified teaching staff in special institutions
5. Although in the last years children are not being directed at PI "Komanski most" it is necessary to provide adequate conditions for current protégés of this institution. This institution is not included into the educational system, but some of its protégés are at the age when they should obtain regular or special education. For children who are able to attend educational activities, adequate conditions should be provided, as well as motivating environment. It is necessary to pay greater attention to development and

education of these children.¹¹

Problem 7: Physical and social barriers

Consequences: Inaccessibility of educational institutions, exclusion

Goal: All educational institutions accessible, social distance decreased Measures:

1. Revocation of licenses to educational institutions which haven't provided access to children with special educational needs;
2. Publishing textbooks in Braille;
3. Sensitization of media;
4. Decreased number of children in educational groups (respecting pedagogical norms and standards) ;
5. Adaptation of existing objects (institutions of regular education and special institutions in accordance with European standards);
6. Construction of new preschool facilities in order to unclog existing ones;
7. Formation of Centre/Counsel for parents of children with special educational needs

Numerous educational institutions in Montenegro don't have appropriate access for children with special educational needs, adjusted classrooms and toilets. Besides obstacles which these children are facing every day, architectonic barriers are acting as further discouragement for children and for parents to enroll their child in one of these schools. Technical insufficiencies, such as lack of didactic tools, are also an important problem. It is necessary to provide accessibility for each school and educational institution as well as tools, which will help these children to follow lectures without impediments, like their peers.

In order to conduct education of children in regular groups and classes, it is necessary to decrease number of children who are attending these groups, through construction of new facilities for preschool education, because currently too large number of children within the same group is decreasing the quality of education, not only for children with special educational needs, but for their peers as well.

As we already stated in situation analysis, social distance towards these children is still big, so the continuity in awareness and promotion campaigns should be kept, with special accent on the right to education and education of media for reporting on this topic.

¹¹ Na primjer: Ustanova Komanski most ima 125 štíćenika, šest vaspitača, tri radna terapeuta, 11 medicinskih sestara, 19 njegovateljica, četiri higijeničara i jednog socijalnog radnika. Nisu poznate kvalifikacije preostala 22 zaposlena.

Problem 8: Exclusion of significant number of Roma, Ashkali and Egyptians in educational system and high rate of drop out

Consequences: Social marginalization and lack of employment opportunities

Goal: Higher degree of inclusion and decrease of the drop-out rate

Measures:

1. Regular inspections of families with children age 6-15
2. Regular distribution of textbooks and school supplies for children of Roma, Ashkali and Egyptian
3. Affirmative action for Roma students who finish elementary school (rewards, facilitated enrollment in highschools)
4. Popularization of the Roma children education with media

According to the data we exposed in situation analysis, the number of Roma children outside of educational system is alarmingly high, as well as of those who do not have elementary education. Also, there is high percentage of those who are leaving education at senior grades of elementary school, and when we reach secondary and high education, numbers decrease to just a few. Without education, these children don't have opportunities to get employment and they stay marginalized for entire life. In refugee camps and Roma populated areas, inspections were never conducted, and as we already stated, only one parent was sanctioned for avoiding legal duty to enroll his child to elementary school. Distribution of textbooks and materials free transportation, are some of the steps already made, which should increase number of Roma children enrolled, but is necessary to encourage also their parents and to convince them into significance of education for their children. This could be achieved by informing of parents on importance of education or, at last instance, by efficient sanctioning of those who don't want to provide to their child at least elementary education.

Problem 9: Language barriers

Consequences: Poor results in education in regards to peers

Goal: Possibility of easy comprehension of classes held in Montenegrin

Measures:

1. Roma assistants in preschool institutions
2. So called compensatory education, additional classes of Montenegrin language

As we have already stated in the situation analysis, language barriers are one of the main obstacles to full integration of RAE children into educational system. Without language, they are not able to follow lectures or to study on equal basis. Therefore, it is recommendable that children learn Montenegrin before enrollment to school and to adopt it through regular program. In this manner they will be able, not only to follow regular education, but to easier find employment.

Problem 10: Segregation of children RAE population in preschool age

Consequences: Creation of isolation and group identity

Goal: Overcoming segregation at all educational levels

Measures:

1. Free transportation of children in preschool facilities in city with mixed groups

By now, prevention of Roma segregation in elementary schools was conducted quite successfully, however – same measures need to be applied in preschool institutions as well. Attendance of kindergartens with exclusively RAE children, could cause “the bell jar” effect, i.e. although Roma children are studying together with their peers in elementary schools, they cannot fit, due to already created certain group identity. Namely, it could happen that these children cannot communicate in adequate way with rest of the children, albeit they are passing the educational process together. In order to avoid this, it is necessary, from earliest age, to create a sense of belonging to the group where children are diverse –but equal.

