GUIDELINES

for Career Guidance and Counselling for Students and Young People with Special Educational Needs

Austria, Republic of Moldova, Montenegro 2018 ■

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AUSTRIA

Austria

staze

Montenegro

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Glossary

ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
BoE	Bureau for Education Services in Montenegro
CIPS	Centre for Information and Professional Counselling in Montenegro
CV	Curriculum Vitae
CVET	Centre for Vocational Training in Montenegro
DSPF	Danube Strategic Project Fund
EC	European Council
ECTS	European Credit Transfer Points
EU	European Union
I-VET	Inclusive Vocational Education
IEP	Individualized Educational Plan
IFCF	Institute for Professional Skills and Training in the Republic of Moldova
IROP	Individual Development and Education Plan in Montenegro
ITP	Individual Transition Plan
MECC	Ministry of Education, Culture and Science in the Republic of Moldova
MLSW	Ministry of Labour and Social Welfare in Montenegro
MoE	Ministry of Education in Montenegro
NGO	Non-Governmental Organization
OECD	Organization for Economic Cooperation and Development
PECS	Picture Exchange Communication System
PES	Professional Educational Schools
SEN	Special Educational Needs
UMHCG	Association of Young People with Handicaps of Montenegro
UN	United Nations
UNCP	United Nations Convention of Child Rights
UNCRPD	United Nations Convention Rights of Persons with Disabilities
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund

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INTRODUCTION

Introduction

a. The Context

The Guidelines at hand are the result of activities carried out within the I-VET project: Inclusive Vocational Education – Career Guidance and Counselling as Support to Access Relevant Education and Training. The project is implemented by KulturKontakt Austria in cooperation with two NGOs focusing on working with students and young people with disabilities - Staze from Montenegro and Speranta Center from the Republic of Moldova. I-VET is part of the Danube Strategic Project Fund (DSPF) and financially supported by DSPF, the European Union and the City of Vienna.

The goal of I-VET is to improve career guidance and counselling services for students and young people with Special Educational Needs (SEN) in Austria, Montenegro and the Republic of Moldova to ensure equal access to vocational education and training and to increase their employability. In order to achieve this goal, different activities were carried out by the three partner organizations. This included the assessment of existing services, the exchange of experiences and best practices, consultancy activities, participatory workshops with the key stakeholders operating at different levels in each country as well as capacity building measures. Through this process a comprehensive and optimal understanding of career guidance and counselling for students and youths with SEN could be reached and recommendations for improving and building capacities in the partner countries could be provided.

One of the first activities of the project was to carry out a comprehensive assessment of existing career guidance and counselling services for students and young people with SEN in Montenegro and the Republic of Moldova and to elaborate recommendations for their optimization. It was important to reflect to what extent the content, methodology and implementation of career guidance and counselling services are accessible and how efficient and responsive they were to the requirements of students and young people with SEN and especially those with different types of disabilities.

The assessment was done in three steps. Firstly a desk analysis of the existing practices took place, secondly a current status report was elaborated upon and thirdly recommendations where formulated. The target groups were students and young people with SEN and their parents as well as service providers.

Common issues that need to be addressed:

- Inter- and intra-sectoral cooperation and exchange of information and practices between specialists working in the field of career guidance and counselling at different levels

- On-going capacity building of service providers to address SEN

- Ensuring an efficient process of transition from one stage of education to the successive stage and subsequently to the labour market in the case of students and young people with SEN

■ Efficiently tackling these areas of interventions in each country will
ensure increased access to Vocational Education and Training as well
as to employment of students and young people with SEN and will
increase their social inclusion and chances of successful independent living.

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Ensuring equal access to education, training and to the labour market is a priority
for the entire Danube region, including Austria, Montenegro and the Republic of
Moldova. Although progress has been made in general education, the access of
students and young people with SEN to vocational education and training is still low.
Also, the employment rate of young people with SEN remains a major challenge at
an international level.

b. The Purpose

These Guidelines aim to improve career guidance and counselling services for
students and young people with SEN by addressing success factors in the transition
from; general education to vocational education and training; and subsequently
to the labour market; as well as by addressing the cooperation and networking
among key stakeholders operating at different levels and in different sectors such
as education, employment and social assistance.

The Guidelines purpose is to lead service providers in the field of career guidance and
counselling and to help them deliver qualitative and effective services to students
and young people with SEN. For this reason, the Guidelines are based upon good
practices as identified by the I-VET partner organizations as well as on capabilities
and experiences in applying different methods and tools to better respond to SEN
as used by practitioners in this field.

The Guidelines put a special emphasis on co-operation and synchronization of the
actions of stakeholders in different fields, presenting the importance of synergy in
addressing students and young people with SEN when providing career guidance
and counselling as well as the importance of support services in this process.

These Guidelines serve as a starting point for streamlining career guidance and counselling services by providing a description of those mechanisms that ensure a successful transition of students and young people with SEN from general education to vocational education and ultimately to employment.

c. The Target Group

The Guidelines specifically targets practitioners and service providers who offer career guidance and counselling to students and young people with SEN, working either within or outside the general or vocational education establishments such as:

- specialists from employment services
- teachers
- psychologists
- support teachers
- rehabilitation specialists
- specialists from NGOs.

The users can be different target groups in different countries. The Guidelines aim to be applicable to anybody working with SEN students and young people.

d. The Use

Career guidance and counselling systems are structured and organized differently in the three countries of the I-VET project. These depend on the availability of financial and human resources, national policies and legislation in the field of education and employment, experience gained in the respective fields or competences of professionals providing services.

