Editors Nikoleta Gutvajn Milja Vujačić

CHALLENGES AND PERSPECTIVES

OF INCLUSIVE EDUCATION



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OF INCLUSIVE EDUCATION

Editors Nikoleta Gutvajn Milja Vujačić

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FOREWORD

nsuring conditions for a quality education for all children is a key goal that is supposed to be achieved within the process of reforming the education system. Efforts to ensure both equality and quality in education have become fully made through the idea of inclusive education. The importance of this concept has also been confirmed by the fact that inclusive education in many countries represents a key indicator of the quality, efficiency and humanity of their education systems. Experiences so far in the application of inclusive education have been very valuable, because they point out some important elements of this process and provide guidelines regarding the manner in which those necessary changes should take place. It is important to highlight that it is impossible to develop one unique inclusive model that could be applied in various countries with the same level of success, but that adequate solutions can be only achieved by analyzing specific contextual conditions, taking into consideration the specificities of each social and cultural environment and the existing conditions of education systems and schools. In order for this idea to be actually implemented, it is important that decisions regarding public policies be based on insights obtained through careful research of various problems in the field of inclusive education. Those insights can be very significant both for decision-makers and practitioners in considering the process and results of the implementation of inclusive education as well as in getting ideas for further development of inclusive practices in educational institutions. It is possible to single out two approaches to the research and perception of inclusive education based on the different interests of researchers. The first approach is about searching for practical solutions to certain problems of inclusive education (a partial reform of the education system and schools), while the other approach perceives inclusion as a cultural policy that requires complete reconstruction of society and a new way of thinking.

Research in this field shows that, in spite of great efforts and endeavours to improve this idea, the inclusive education implementation process in most countries develops slowly and with difficulties. There are still many unresolved issues and dilemmas related to this process: (a) In what way is inclusive education related to key challenges in education such as quality, failing classes, lack of resources, rigidity of school programmes? (b) Is inclusive education the right solution for all children with developmental disabilities? (c) Is there is a best solution for the successful application of an inclusive programme and is there a clear plan to be followed? (d) Is the introduction of inclusive education possible in all countries?

The results show that official education policies in this field haven been completely implemented in practice and that existing differences can be explained by the existence of numerous barriers and challenges relating to the practical application of planned changes. Overcoming existing problems has not yet been fully solved, even in countries that have a long tradition of inclusive education and good economic conditions for its implementation, and it is clear that challenges and problems which developing countries encounter, having less experience in this field and unfavourable economic conditions, are bigger and more complicated.

Education policies in the field of inclusive education can be successfully implemented in practice if the key actors in this process (principals, teachers, students, and parents), strongly support planned changes and express a positive attitude towards them. Research shows that the resistance and negative attitudes of teachers and other stakeholders towards the inclusion of children from marginalized groups in regular schools lead to numerous problems in the implementation of inclusive education. It is therefore highlighted that changing attitudes is one of the challenges and key conditions for the success of this process. Changing and overcoming negative attitudes towards inclusive education is progressing very slowly and with difficulty, and that is why many other planned activities in this field encounter difficulties in the process of realization.

The problems in the application of inclusive education to a great extent relate to teachers, as key actors in this process. Research shows that the successful development of inclusive practice is particularly obstructed by teachers' negative self-assessment of their professional competency for the realization of inclusive education, as well as a lack of adequate professional training and expert support in working with students who need additional support. These problems cause teachers who work in inclusive contexts to become overwhelmed and stressed, which additionally affects their work negatively. Modern educational approaches show the importance of the new role of teachers in establishing the required conditions for encouraging the individual development of children and recognizing their individual abilities, affinities, family and cultural heritage. Therefore, adequate professional training of teachers for working in inclusive education, the implementation of innovative approaches in work, and cooperation with parents has been highlighted as one of the most important goals in the process of adapting education to meet the abilities and needs of all children.

Research indicates that, apart from the conditions of education systems, the achievement of inclusive education is hindered by numerous barriers, including social and local community factors, as well as the those relating to children who need additional support and their families. Therefore in considering key challenges and perspectives of inclusive education, barriers and problems should not only be tackled within the education system, but also in connection with other segments of society, such as the family, local community, as well as healthcare and social security.

A collection of papers "Challenges and Perspectives of Inclusive Education" contains thirteen papers by authors who are, by their thematic orientation, focused on elaborating on numerous issues significant for inclusive education. This book aims to examine current problems in inclusive education from the standpoint of their significance for the improvement of public policies and the practice of inclusive education. No theoretical and stylistic harmonization was required from authors of the articles. They were expected to show the results of their own theoretical and empirical research, thus making them accessible to both an academic audience and the wider public, in the hope that the results of such scientific research will be implemented to a greater extent in educational practice.