About organizations

Coalition for Social Changes was established on the 15th of December 2009, among ten leading organizations of civil society in the area of health, social protection, labor market and education: The Monitoring Center, AD Center Equista, Center for Civic Education, Juventas, CAZAS, Institute for Social inclusion, Pedagogical Center of Montenegro, Montenegrin Association of Youth with Disabilities, Association of parents of Children with Disabilities „Sunbeam“. The Coalition is open for who all interested organizations of civil society, dealing with problems of poverty and social exclusion, can freely join. Main aim of forming of the Coalition is contribution to strengthening of advocacy capacities and watchdog functions of civil society organizations in Montenegro, in order to influence creation of policies and laws in the area of education, labor market, social and children's protection.

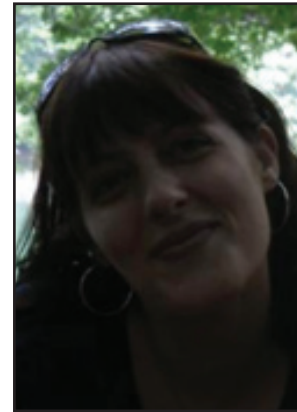
Pedagogical Center is established with the aim of assisting the reform of educational system in Montenegro, and to continuous process of innovation, advancement and improvement of this system- Through programs realized by this NGO are encompassed all actors of educational process: children, parents, teachers, directors, pedagogues, psychologists, governmental and nongovernmental institutions and organizations dealing with education, as well as international educational institutions and organizations.

Center for Civic Education (CCE) is a nongovernmental, nonprofit association of citizens, whose vision is Montenegro as democratic society of responsible citizens. CCE mission is education for democracy, human rights and European integrations with the aim of strengthening of civil society, based multiethnic and multicultural values, with high degree of citizens participation in decision making process. Main programs of CCE are democracy, Human Rights, European integrations and active citizenship, within which are situated numerous subprograms. More information available at: www.cgo-cce.org

The Monitoring Center – CEMI is a nongovernmental, non-profitable organization founded in May 2000, whose main goal is to provide infrastructural and expert support for continuous monitoring of the process of transition in Montenegro. CEMI envisages Montenegro as a land of free citizens, the rule of law, social justice and equal opportunities. The mission of CEMI is to continuously provide support to reforms and strengthening of institutions of political system and civil society organizations, by proposing and monitoring the implementation of public policies in the fields of human rights and freedoms, fight against corruption and Euro-Atlantic integration of Montenegro. CEMI implements its activities through three programs: Democratization and human rights, Fight against corruption and European Integration, while the organizational structure consists of four departments: Public policy research department, Legal department, Public opinion survey department and Public Relations Department. More information at: www.cemi.org.me.

About authors

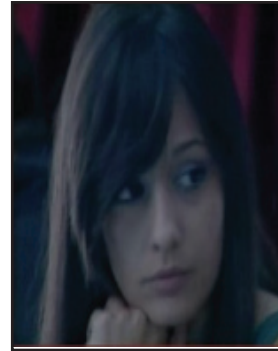
Milena Protić, program coordinator of the Pedagogical Center in Montenegro, was born 1982, in Podgorica. At the Faculty of Philosophy, Dept. Pedagogy in Nikšić graduated and obtained Master diploma. Employed in PPI „Đina Vrbica“, as a professor of preschool education, and since 2008 is engaged as part time associate at Faculty of Philosophy in Nikšić, Study program Preschool Education. Author of several essays in Educational Journal and during last four years participated in planning and realization of several projects with Coalition Roma circle, Pedagogical Center of Montenegro and NGO 4Life. She volunteered in several educational institutions: PPI „Đina Vrbica“, PPI „Ljubica Popović“, and PI „Komanski most“. Currently, member of the team for realiation of the project „Indicators of multicultural and civic conscience development in early childhood in Montenegrin educational system“ Pedagogical Center of Montenegro and Faculty of Philosophy, with support of the Ministry of Education and Science. “



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Ana Selić was born on 22nd July 1985, in Foča. Graduated at the University of Montenegro in Podgorica, Faculty of Political Sciences in area of International relations and Diplomacy. Master Diploma obtained at the University of Bologna in area of International Relations in 2009. Currently employed as program coordinator at the Monitoring Centre. Fluent in English, Russian and Italian language.



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