The Guidelines offer a practical approach and are an accurate orientation point in the period of transition, so as to meet the requirement for independence and professional certainty. It provides guidelines in establishing a connection between levels of education and employment, key recommendations for beneficiaries, stakeholders and service providers. The establishment of these connections aims to maximize professional opportunities and the personal life potential of every student with SEN.

Career guidance and counselling can be provided in different contexts and environments:

- in educational institutions of different levels
- in public employment services
- in support services
- in private organizations and services
- in enterprises
- in NGOs.

The Guidelines can be used flexibly by professionals operating in the field of career guidance and counselling in different national contexts as it was developed along a modular approach.

Taking into account the national context, the needs of a certain service provider and the specific needs of students or young people with SEN, the Guidelines can be used entirely or only certain modules or examples of good practice can be selected, which are relevant to the specific situation. The service providers could also select and adapt the necessary tools according to the particular educational needs of the students or young people they advise and assist in choosing their educational and/or employment path.

The Guidelines recognize and recommend different activities, actors, mechanisms, instruments, and opportunities, factors that can efficiently achieve individual needs, professional involvement and independence in everyday life and success.

e. Special Educational Needs

In these Guidelines the term SEN is used because it covers a wide population of beneficiaries and it is in use in many countries.

In the field of education this term covers a wide range of needs. At the same time, the social welfare systems use the term "disability" to refer to students or young people with SEN. Taking into account that the definitions and categories of SEN vary across countries, it is very important to have a common understanding of this concept among the users of these Guidelines.

Inclusive Education
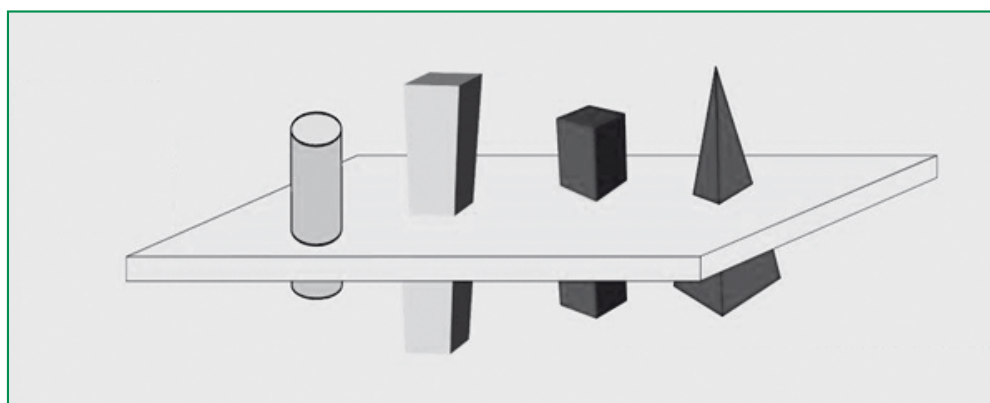
Flexible system

- Children are different
- All children can learn
- Different abilities, ethnic groups, size, age, backround, gender
- Change the system to fit the child[1]

Thus, for a better understanding of the target group of beneficiaries with SEN to be reached by the users of these Guidelines, we will mention the 1995 UNESCO classification, which distinguishes between two major categories of SEN:

- SEN, that are conditioned by a disability;
- SEN, that are not conditioned by a disability.

Every child is an individual and students and young people with SEN are as different from each other as any other children, perhaps even more so. Even if a child or a young person has had a "label" or a "category" attached to his/her particular special needs, this does not mean that his/her needs would be exactly the same as others with the same condition. In all types of disabilities, the difficulties can range from mild to severe and many children will have problems in more than one area of learning. When you are looking for information to help a particular person you should consider all the areas in which he/she might have difficulties. There is a tendency to achieve equity in education and outside the academic sphere and to also acquire skills and knowledge applicable to life in general.

Career guidance service providers who work with students and young people with SEN due to disabilities should take into consideration the characteristics of each type of disability and the fact that some students or young people may have associated or multiple disabilities.

In these Guidelines we refer to the defining characteristics of each type of disability and suggest some considerations in working with students with different disabilities.

Students and young people with **intellectual disabilities** have different abilities of: reasoning, planning, problem solving, abstract thinking, understanding complex ideas, drawing conclusions quickly and experience based learning. This affects their learning and functioning in everyday life and requires a certain degree of support. The latest classifications show a tendency towards placing an emphasis on the description of a person and their functioning in the field of adaptive abilities (what people learn in order to be able to function in everyday life) as well as on the level of necessary support. Intellectual disability implies obstacles in two or more of the following adaptive skills:

Physical disability implies a wide spectrum of conditions, difficulties or partial or complete limitations of the functions of the body. It denotes an altered physical functionality, from minimal to such conditions that prevent and impede functioning and independence. Physical disability can be combined with other difficulties, for example sensory or intellectual difficulties, which requires coordinated support. We are able to differentiate between students and young people with:

Visual disability is manifested as limited or completely absent sensory sensitivity to light stimuli, significantly impeding visual communication. Some students and young people have blurred vision; some have the central part of the image blurred with their peripheral vision clearer. Therefore, they will try to use an altered positioning of

their head to get a better picture. Students and young people with sight impairments have visual systems with either limited capability of reacting to visual stimuli or no capability at all. We are able to differentiate between: students and young people with sight impairments, who experience visual perception difficulties, narrowed field of vision, problems with picture clarity and remaining vision; students and young people without any retained vision or a minimum of retained vision, depending on the clarity of vision, presence of light perception and quality of the field of vision and use of other senses. These students also have difficulties with speech, reading and writing skills, given the close relationship between language development and sight.