This collection of papers addresses certain questions of inclusive education, but it does not give a comprehensive account of all aspects of inclusive education. We thought that it was important to publish and present in a single collection papers by authors who are dedicated to examining inclusive education from various perspectives. Papers contain relevant information about the current conditions of inclusive education in Serbia; dominant discourses of inclusive education within legal frameworks of preschool education in Serbia; the connection between teachers' attitudes towards inclusive education and their implicit pedagogies; attitudes of school counsellors towards the education of students with special needs; preschool teachers' competences for working in inclusive education; preschool teachers' opinions about the benefits of professional development in improving competences in the field of inclusive education; possibilities for inclusion of socially marginalized individuals and groups in an institutional environment and the local community in the context of education for human rights; institutional foundations for the inclusion of Roma people in the education system in Serbia and Croatia; frequency of symptoms of emotional and behavioural problems of older primary school students, with an analysis of gender differences, in the presence of symptoms and students' perception and assessment of the influence of difficulties on their own functioning; inclusive support in preventing bullying in the Italian education system; higher education programmes for teacher training in Montenegro and problems inhibiting improvements in inclusive education in music schools, with suggested solutions for their solution; characteristics of career development for various types of teacher in regular and special education systems.

The paper authored by Tinde Kovač-Cerović, Dragica Pavlović-Babić, Tijana Jokić, Olja Jovanović and Vitomir Jovanović *First comprehensive monitoring of inclusive education in Serbia: selected findings*, presents selected findings of the first comprehensive evaluation of inclusive education in Serbia, five years after its systemic introduction. This evaluation is based on indicators defined by the Framework for monitoring inclusive education in Serbia. The research was conducted

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on a representative sample of 28 schools, and it encompassed 1537 students, 794 parents and 742 teachers. The structure of the framework, which implies predefined indicators and criteria, as well as the assessment of that same indicator by various informants, enabled the identification of the areas which are strong points in our education system, as well as areas that require immediate system development. The results of the monitoring constitute a reliable basis for improving the policy and practice of inclusive education in Serbia.

In the paper *Inclusiveness of preschool education within education policies documents of the Republic of Serbia*, Lidija Miškeljin deals with an analysis of relevant legislative documents with the aim of showing that theoretical starting points interwoven with public policies discourse perceive a child differently, as well as inclusion itself thus bearing different implications for the practice of preschool education. A key question from which the author starts her analysis of the legislative framework is: What are the dominant discourses in legislative solutions for preschool education in Serbia and what kind of construction of inclusion do they offer? This paper uses one method of theoretical analysis implementing the technique of content analysis through the following dimensions: accessibility, employees, monitoring and evaluation, and management and financing. Based on the given criteria and categories we can observe that: children's rights remain at the level of political proclamation because they are not operationalized through the participation of children in education guaranteed by the Convention on the Rights of the Child; that reducing inclusion to a separate single consideration (such as the scope of children) becomes its own goal and displays particularity in understanding and recognition of inclusion; and that the concept of inclusion itself in documents of public policy is not based on a clear ideology because of existing terminological inconsistencies.

The results of the research aimed at examining teachers' attitudes towards inclusive education were presented and analyzed by Milja Vujačić, Rajka Djević and Nikoleta Gutvajn in their paper *An examination of teachers' attitudes towards inclusive education.* What distinguishes this research from similar studies in Serbia is its examination of the relationship between teachers' attitudes and their implicit pedagogies. The authors offer an account of key results of related research published both in our country and worldwide and recommend how to create further research on teachers' attitudes, which would lead to a more comprehensive and detailed consideration of this important variable, on which the quality of application of inclusive education depends to a great extent. A basic conclusion of this research is that teachers' attitudes towards inclusive education are moderately positive. The research has shown that there is a connection between teachers' implicit pedagogies and their attitudes towards inclusion, that is, the closer teachers' implicit pedagogies are to the contemporary education paradigm the more positive their attitudes towards inclusion are.

In the paper *How students with special needs should be educated*, Janez Drobnič shows that special schools can be seen as an opportunity to ensure the right to education for students with special needs, while on the other hand, they imply inequality in education because of students' exclusion from conventional learning environments provided to other students. Considering the fact that school counsellors' task is to help the integration of students with special needs, the

author conducted research on school counsellors' attitudes towards the education of students with special needs, in particular as to where such education should take place. One hundred and one school counsellors from primary, secondary, and special schools in Slovenia were included in the quantitative study. The prevailing opinion of counsellors in schools shows that they prefer the partial model of inclusive education, as they support all students – including those with special needs – being offered education in ordinary schools and classrooms, with the exception of students with learning difficulties. This suggests that we should seek new solutions for modern schools, in particular the education of all teachers for inclusive teaching in a classroom where all students are allowed to be different and individual, rather than being dealt with in two categories: students with special needs and others. This also means that we should revise education curricula and training for all teachers.

In the paper Attitude towards inclusion: an important factor in implementing inclusive education, Vanja Riccarda Kiswarday and Tina Štemberger focused on preschool teachers' inclusive competences. The research, in which 124 preschool teachers were included, aims to establish how they value and assess their competences for inclusion, whereby competences are understood on three levels: attitude, knowledge, and skills. The authors also checked whether preschool teachers with longer work experience and those who had attended in-service training for inclusive settings assessed their inclusive competences higher than others with less experience did. The survey results indicate that preschool teachers see themselves quite competent for work in inclusive settings – they rated themselves high in all three dimensions of inclusive competences. It turned out that there are differences in the assessment of skills and knowledge: teachers with 10 - 20 years of service rated these dimensions higher, but no difference could be noticed between teachers in relation to inservice training for inclusive settings.

