


**Special schools as resource centres for
mainstreaming: developing networks &
cooperation, and exchange strategies**



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Country situation

- Candidate status of the country --> reforms
 - Signed UN Convention for the rights of persons with disability --> Ratification
 - Constitution and legal framework as a base for the education system of children with disabilities
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Legal frame and structure of the educational system

- Segregated system of special schools
 - Special units within the regular schools
 - Institutes for rehabilitations and boarding schools
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Recommendations:


- Development of programs for inclusive education for the children with development needs and disabilities
 - Introduction of the modern technologies as a support in the educational process for children with disabilities
 - Improvement of the existing legislation frame for education (elementary and high schools)
 - Creation of the new programs for the special educational institutions for children/persons with disabilities
 - Permanent advancement of the educational programs in order to raise the issues relating the rights of persons with disabilities.
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Architectonic barriers

● Obstacle for education of children with physical disability


Recommendations:


- Creation of accessible environment, public institutions and schools: adaptation and reconstruction of the existing buildings, construction of the buildings according the standards for accessibility
 - Improvement of the legal frame for planning, construction and building in order to make more accessible environment for persons with disabilities.
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Low level of use of sign language, Braille and computer technology

● Recommendations:

- Training, retraining, professional development of the teachers in the regular educational system to work with children with disabilities: affirmation of teamwork of teachers and special professional profiles in the institutions for education, including the special educators and development of models for collaboration with the parents of children with disabilities etc
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Limited programs for secondary education and vocational training

- Programs for vocational training are obsolete, jobs that they are trained for most often do not correspond to the opportunities on the labor market.
 - Recommendations:
 - Strategic planning and technical preparation while creating educational programs for inclusive education with involvement of special educators in the educational process of children with special educational needs;
 - Introducing contemporary technologies and technical aids in the educational process;
 - Promotion of informal education, which will provide additional qualification and retraining for jobs available on the labor market.
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Thank you for your attention!

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