Students and youths with **hearing disabilities** have a narrowing of the auditory range, which causes difficulties in forming speech and creates obstacles in verbal communication. Deaf students and youths have a complete loss of hearing and an inability to interact with sound. Other students and young people suffering with hearing loss can have losses that range from a slight loss of hearing in one or both ears, to the most severe hearing impairments. All have difficulties with speaking, reading and writing, due to the close connection between language development and hearing. All of them have a problem in the development of speech and understanding of it.

In the case of hearing disabilities, people can use a variety of methods of communication, including lip reading, cued speech, sign language and written communication.

Autism spectrum disorders are observed in relation to communication skills, social interaction and the presence of stereotypical behaviors, interests and activities. Brain scan studies indicate the existence of a neurobiological foundation, that is, a specific neurochemical process. It is four to five times more frequent in boys than girls. Autism affects the way information is taken in and stored in the brain. Persons with autism typically have difficulties in verbal and non-verbal communication, social interactions and other activities. Impairments usually exist across three main areas of functioning:

- social interaction
- communication
- thinking and learning abilities
- behaviour (restricted interests and repetitive behaviours).

Some characteristics:

- problems with social interaction with others (this may include problems talking back and forth, working or playing with others)
- unusual interest in objects
- need for sameness (they may have difficulty with changes in routines, clothes, food, caregivers, and other parts of their environment)

- under or over reaction to one or more of the five senses: sight, touch, taste, smell, or hearing

- repeated actions or body movements.

Psychiatric disabilities/ psychosocial disabilities describe a broad range of mental and emotional conditions. The term 'psychiatric disability' is used when mental illness significantly interferes with the performance of major life activities, such as learning, working, and communicating, among others. Someone can experience a mental illness over many years. The type, intensity, and duration of symptoms vary from person to person. They come and go and do not always follow a regular pattern, making it difficult to predict when symptoms and functioning will flare-up, even if treatment recommendations are followed. The symptoms of mental illness often are effectively controlled through medication and/or psychotherapy, and may even go into remission. For some people, the illness continues to cause periodic episodes that require treatment. Consequently, some people with mental illness will need no support, others may need only occasional support, and still others may require more substantial, ongoing support to maintain their productivity.

Learning and speech difficulties are neurologically based and may interfere with the acquisition and use of speaking, reading, writing, reasoning, or mathematical skills, and attention span. We present an "umbrella" term describing a number of other, more specific learning disabilities, the most common being the following:

- **Dyslexia** that affects reading and related language-based processing skills. The severity can differ in each individual but can affect reading fluency, decoding, reading comprehension, recall, writing, spelling, and sometimes speech.

- **Dysgraphya** that affects a person's handwriting ability and fine motor skills. Problems may include illegible handwriting, inconsistent spacing, poor spatial planning on paper, poor spelling, and difficulty composing writing as well as thinking and writing at the same time.

- **Dyscalculia** that affects a person's ability to understand numbers and learn mathematical facts. Individuals may also have poor comprehension of mathematic symbols, may struggle with memorizing and organizing numbers, have difficulty telling the time, or have trouble with counting. Etc.

- **Speech and Language Difficulties** may be a range of difficulties from problems with articulation or voice strength to complete absence of voice. Included are difficulties in projection, fluency problems, such as stuttering and stammering, and in articulating particular words or terms. Difficulties may be seen in one or more of the following areas: oral and/or written expression, problem solving, the ability to listen selectively during lectures, resulting in problems with note taking, interpreting social cues, following directions and concentrating and short-term memory.

- **Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD)** are neurological conditions affecting both learning and behavior. They result from chronic disturbances in the areas of the brain

that regulate attention, impulse control, and the executive functions, which control cognitive tasks, motor activity, and social interactions. Hyperactivity may or may not be present. Characteristics may include: An inability to stay on task, becoming easily distracted, difficulty managing time when preparing assignments, keeping appointments, management skills, following directions and respecting schedules or attending events on time, an inability to listen selectively during lectures, a lack of organization in work, listening and concentrating, etc.

This is not an exhaustive list of disabilities, but contains those which mostly restrict the abilities of students or young people with Special Educational Needs to access the facilities normally available to others because of the impact of that disability both as experienced by the person and as perceived by others. Taking into account the person's disability is extremely important for career guidance and counselling specialists in order to plan the educational and employment pathways better and to provide appropriate support to students and young people with Special Educational Needs conditioned by specific disabilities.

INTERCONNECTING STAKEHOLDERS

I. Interconnecting Stakeholders

1.1 Starting point

The general principles of the *Convention on the Rights of Persons with Disability (2006)* imply honouring of innate dignity, individual autonomy, freedom of choice, the right of persons to make decisions about their own lives and independence. The Convention explicitly stresses the right to inclusive education on all levels, without discrimination and based on equal opportunity (Article 24). In the area of employment, the right to work is acknowledged, based on equality with others, as well as the right of the persons with a disability to make an income by undertaking a profession they chose or accept freely, in the labour market and in an open, inclusive and accessible working environment. Persons with disability are provided with effective access to guidance programmes, job seeking services and training (Article 27).

What is stated in the text above implies multiple dimensions, which are reflected in the following: through the principle of accessibility, students and young people are provided support and continuity in education and training on all levels. The effectiveness of society is reflected in employability and its efficiency in the number of students and young people continuing their education and in the appropriate results of the education system. The career guidance and counselling process needs to place an emphasis on the removal of obstacles and barriers in the environment and orienting students towards acquiring academic knowledge and professional and life skills.