In the paper *Preschool teachers' perception of professional training contribution to the development of competences in the field of inclusive education*, Isidora Korać presented a segment of research whose goal was to examine teachers' opinions about the contribution of professional development in developing competencies in the field of inclusive education. The research was based on a questionnaire answered by a sample of 150 preschool teachers employed at preschool institutions in several towns in Serbia. The findings of the research show that the current concept of professional development accentuates the adoption of *ready-made decontextualized* knowledge, development of preschool teachers' competencies as individuals, without connecting individual and organizational changes that inclusion initiates. The author concludes that if we want for the system of professional development to contribute to obtaining preschool teachers' professional competencies for application of the current model of inclusive education, it is necessary to enable their greater participation and reflective practice via programmes for professional development. Inclusion is a change and a challenge for organizations in which various protagonists participate, who are supposed to interconnect from their various positions, roles and responsibilities, aiming for horizontal learning and organized action. Future programmes for professional development

in the field of inclusive education should be directed at the following areas: (a) working with gifted children (b) adapting work organization in preschool institutions in order to meet the needs of children who need additional support, (c) assessment and revision of individual education plans and (d) teamwork and cooperation in preschool institutions.

In the work *Inclusion of socially marginalized individuals in the light of human rights education*, Olivera Gajić, Milica Andevski, Spomenka Budić and Biljana Lungulov consider possibilities for inclusion of socially marginalized individuals and groups in an institutional framework and a local community in the context of human rights education. The authors consider the context of social inclusion and human rights education in order to collect qualitative indicators concerning the existing knowledge, interest, and recognition of social inclusion and human rights with the purpose of shedding light on this problem by protagonists of the education process, as well as the wider community, which forms the basis of strategic decisions and guidelines of education in a democratic society. Finally, the authors conclude that a well organized support network for workers in this area, who are required to ensure conditions for the fulfilment of human rights on the principles of accessibility, participation and equality.

Studying the Roma minority, which is one of the most economically and socially deprived minorities in Serbia and Croatia, is the focus of the paper *Inclusion of the Roma in Croatia and Serbia: the institutional framework and its implementation*, whose authors are Nikola Baketa and Dragana Gundogan. The goal of this paper is to show the institutional foundations for including the Roma people in the education system, as well as the way in which institutional foundations changed in the process of approximation to the European Union. On the basis of these insights it can be established that, despite the legal framework, there is a high level of exclusion in the education system so that this approach leads to the more difficult advancement of the Roma people within it dropping out, or deciding not to continue education, which in turn perpetuates the problem of education and the social position of the Roma people. The methodological approach of the authors included analysis of legislative documents and reports, as well as that of available statistical data about the education of the Roma minority.

In the paper *The symptoms of emotional and behavioral problems in older primary school students*, Branislava Popović-Ćitić and Lidija Bukvić have shown the results of the research on the frequency of emotional and behavioural symptoms in primary school students, with analysis of gender differences in the presence of symptoms and assessment of students' perception about the influence of difficulties on their own functioning. The data was obtained by means of a Strengths and difficulties questionnaire, a version for self-assessment of adolescents aged 11 to 16 with an addition about the influence of symptoms, on a sample of 630 students from 5 secondary schools in Belgrade. The obtained results were discussed in the context of considering the need for additional support, which, within an inclusive education system, would be provided for students with difficulties in their emotional and social development.

In the paper Bullying and strategies for confronting the phenomenon in Italian schools, Ignazia Bartholini starts with a review of literature about bullying, published since the 1970s to date. On the bases of the outcomes of some studies previously conducted, she aims to explain how the phenomenon of bullying has accompanied the raising of the period of mandatory school. Through the research of eminent scholars, she argues that the crisis of values and the loss of perspective for the future of teenagers increase the possibility of violent relationships among peers in school, where they spend much of their time. An interpretative model on bullying is therefore highlighted, using the "dramaturgic metaphor" of Goffman and focusing the role of viewer/witness (often the same classmates) in breaking the violent triangle where the perpetrator and victim are similarly victims of the same cruel play. Finally she describes the strategies devised by the Ministry of Education which are currently applied in schools in the Italian peninsula from the perspective of preventive and rehabilitative education, on potential protagonists - victim and bully - on spectators viewers - on all those adolescents who just look at the "violent drama" for fun or for weakness, without interrupting it and preventing a recurrence. In the light of empirical evidences, it is suggested that such programs accompanied by informal practices should be encouraged. The author suggests that after Italy another of the European nations that has invested very much in terms of support for inclusion and prevention for confronting the problem of bullying at school can be considered.

On the basis of recent structural and functional changes in the Montenegrin education system, with a special focus on the concept of inclusion, in her paper *The concept of inclusive education in the master's degree curriculum in Montenegro*, Tatjana Novović analyzes high school programmes for teacher training in Montenegro. Almost twenty years since the inclusive concept was implemented in the Montenegrin education system, with substantial changes in teaching practice and education legislation, the problem of vertical discontinuity in the system is still significant, i.e. there is a lack of coherence and compatibility between primary, secondary and tertiary education. The lack of a continual exchange of practical experiences and obtained knowledge about the benefits and marked challenges among all systemic institutional participants, creating a fluid field of inclusive context in Montenegro, induces discontinuity and actualises "old" questions about the purpose and functionality of previous courses of development of this concept in all education segments.