In order to overcome obstacles, it is necessary to put into motion all available resources in society, schools and local communities. Through integrative and cooperative principles, a balance is achieved between personal and environmental factors. The stakeholders in this process adjust the approach and way of work so as to meet the students' and young people´s needs.

1.2 Parties involved

The key stakeholders are on the one hand policy makers such as concerned ministries and their implementing institutions and on the other hand practitioners such as specialists operating in schools, in career guidance centres or in counselling and employment services.

Thus, ministries are supposed to provide initial conditions, such as the legal and strategic frameworks and promote and represent them from the position of authority. They are to make sure that the circumstances in which this process unfolds is conducive to respecting human rights, that procedures are followed and abided by in the public interest, in a responsible, dedicated, autonomous and cooperative way. They also have to provide for the financial stability of the measures leading to

independent professional and personal functioning, in both public and civic sectors (mechanisms and services provided).

At the policies level, the **ministries** should not only develop cooperation and exchange of information within institutions but also between systems. It is necessary that they devise and apply active measures that will ensure employers' openness and readiness to employ members of this population and thus enjoy the provided benefits. They need to provide for a sufficient number of candidates for employment, overcome architectonic barriers, improve the level of equipment and ensure that the learning process is adequately adjusted (aids, assistive and supported communication technologies).

School managements must establish a well-organised process in which school expert services, consisting of psychologists, pedagogues, special teachers and rehabilitators and other professionals from social policies and the sciences; provide active support for students, teachers and parents. In conjunction with other educational services, oriented towards supporting inclusive education, they should provide for external associates for the assessment of retained potential and provision of recommendations for the necessary adjustments to educational and social environments.

Social welfare centres need to maintain active contact with families and children and serve as sources of information and counselling, as well as acting as mediators with other services.

Professional counselling services in the employment sector need to provide information and counselling regarding career development actively, relevantly and with a broad knowledge of inclusive education.

Professional rehabilitation services should cooperate with schools, support the process of assessment of mental, physical and working abilities, and get involved in training for jobs, mediation and provision of employment.

As **NGOs** are proving to be very active in providing support for children and parents, it is important to cooperate with them in creating standardised, sustainable animation programmes and services, providing support for young people and parents, with the purpose of reinforcing personal, educational and professional development as well as to avoid employment projects through civic initiatives which risk creating secondary segregation.

The important part is, that all of these organisations have to build a network, get to know each other, get an understanding of the targets of the others to then create a target that is possible for all of them.

1.3 Barriers

In the process of career guidance and counselling, three key areas are possible to recognise, in which to delegate responsibilities and give mandate to those participating in the process to make it fair, effective and efficient at the following levels: national, local and institutional.

When working with a special target group it´s important to choose appropriate and effective activities, mechanism, instruments and measures. What fits to one target group need not fit to another.

Particularly, students and young people with SEN represent the part of the population facing the most serious obstacles in employment**:**

- the presence of employers' prejudice towards their capabilities
- an inaccessible environment, lack of adjustment in the workplace and the working environment
- inadequate social support, reliance on social welfare
- lack of motivation and passivity in seeking employment
- lack of adequate skills or working experience.

Measures that need to be taken at a policy level regarding activities within the areas of educational activities, social welfare and labour market and employment, need to also be put into immediate practice**. In order to make the process accessible it is necessary to make provision for the activities and measures to take place on several levels:**

1. Overcome physical or architectural barriers
2. Enable access to information and communication
3. Remove psycho-social barriers – standpoints, values and actions
4. Resolve institutional obstacles – open, accessible and adequate services.

Intersectoral connection between such areas as education, social welfare and employment should move in the direction of continuity of career guidance and employment of young people with disabilities.

Preconditions are created; measures planned through cooperation, based on results, procedures are promoted, as well as solutions and consultative, practical and monitoring mechanisms.

Career guidance and counselling processes, imply several steps:

- the individual's characteristics, capabilities and interests are identified
- the initiative for seeking out information and discovering a job offer is developed

- the parents' opinion is taken into consideration

- obstacles in selecting an occupation are considered

- optimal planning and realisation of a career is modelled.

Reasons leading to incorrect choices and choices made under pressure are recognised and removed, such as employers' prejudice against employing young people with disabilities or parents' fears and overprotection of their children. Students are placed in an active position and a position of participation, their self-confidence is lifted, according to their personal competencies, increasing their chance of employment.

1.4 Cooperation

The goal of reinforcing career guidance and counselling for students and young people with SEN is to provide choices based on the concepts of participation, desegregation and human rights.

Career guidance and counselling should be reinforced through the education and training process. The role of expert associates in career guidance needs to be reinforced, continued professional development of the staff stimulated, as well as cooperation and exchange between systems and independent or supported work and employment provided.

Functional measures:

- **Increase in social inclusion** for students and young people with SEN and quicker inclusion in social and labour processes

- **Application of legal, strategic, systemic and procedural models**, possibilities and solutions and more effective use of networking and rationality

- Improvement of cooperative, participative creation and implementation of policies in practice (within between systems, users, local community) and **the development of monitoring and coordination mechanisms**

- **Availability of choices**, information on the possibilities for learning and acquiring qualifications and employment

- **Increase of vocational and professional qualifications** of Special Educational Needs students

- Establishment of **partnerships** between the education system and employers

- **Promotion of employment** as an advantage in comparison to the previous reliance on and preference of social welfare

- Active **promotion and representation** of employment possibilities

- **Informing and educating employers**, overcoming prejudice and a lack of trust in the capabilities of these students and young people and creating new jobs

- **Activating the career guidance and counselling services** and shortening the time of transition from education to labour market through the development of career management skills

- **Stimulating the development of services** of support, counselling and psycho-social support for students and young people and their families and relevant assessments.