In her paper *Inclusive education of visually impaired students in music schools in Montenegro*, Vedrana Marković presents problems that complicate the improvement of inclusive education at music schools and offers some solutions. Musically talented children with visual impairment should be identified in time and have their music potential developed, i.e. they should be educated in music schools. It is often the case that blind and partially sighted children with musical talent acquire their musical education outside institutions, by private means, whereby they only dedicate themselves to learning how to play a selected instrument, but not to other courses which are envisaged in the elementary music school (solfeggio, music theory, choral singing, orchestra). This way of learning makes their music education incomplete. In addition to the primary goal – achieving a complete music education - there are numerous positive influences that happen through education in a music school.

The text written by Milica Marušić *The career cycle of teachers according to their motives of professional choice: a comparison of general and special schools*, is focused on the consideration of three groups of teachers, based on the dominant motives of their professional choice: realists, idealists and opportunists, with the aim of comparing characteristics of career development of those groups of teachers in regular and special education system. Results obtained by the use of a questionnaire (N=209) show that teacher *idealists* displayed the lowest level of career frustration, out of a total sample. It was concluded that the career development of *idealists*, *opportunists* and *realists* differ depending on the context in which they work: as regular school teachers, *opportunists* are more prone to withdrawal, while at special schools there is a stronger career frustration.

At the end of this foreword we would like to stress that our task was facilitated to a great extent by the readiness of all the authors to fulfill the requirements of the editor both in terms of the scope and structure of the papers. We hope that our gratitude will be a sufficient reward for the efforts they invested. We would like to thank the consulting editors, our distinguished colleagues Professor Nikolay M. Borytko, Professor Susana Padeliadu and Professor Marija Kavkler, whose suggestions significantly influenced the improved quality of the book. We owe a debt of gratitude to Milan Stančić, PhD, who patiently and dedicatedly helped us during all stages of preparation of this collection of papers. We are equally grateful to Rajka Djević, PhD, for her help and constructive suggestions, which significantly contributed to the quality of this collection of papers. We are also grateful to Mladen Radulović, MA, Branko Cvetić and Vlada Polić for their patience, professionalism and friendly understanding during the preparation of this manuscript.

Nikoleta Gutvajn and Milja Vujačić

THE CONCEPT OF INCLUSIVE EDUCATION IN THE MASTER'S DEGREE CURRICULUM IN MONTENEGRO

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In the contemporary Montenegrin education system, in the sphere of crucial changes of teaching practice at each level of the vertical organizational structure, the concept of inclusive education has a special place. The application of this concept has significantly advanced from its starting intentions via pilot-projects at the end of the 1990s, until contemporary systemic changes towards the introduction of an inclusive paradigm,. The model of inclusive education in Montenegro has been shaped under the influences of both internal and external factors, recent achievements, and current changes in present practice, in both narrower and wider context, as well as contemporary tendencies in the field of education. Within the context of education and teaching, creators and actors of education policies and practices encounter various challenges in this field while they search for more efficient strategies, with the purpose of constant improvement of the education system as well as creating a teaching environment in which diversities cooperate in full reciprocity. On the basis of internal and external education changes and tendencies, corresponding strategic, legislative and program documents have been created, making a referent framework and establishing trends and aims that will direct future developments in this field when it comes to normative and practice issues.

Inclusion, as a paradigmatic framework that implies various directions of functional volume of diversity, provokes numerous dilemmas, discordant perceptions, and practical interpretations. Even two decades after the initial considerations, gradual implementation and affirmation of the inclusive paradigm in Montenegrin education practice, the question of the core and contents of this idea/concept is still open. In referent education policy guidelines the inclusive model finds its own distinct place, but when it comes to practice there are still some discrepancies, conflicting opinions, and consequently, frequently, resigned attitudes of practitioners.

Since inclusive education is a fundamental paradigm and one of the leading principles and strategic frameworks of contemporary education systems, it is clear how important training of all interested parties for a successful implementation of crucial aspects of this concept is in practice. In order to develop a more efficient, sustainable, functional

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inclusive model in Montenegro and to achieve its harmonization with modern pedagogical standards, a necessary precondition is careful consideration and research of contextual needs, monitoring and examination of comparative indicators, as well as regular training of personnel for the understanding and full implementation of planned goals.

Bearing in mind the importance of the initial education in training teachers and school counsellors for inclusive education, a special challenge is put before higher education institutions where the above-mentioned staff is educated. It is necessary that the concept of inclusive education, in the form of separate areas or/and in a cross-curricular manner, should become an integral part of university curricula, which would create required preconditions for developing teacher competencies necessary for the realization of quality inclusive practice.

This paper will present Master of Inclusive Education curriculum at the University of Montenegro, which has been developed on the basis of monitoring and identifying key problems in the field of initial education, when it comes to training teachers for the process of inclusion. For the purpose of creating as efficient, comprehensive, and contextually relevant program for the Master of Inclusive Education studies as possible at the University of Montenegro, we analyzed the situation in our system in order to be able to develop as efficient and contextually suitable model of studies as possible.