1.4.1 Mechanism and dynamics at the national level

1) Initially, a coordinating body is formed including representatives from ministries, agencies and institutes (education sector, employment sector, social welfare and professional training):

   - Through clear procedures of work and cooperation sectors are interlinked and involvement scope, work pace, record keeping, promotion and reporting are defined

   - Periodic meetings are organised quarterly to semi-annually for monitoring, coordination, supervision and analysis of this process

   - Everybody in the institutions receives information about the existing solutions. Information must be shared constantly and harmonisation between sectors and institutions ensured.

2) The ministries in charge of education, and employment gather information and plan measures and activities based on the gathered information and results:

   - A database is formed containing information about students and young people with SEN and about career guidance and counselling services

   - A web portal is established for the exchange of information and the results are periodically sent to schools, employment services and employers

   - Work trends are analysed, as well as the implementation of career guidance and counselling and employment; results are presented and promoted semi-annually, in the Coordination Body meetings

   - Reports are to be submitted annually to the ministry management, containing recommendations based on results.

3) Institutions in charge of educational policies are to devise a sufficient number of vocational programmes and improve the services they offer, according to the realistic requirements of the labour market and students:

   - At the beginning of the school year, together with employment services, analysis of labour market requirements is carried out and list of occupations and employers is put together

   - The analysis of students' needs is carried out, based on the database on Special Educational Needs children and young people and career counselling services

- Based on the assessment of the labour market requirements and the analysis of the database, a list of vocational programmes is to be put together, as well as a list of modularised programmes and of occupations and submit them to schools for the purposes of planning and implementation of the career guidance and counselling processes

- Reinforce (train) teachers for working with these students.

4) Ministries in charge of labour and social welfare and education, agencies in charge of social and child welfare and employment, social welfare centres and civic sector are to carry out activities in raising the awareness of the general public and employers:

- A promotional campaign is organised, on the rights possibilities and benefits of employment, at least once a year (in cooperation with the Coordination Body)

- Promotional and representation activities are carried out through quarterly and regional meetings with employers, chamber of commerce and employers federation

- The information and employer education plan is carried out – upon assessment of requirements

- Peer support networks are organised, as well as counselling via phone and social networks.

5) Agencies in charge of education, employment counselling services and civic sector form a network of school inclusion teams in between different levels of education, with the participation of parents and career advisors:

- Guidelines for career guidance and counselling are distributed among the stakeholders in the process, by the beginning of the school year

- Batteries of instruments are created in order to adjust assessment of interests and potentials of students and young people with SEN, for career guidance and counselling

- Advisors' capacities are reinforced and their capability to work with students and young people with SEN improved

- Joint trainings are conducted upon assessment of requirements

- Applied methods, forms of work, aids, didactic means and adjustments made are analysed in expert meetings, as well as requirements, current status and level of functioning and students' possibilities for further education and employment

- Reports from network meetings are analysed and further steps towards results are planned

- Work reports are made, then sent and presented to the Coordination Body.

6) Ministries in charge of education, agencies in charge of education and employment, career counselling services, social welfare centres and the civic sector form a cooperative network of schools, career advisors and case managers:

- The work of the cooperative network, meetings and visits take place: at the beginning of the school year, at the beginning of the second school term and before a visit to a secondary school or employer

- The recommended model of inclusion and work for the members of the cooperative network with parents is sent to schools and social welfare centres, it supplements and follows the dynamics of students' and young people´s career guidance – it is focused on understanding and communication between parents and practitioners

- A list of psycho-social support services for children and parents is to be made, with recommendations for coordination at the beginning of the guidance and counselling process.

1.4.2 Mechanism and dynamics on the local level

The local level administers processes at the level of institutions and services themselves (education, employment and counselling) as well as ensuring their tangible cooperation and the cooperation between immediate practitioners.

1) The initial action at the level of the educational institution or school is to select team members, form the team and define responsibilities and roles. The time schedule for work, meetings, flow of information, monitoring the pace of implementation and supervision is then put together:

- *The school management* forms the team for the implementation and monitoring of transition. It provides for their institution's accessibility, educated staff, organises cooperation, exchange, monitoring and flow of information.

- *The school's expert service* initiates cooperation and cooperates with career advisors and conducts the joint assessment of interests and capabilities of children and young people; organises staff training; establishes contacts with other institutions and services (secondary school, case manager, NGO, service providers, etc.); develops peer support networks; cooperates with and advises parents.

- *Teachers* monitor students and young people and their success in school, assess interest areas and guide students and young people as mentors.

- *Resource centres*, where available, suggest assistive technologies and adaptations of teaching, testing and workplaces. They indicate skills, styles of communication and work efficiency.

2) At the level of child and social welfare, family anamnesis is obtained; a context of social functioning is assessed, as are the measures of support and engagement of associates, services and supervision:

- *Case managers* work with families and students, they connect them to psycho-social support and support for life in the community, personal and work assistance services and they inform them about the possibilities of inclusion in training and obtaining employment. They stimulate and motivate the application of active employment measures by promoting benefits and subsidies, as an advantage compared to social welfare. They inform and educate employers.