INCLUSIVE EDUCATION CONTENT IN THE CURRICULA OF UNDERGRADUATE AND MASTER STUDIES IN MONTENEGRO

For the purpose of a more serious approach to the complex and ground-breaking task of creating a special program of inclusion at the University, an analysis of current study programs carried out at its faculties (the portal of the University of Montenegro: www. nastava.ucg.ac.me), where future teachers and school counsellors are educated, was performed. The results of the content of university curricula analysis unequivocally indicate that elements of inclusion are insufficiently represented in the focused syllabuses of these curricula. Future teachers and school counsellors are educated at four faculties of the University of Montenegro: the Faculty of Philosophy, Faculty of Philology, Faculty of Natural Sciences and Mathematics, and Faculty of Sport and Physical Education. Topics regarding the field of inclusive education are present within 19 curricula of these faculties. The differences in level of representation of elements of inclusive education among the curricula of different faculties are significant. Thus, at the Faculty of Philology, Faculty of Natural Sciences and Mathematics, and Faculty of Sport and Physical Education we can find only two topics from this field within the course Didactics – The Theory of Education. The curricula of the Faculty of Philosophy contain one or more courses focused on the

field of inclusive education: Special Pedagogy, Inclusive Education – elective course, Methodology in Special Education, Inclusion Basics, Methodology of Inclusive Education, Developmental Disabilities in Inclusive Education. Also, when it comes to Master degree studies at the University of Montenegro, we can trace elements of inclusive education only within curricula of the Faculty of Philosophy: Gender and Gender Relations, Education Policy, Community Youth Work, Inclusive Education. It is obvious that within the current higher education framework, in Montenegro, there is no undergraduate or/and postgraduate curriculum for the education of teaching staff that would be focused on the basic, functional, professional training of future experts for competent implementation of the concept of inclusive education in practice. Bearing in mind the totality of program goals, outcomes and topics from a focused area in curricula at the university level, it is possible to conclude that there is still no systemic and particularly designed initial teacher training for implementation of the inclusive model, nor functionally articulated conceptual commitment for the comprehensive, intensive and extensive development of this model in the future.

Survey research conducted within a complex assessment of the effects of the education system reforms in Montenegro (Reškovac & Bešić, 2012) has shown that teachers' and school counsellors' perceptions of initial training for inclusive education are mainly negative. Respondents in the said survey highlighted the lack of the following professional and methodological knowledge and skills necessary for implementing the inclusive model in practice: basic knowledge on children with special educational needs, didactic and methodological knowledge and skills necessary for working with children with special educational needs, knowledge concerning the creating of individual educational plans, skills regarding cooperation with parents, school counsellors, mobile crisis teams, and centres for children with special needs, as well as teacher competencies for team work with teaching assistants. They also thought that inclusion training, within professional development, should be purposefully more precisely structured and adjusted to the practical needs of teachers. Respondents in this survey especially pointed out that teaching staff in subject teaching strongly opposes inclusion, and that during their studies they had no special courses that could prepare them for inclusive practice (Reškovac & Bešić, 2012).

Inadequate training regarding knowledge and competencies that future teachers need for working with children with special educational needs indicates the need for improvement of initial teacher education in Montenegro. If we start from these indicators and research results, our efforts regarding creating an inclusive model at the level of higher education, should focus on searching for an optimal answer to the articulated needs of the practice and practitioners.

DEVELOPMENT OF MASTER'S PROGRAM FOR INCLUSIVE EDUCATION IN MONTENEGRO

An insight into the existing problems regarding the training of future teachers and school counsellors for inclusive education has made room for discussing possibilities for improving the quality of initial teacher education in Montenegro. The European Commission has, thus, within TEMPUS programs intended inter-university cooperation for the purpose of supporting higher education reforms, backed the realization of a project called "Foundation of study programme for inclusive education in Montenegro" (FOSFIM). A new study programme for inclusive education has been created within this project. Bearing in mind the current situation, needs of practitioners, achievements and challenges in the field of inclusive concept in Montenegro, we have used the opportunity to organize and develop a Master curriculum by relying on curricula of university programmes from Finland, Portugal and Belgium.

With the purpose of constituting a programme that will functionally and comprehensively systematize and sublimate the essential corpus of didactic and methodological as well as specific expert knowledge in the field of inclusive education, with the expertise of professionals from European partner universities (University of Jyväskylä, Jyväskylä, Katholieke Hogeschool Leuven, Heverlee (Leuven), Katholieke Universiteit Leuven, Leuven Instituto Politécnico do Porto, Porto), a one-year (60 ECTS) Master curriculum has been created at the University of Montenegro. The main aim of the newly founded Studies is to train students for work in and functional affirmation of the inclusive concept in education practice at various levels, by means of purposefully and appropriately selected and offered theoretical, scientific, comparative and methodological knowledge from the focused areas. In the process of forming and choosing the most appropriate solution, from the standpoint of overall needs of the Montenegrin education context, we have found indispensable support in experiences of the above-mentioned universities. During profiling of the key competencies of future Masters of inclusive education, bearing in mind, primarily, domestic practice and identified needs of Montenegrin context, the expertise provided by our associates from partner universities was of vital importance. Since we focused our attention and comparative insight on respectable and very efficient higher education models from partner systems, we attempted to get ideas about how to create our own concept as functionally as possible by a comprehensive consideration of their present solutions. Still, since our starting point was the idea of sustainability and functional prospects of these studies, we were careful not to, by following other exemplary models, copy their solutions uncritically, but carefully to balance an optimal concept that would be suitable for our contextual heritage and needs. In the process of developing key outcomes and competencies of future experts, Master's of inclusive