- *Career mediators* mediate between users and employers; they help with the preparation for and with the searching for a job, with self-representation, with training for a real job, adaptation to social and working requirements and with the prevention of users quitting jobs. They cooperate in the assessment of the level of support, making and monitoring of the individual plan of services and work with users.

3) Employment institutions and services cooperate with educational and social institutions and services. The directly participate in the guidance, counselling and representation process:

- *Professional guidance, information and orientation advisors* cooperate with school expert services during the assessment of personal and professional characteristics, they provide information on vocational education programmes, prescribed enrolment requirements, they advise on employment possibilities, circumstances in the labour market and potential employers. They mediate during the engagement of the professional rehabilitation provider. They motivate and inform employers regarding; a person's abilities, subventions, equipment, etc.

- *The professional rehabilitation centre's associates* get involved towards the end of schooling. They carry out the assessment of working abilities, training for jobs, plan measures, coordinate services and employment. They make plans for workplace and environment adjustment, for technical support and equipment. They carry out training for real tangible jobs and carry out on-the-job monitoring and evaluation.

Good practice | Montenegro

In this appendix, we provide good practice impressions about the achievements of career guidance and counselling for students and young people with SEN in Montenegro. These were acquired during surveys on current circumstances, practice, models and recommendations for improving career guidance and counselling for students and young people with SEN.

"Employment is one of the most purposeful ways for preventing and overcoming social exclusion of every person, not only those with disabilities. The law on professional rehabilitation and employment of persons with disabilities recognises various benefits for employers providing jobs for persons with disabilities. Subventions are provided, through the Professional Rehabilitation Fund, for the adjustments to workplace and working conditions for persons with disabilities; convenient loans are provided for purchasing machines, equipment and tools necessary for employing persons with disabilities; co-financing expenses for hiring assistants (helpers)and salary subsidies for persons with disabilities are provided (decision maker, Montenegro)".

We also present the newly-established model for transition from secondary school to a faculty of higher education, which includes employment later on.

"ITP was more than helpful. I had my doubts about whether it would be, but my daughter attended a lesson on tourism and we both liked it. Therefore, she chose that department. She likes the diversity of that kind of a job. She is also searching for additional information about tourism on the internet and she will continue to study tourism in a faculty as well, if the teaching process is appropriately adjusted to her needs." (Secondary school girl's mother, north of Montenegro).

For the senior year students in secondary schools, the Individual Transition Plan (ITP) for the transition from secondary school to faculty is implemented, the ITP-3. It consists of the following segments:

1) Information about students which is of importance for the assessment and planning and information regarding the selection of a faculty (achievements, adopted knowledge and skills)

2) A support plan for the selection of a faculty and adjustment recommen-dations (steps, envisioned activities, elaboration of activities and re-commendations, responsibilities, duties and timeframe).

The ITP-3 team consists of: the student, a representative of the school management, a classroom teacher, an expert associate, the parent and CIPS advisor. In their meetings, team members analyse the applied methods, forms of work, aids, didactic means and adjustments made; as well as the requirements, abilities and students' need for further education. Parents are included in the assessment of students' achievements, interests, needs and motivation, for the purpose of making an adequate and rational choice of a faculty.

Resource centres proved to be important associates. They assess retained potentials, skills and styles of learning and communication. They help recommend measures prescribed in the law on higher education, for further adjustments and organisation of the teaching process in faculties in line with needed requirements; teaching in sign language, Braille, use of assistive technologies, organisation, mode, implementation, form and course of teaching and adoption of subject matter during knowledge testing best suited for students.

Advisors of the Centre for Information and Professional Counselling (CIPS) have a role in providing information and advisory services. They cooperate with school expert services during the assessment of personal and professional characteristics of students. They help in making comparisons and adjusting the students' personal characteristics to faculty requirements. They provide information on students' accommodation, scholarships and employment possibilities, etc.

Some NGOs, such as the Association of Young People with Handicaps of Montenegro UMHCG, are useful associates as they cooperate with the *Student Counselling Bureau*. This bureau provides students with support, information and assistance with faculties' enrolment (principle of affirmative action and/or gathering and submission of the necessary documentation), with acquiring accommodation in students' dormitories and with student loans and other forms of assistance that facilitate studies.

Professional Rehabilitation

Public Enterprise Centre for Professional Rehabilitation represents an improved system of support and services intended for real users, regardless of age and type of support required. It is optimally harmonised with their needs. This is a newly-established service of medical, social and professional rehabilitation.

The centre's work is based on the approach favouring comprehensive preparation for employment and inclusion in the life of the community as some of the more adequate ways of social integration and rehabilitation. The Centre has the goal of providing assistance and support to users with physical, intellectual, sensory (eyesight, hearing, speech) disabilities, disabilities from the autism spectrum and combined difficulties and developmental difficulties (with learning, caused by socio-emotional depravation and chronic diseases).

Members of the basic team are: paediatricians, doctors of different specialities, psychologists, special teachers and rehabilitators, speech therapists and social workers.

Upon the user's arrival at the Centre, after the check-in, this multi-disciplinary team starts its activities. It carries out a full assessment and diagnostics of the user's capabilities, based upon which it creates an individual support plan, in cooperation with the parents if necessary. The team members are: paediatricians, doctors of different specialities (depending on the type of disability), psychologists, special teachers and rehabilitators and speech therapists. The social worker is the team coordinator.

The team's activities are the following:
1. Observation of users in the Centre through individual and group activities
2. Individual activity plan
3. Preparing and making the individual support plan
4. Documenting, from initial diagnostics to the very release of a user from the Centre; everything is documented on appropriate forms
5. Counselling, stimulating and motivating persons with disabilities to actively seek employment
6. Establishing retained working ability
7. Information confidentiality and protection of users' and their families' privacy.