education, required for recognition of the new qualification in the context of Montenegrin qualifications' framework, we found support in the best solutions from our partner models, too. While considering the important place that practice has in programmes and functional frameworks of professionals in systems of Belgium, Finland and Portugal, we projected within our plan a corresponding number of practical activities for students. The Finnish system has given us the opportunity to see an individual development plan that enables students to create their own curriculum, based on individual affinities and predispositions. Therefore, while creating our new curriculum we have tried to offer a similar possibility to our students through the option of elective courses. By analyzing the current teacher education system in Portugal, we can observe the distinguished role practice has in all segments of teacher training curriculum, even the required 5 years of work experience, as a criterion for admission to the Master's program. As we have concluded that practical work within the studies is of vital importance for future inclusive education experts, we have projected within the newly-formed Master programme curriculum a required share of practical lessons and training, in order to ensure timely institutional cooperation with primary schools and resource centres in which student practice would take place. Also, in the List of special educational needs and teacher competencies in regular and special classes, in Belgium, we observe five complex, representative categories of core skills for an expert oriented towards inclusive practice, which we used to project key areas of professional work of future Masters of inclusive education in the Montenegrin education system. Areas of competencies for experts of the new profile have been operationalized in our proposition for this qualification: (a) Management of individual planning process; (b) Pedagogical management as well as didactic and methodological adjustment of education programme content; (c) Partnerships and team work with parents, colleagues, and other interested parties in education process; (d) Distributed leadership; (e) Reflective practitioners (KHLeuven, TE SEN, Framework for inclusive classroom practice and school factors, 2012).

Initially, as we have already highlighted in the introductory part of this paper, a thorough and comprehensive analysis of the present situation in focused area was conducted, after which challenging areas and staffing needs in our education practice were identified. Thanks to a project network of domestic partners (Ministry of Education of Montenegro, Resource Centre for Children and Youth "Podgorica", Resource Centre for Education and Rehabilitation of Children and Youth with Hearing and Speech Impairments from Kotor, NGO Pedagogical Centre of Montenegro) it was possible to accumulate profound empirical insights and recommendations of representatives from various instances of the system, thus ensuring a comprehensive collection of perceptions regarding needs into a necessary "encounter of bottom-up and top-down perspectives" (Fullan, 2005). The created studies have been harmonized with contemporary, prestigious European university models and they heavily rely on contextually best experiences and

articulated development needs in our community. So, the basis of our study model is a profound dedication to development of future teachers' competencies, which will, as Slee (Slee, 2001) pointed out, include wide knowledge and generic skills relevant for teaching, as well as full participation of all participants in the teaching-learning process (Macura-Milovanović, 2011). Therefore, apart from required didactic and methodical as well as pedagogical and psychological knowledge, of vital importance is also the need for acquiring additional knowledge in the field of work with:

- children/students with developmental disabilities (physical, mental or sensory impairments and children with multiple disabilities);
- children/students with developmental difficulties (behavioural disorders; severe chronic diseases; children with long-term diseases and other children with learning difficulties and other difficulties caused by emotional, social, language, as well as cultural barriers (Law on Changes and Additions to the Law on Education of Children with Special Needs, 2013);
- gifted and talented students (A Detailed Proposal for Master of Inclusive Education Programme, 2013).

Our Proposal highlighted that the Programme should enable students to successfully: (a) know and understand the contemporary education context as the widest referent framework for affirmation of the inclusive paradigm, (b) understand education and the social context, that is, current positive and negative conditions/premises in our community for development of the inclusive concept in practice, (c) professionally and actively participate in stages of creating the inclusive education policy, (d) develop practical problem-solving skills in the process of active inclusion of children/students with special education needs in the education context, and (e) acquire general knowledge (conceptual conditions of the inclusive education model) and specific professional methodological experiences required for a complete, holistic implementation of various aspects of inclusion in practice (a methodological approach to working with children with speech and language impairments, with diminished capabilities for learning and with learning difficulties, with behavioural and emotional development disorders, with autistic disorders, the procedures for developing an individual education plan, intercultural education - principles and guidelines it is based on). The programme of study and the structure of the newly-founded Master curriculum is presented in Table 1 (A Detailed Proposal for Master of Inclusive Education Programme, University of Montenegro, 2014).