The social rehabilitation section encompasses life and independence skills services. The basic role of the section is to train users to take care of themselves and use special aids helping them overcome barriers caused by their disability. Education and basic literacy are intended for users without elementary education. Informal education programmes are offered to enable them to acquire knowledge, values, standpoints and capabilities and skills oriented towards personal development and social activities. Programmes are offered, teaching Braille and use of the sign language. Experts participating in carrying out these activities are: social workers, special teachers and rehabilitators, pedagogues, physical education teachers, classroom teachers, psychologists and work therapists.

In the career guidance section of professional rehabilitation, as well as expert and counselling activities, orientation for individuals towards professions in which they will have the most success are carried out, in line with their capabilities and interests. Users are introduced to training and work possibilities that exist as well as receiving assistance with selecting appropriate professional goals and developing social skills. The individual employment plan is put together. It represents a written action and procedure plan identifying types of jobs a user

could do and contains lists of all the steps to be taken in order to achieve a goal.

Continuing upon this is the prevention of an incorrect choice of occupation. This includes assistance with seeking an appropriate job, analysis of real jobs and workplaces, making the adaptation plan and the list of the necessary equipment in that workplace. During the initial employment phase (the first 6 to 9 months) monitoring is carried out. Also, an evaluation of the success of the rehabilitation process and the employees' results takes place.

After the finished professional rehabilitation, in cooperation with the Employment Bureau, each user is taught personal presentation and methods of job searching (application, CV and other necessary knowledge and skills for job seeking). The individual employment plan is made. It contains employment possibilities, with the constant support of expert staff, with the purpose of providing the users with employment.

Experts and associates participating in the activities are: technologists with a certain specialty (work therapists, instructors, etc.), professional rehabilitation advisors, special teachers and rehabilitators, and specialised staff for certain occupations.

II. Competences

Professional guidance and counselling competencies first need to be viewed in relation to the broad inclusive framework in which they are required.

We are talking about an inclusive society that respects each person and accepts them as a human being to be provided with equal opportunity, flexibility in meeting specific educational and other social needs and rights.

Life and work in an inclusive society, support for development, inclusion and full participation of students and young people with SEN and their training for independent or supported life and work implies the need for different and more comprehensive knowledge, competencies and experiences that lead to capability for tolerance and openness for the purpose of learning and participation.

Professionals involved in career guidance and counselling have the role of helping students and young people to reflect on their own ambitions, interests, qualifications and skills, to understand the labour market and educational systems, and to correlate what they know about themselves with what they know about educational and employment offers. They are responsible for making information on the educational opportunities and on the labour market more accessible, organizing it, systematizing it and making it available when a person needs it.

We should always keep in mind that students and young people with SEN, need to be informed and involved in all elements of this mechanism and take an active role in participating in all questions about themselves and their lives.

Key competencies are defined as a transferable, multifunctional array of knowledge, skills and habits necessary for self-accomplishment and personal development, inclusion in social life and employment. They are defined as basic knowledge, skills, standpoints and externally visible behaviours leading towards success in the workplace and personal life.

They bring together academic, professional, social and personal competencies, both cognitive and non-cognitive: critical thinking, problem solving, interaction, motivation, perseverance, learning how to learn, information literacy, socio-emotional skills, creativity and innovation or ethics.

The European Commission (EC) defined the eight domains of key competencies as follows:

1) Communication in mother tongue
2) Communication in a foreign language
3) Mathematical literacy and basic competencies in science and technology
4) Information competency – skills in the field of information-communication technologies

5) Interpersonal and social competencies

6) Learning how to learn

7) Entrepreneurship

8) Culture

Practitioners, advisors, teachers and guides are creating an optimal context for students' and young peoples' development through:
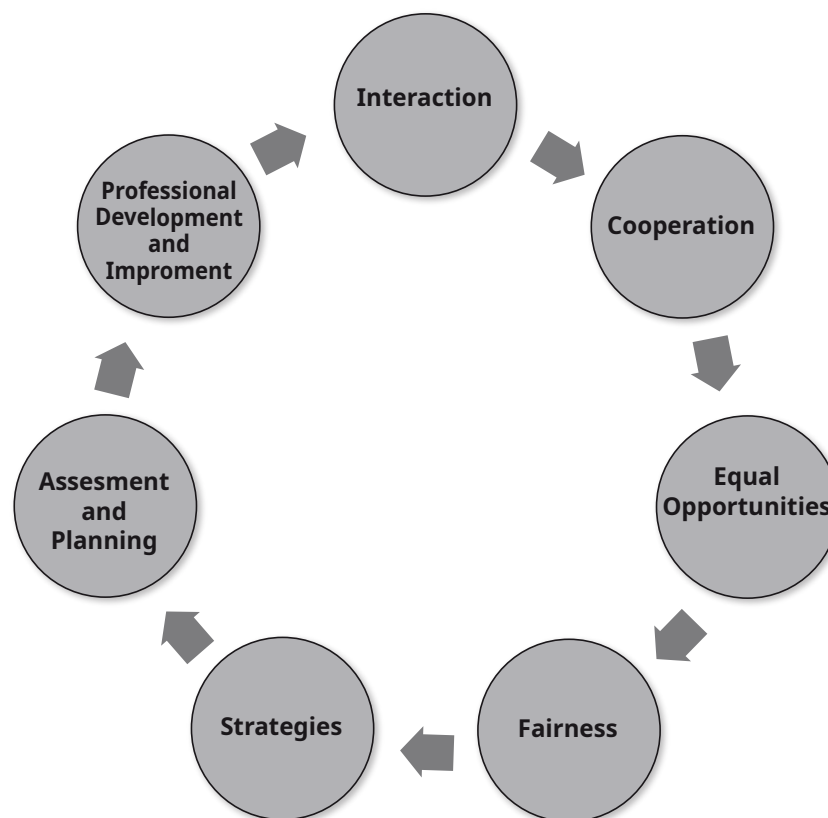
1. *Interaction* in the form of promoting the development of an environment that's available, accessible and adequate for every child and within which every child feels they belong and are welcome and supported in fulfilling their potential.