Table 1. Plan of Master of Inclusive Education Studies

INC	CLUSIVE EDUCATION	MASTER		A	CADEMIC D	EGRE		
	Course Name		Required	Elective	Winter term Number of classes per week	ECTS	Summer term Number of classes per week	ECTS
I te	rm							
1.	INTRODUCTION TO INCLUSIVE EDUCATION Module: Pedagogical and psychological starting points of in Module: Education policy and ethical starting points of inclu		Х		4+3	7		
2.	INTRODUCTION INTO DEVELOPMENTAL DISABILI INDIVIDUAL NEEDS: IDENTIFICATION AND INTERVINDAL Module: Methodological approach to working with children disabilities, developmental cognitive disabilities and disabilities. Module: Methodological approach to working with children disorders and autism spectrum disorders Module: Methodological approach to working with children sensory processing disorders	VENTION with learning d communication with socio-emotional	X		4+4	12		
3.	ELECTIVE COURSE I			Χ	3+2	7		
4.	RESEARCH IN INCLUSION		Χ		2+2	4		
					13+11	30		
II T	erm							
1.	INCLUSIVE CURRICULUM IN PRACTICE Classroom management, multi-professional approa	ach, pedagogical	Х				2+4	4
2.	AN INDIVIDUAL AND THE ENVIRONMENT Module: Social factors of disabilities, the importance of env pedagogical leadership Module: Teamwork in teaching, cooperation with the family community.		X				2+2	4
3.	ELECTIVE COURSE II			Χ			3+2	7
4.	MASTER THESIS PROPOSAL Starts as a project during the first term, as part of	modules 1-4.	Х					15
Tot	ELECTIVE COURSES – Candidates can choose 2 courses from the list: Methodical approach to working with children with behavioural disorders, Methodical approach to working with children with reading or writing difficulties (dyslexia, dysgraphia), Methodological approach to working with children with mathematical difficulties, Professional orientation in inclusion, Methodical approach to working with children with physical disabilities and chronic diseases, Education of the gifted, Intercultural pedagogy							
IUL	ui					30	7+8	30

This programme is aimed at students who completed specialized academic studies of pedagogy, psychology, teacher education, or studies of special education and rehabilitation. Also, students from all other study programmes of education or pedagogical orientation, who completed specialized academic studies (240 ECTS credits), have the right to enrol, with the obligation to pass differential exams. The program, furthermore, has to ensure a critical understanding of the social and education perspective of the inclusive concept as well as to prompt appropriate research in the field of inclusive and broader education, teaching practice in Montenegro, with the purpose to profoundly reexamine, improve and actualise more efficient solutions in future (A Detailed Proposal for Master of Inclusive Education Programme, University of Montenegro, 2013).

By this newly established rank, teaching staff with previously completed academic level (pedagogy, psychology, teacher education or studies of special education and rehabilitation, as well as all other teaching profiles oriented towards teaching practice) should obtain appropriate professional competencies required for more efficient support and implementation of the principle of inclusive education in the education system of Montenegro.

CONCLUSIONS

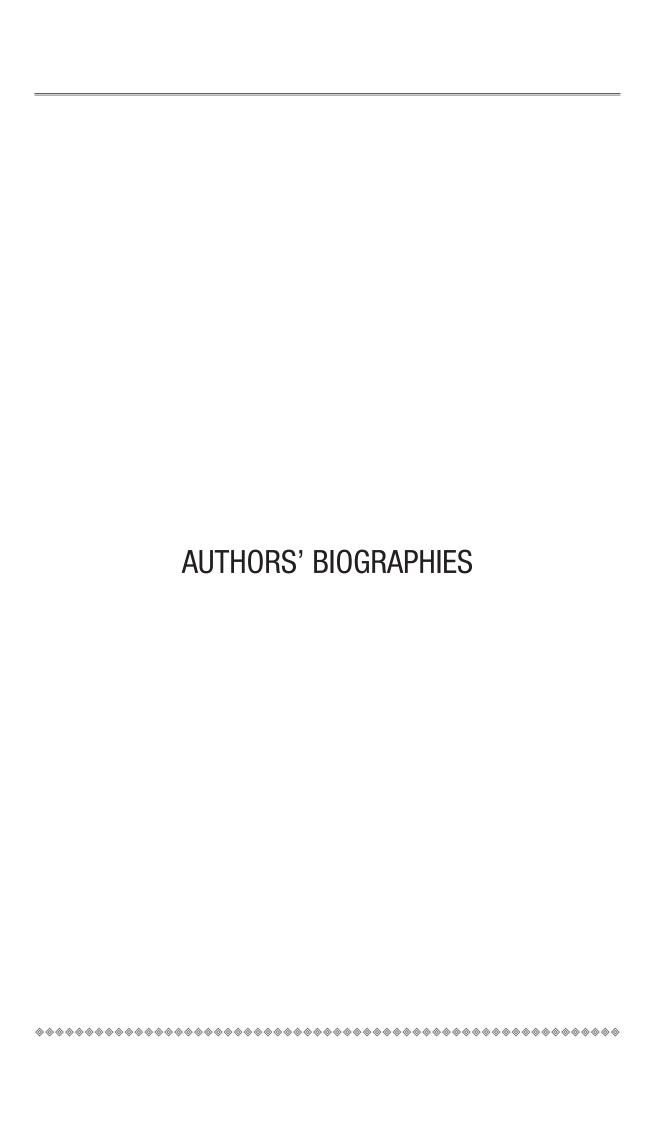
On the basis of present structural and functional changes in the Montenegrin education system, with a special focus on the concept of inclusion, we have attempted to conduct an analysis of higher education programmes for teacher training, especially highlighting a newly formed Master academic programme in Montenegro. Bearing in mind the totality of program goals, outcomes, and topics from a focused area in curricula of the study programmes we have analysed, we observe that there still is no systemic and particularly designed initial teacher training for implementation of the inclusive model in practice, nor a functionally articulated conceptual commitment by creators of the higher education system for comprehensive, extensive development of a social model at the University in future. After almost twenty years since the inclusive concept was implemented in Montenegrin education system with substantial changes in teaching practice and education legislation, the problem of vertical discontinuity in the system is still significant, i.e. a lack of coherence and compatibility between primary, secondary and tertiary education. A lack of continual exchange of experiences and obtained knowledge about the benefits and marked challenges in practice of all systemic institutional participants to create a fluid field of inclusive context in Montenegro, induces discontinuity an actualises "old" questions about purposefulness and functionality of previous courses of development of this concept in all education segments. If we observe the current teacher studies

curriculum at the University of Montenegro, it is clear that the guestion of serious, systemic consideration and careful actualisation of intentions to introduce the inclusive principle in all curricula at the University remains an open one, whether in the form of separate syllabi (methodology of inclusive education) or/and in a cross-curricular manner. By constituting a new curriculum the previously presented Master Programme, we believe that a qualitative breakthrough has been made regarding modernisation and initial completion of teacher studies curriculum, and consequently practical repercussions on other segments in Montenegrin education system. Since we have formed the current concept of studies by taking into account experiences of prestigious higher education models (especially of our project partners from Belgium, Finland and Portugal), as well as by carefully relying on our own marked contextual specificities and needs, it stands to reason that new experts will constitute the core staff and give momentum to systemic innovations in the field of inclusive culture, in general, in Montenegrin education. Although we do not pretend to solve, in an efficient and comprehensive manner, the problem of professional competencies of the school staff by introducing at least one study programme in the form of one-year Master curriculum (even if it is the most comprehensively structured model), we have attempted to prompt the process of changes of implicit pedagogy of university teachers towards the course of changing attitudes and a motivated emancipation of the existing teaching practices. At the same time, we expect that this programme and, in future, the students who attend it, could actualise new and more efficient ways of connecting all relevant actors in inclusive education through the prism of an advanced, more serious, reflective, and exploratory approach to practice,

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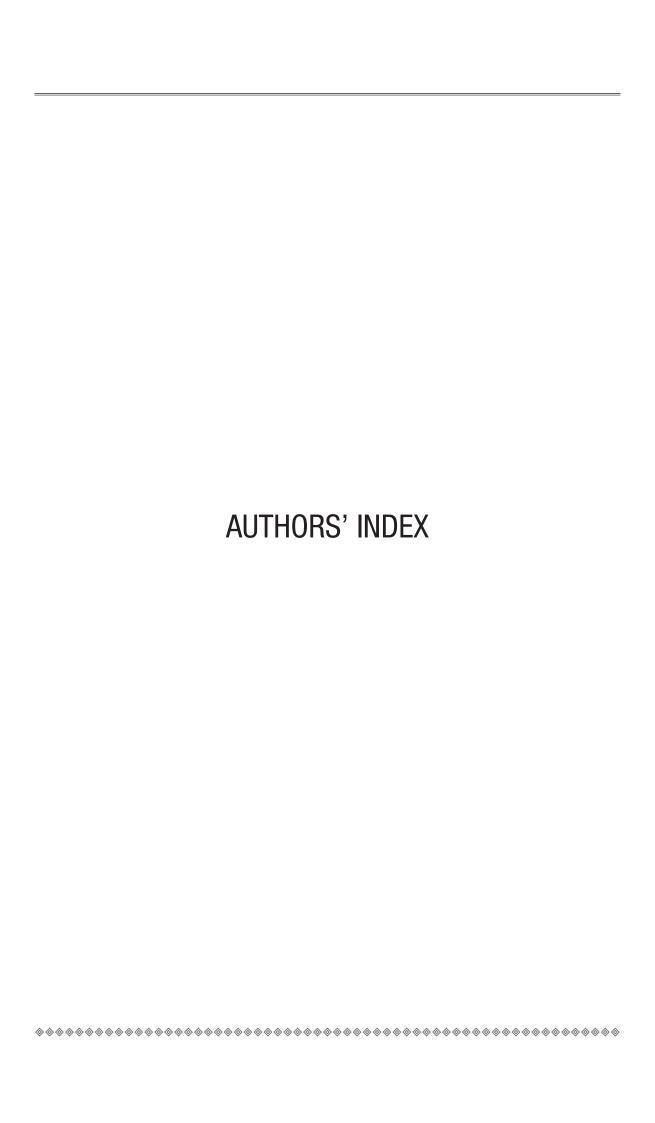
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Milja Vujačić

Nowadays inclusive education is seen as a priority field in development of the system of education for children with disabilities. The authors use relevant research materials and apply modern methodology. Each article shows long-term research interest of its author, reflecting their scientific interests and priorities. The edited book can be recommended not only to researches and educators, but also to students, undergraduates, graduate students, who only begin their path in science and in need of expanding research horizons.

Professor Nikolay M. Borytko (from review)

This book as a whole provides information on several countries in the wider Balkan area, for which there is limited relevant information available and communicates both commonalities and diversity. The mission of inclusive education is propelled throughout the entire book and many of the challenges discussed, are of interest of wider readership. It is certainly a useful book for anyone who is interested in inclusive education.

Professor Susana Padeliadu (from review)

The chapters follow the framework of the scientific papers with clear objectives, adequately described methodology of the studies, consist of clear descriptions of results with discussion and conclusions and also include information how results may affect the practice. Reader of the book will also find the review of relevant literature in the field of inclusive education.

Professor Marija Kavkler (from review)