2. *Cooperation* with the family and community, which can be noticed in the way professionals promote partnership and participation of the family in devising and carrying out activities of student development, participation measures and activities and engage in fluid, two-way communication characterised by acknowledgement and respect.

3. *Equal opportunities* enabling accessibility, inclusion in learning and working, inclusive environment and atmosphere based on the full acknowledgement of diversity and the right to participate and learn regardless of any characteristic.

4. *Fairness*, because an adequate approach and attitude prevent any form of discrimination and segregation, regardless of any differences and lead to equal inclusion, a sense of belonging and participation.

5. *Strategies* and environment for learning, inclusion, socialisation, training and employment that support the development, work and independence of students and young people, based on experience, origins, interests, capabilities and needs.

6. *Assessment and planning* carried out regularly and systematically, monitoring the progress of each child, the learning process and achievements.

7. *Professional development and improvement*, because serious and responsible professionals continually review their own needs and the needs of those they work with, so as to be able to further improve their own competencies, determine the direction in which their further learning, acquisition, improvement and expansion of knowledge will move.

2.1 Fundamental conditions and structure

The following fields are viewed as initial conditions for **practitioners** in the process of professional counselling, guidance and orientation: being in the **teaching profession**, working in fields such as **psychology, pedagogy, social work, special teaching and rehabilitation among others.**

We are talking about those who have acquired basic knowledge and skills, during their initial education, for teaching and working with students and young people in the fields of education and training. Also, we imply those trained in creating, implementing and monitoring strategies, modes, learning techniques, counselling, assessment and support in education and employment.

Professionals must have knowledge of personal characteristics; know descriptions, characteristics and specific traits of Special Educational Needs students and young people (for learning, communication, social interaction and employment), structure and pace of the education process, labour market characteristics, etc.

Consequently, a university education is the basis, VII 1 degree of the national qualification framework (240 ECTS credits), of practical experience over an extended period of time.

Stress is put upon the importance of the earliest possible creation of opportunities for acquiring knowledge and experiences with persons with disabilities and differences in general, already during the teachers' initial level of education. It is purposeful and practical to possess informal experience in working with persons with disabilities, so as to be able to form and change standpoints regarding inclusion.

In that regard, the basic competencies expected in those involved with career guidance and counselling are the following:

- Communication in mother tongue
- Social and civic competencies
- Learning how to learn
- Creativity
- Digital and technological competencies.

Professionals must know the students and young people they work with, their experiences, origins, characteristics and factors influencing their health and development. In that regard, they need to recognise possibilities and use skills necessary and appropriate for each student, apply adequate strategies, modes and approaches; as well as include, guide and orient every child to the extent of their needs, focusing on meeting their needs to the maximum, valorisation of their potentials and, possibly, success.

They need to master assessment and counselling techniques: individual and group (batteries of tests, interviews, etc.):

In their work, professionals need to take care of the following:

- Whether they are capable of placing themselves in the position of those they work with – their state of mind, way of thinking and functioning
- How their behaviour is reflected on their work, relationships with those they work with; what the mutual reactions are to those relationships and behaviour
- Whether they create situations in their work where they let their responsibility show and develop students' responsibility towards others
- Whether they do in life as they do in their work – represent vulnerable and marginalised population groups both professionally and privately
- Whether they create situations conducive to acquiring experience, learning and development; whether they create situations in which no one feels excluded
- Whether they possess the knowledge of alternative ways of teaching and communication and work and practice based on adaptation
- Whether they employ different styles of learning, counselling, interaction, communication and prevention of exclusion
- To what extent they recognise positive efforts and stimulate self-confidence and independence of those they work with; in what way they face challenges and obstacles – whether they recognise and overcome barriers in practice
- Whether they know where to find and how to utilise sources of knowledge, information and communication; whether they recognise their own needs in terms of professional improvement.

The capability of efficiently communicating with teachers, parents and the inclusion team and other expert services, is also implied, with the purpose of obtaining additional information necessary to provide support to Special Educational Needs students.

The mentioned characteristics of basic competencies indicate that specialists engaged in career guidance and counselling are expected to:

- Have the knowledge of the legislative and strategic frameworks, areas of law and inclusive principles

- Know their mother tongue but also have the knowledge of other forms of communication in their mother tongue

- Possess empathy, patience, tolerance and the ability to accept differences

- Be organised, reliable, responsible, to keep to the code of conduct and dress code

- Be creative, adaptable, possess information and technological literacy and have the ability to use modern communication media and social networks, be able to use movement, orientation communication and interaction aids

- Be unbiased, possess stamina, resilience, perseverance, concentration and be focused on the users

- Be communicative, cooperative, coordinated, capable of monitoring, networking, mediating, team and group work

- Possess the capability of reflection, overcoming challenges, conflicts and problems, identifying problems, finding solutions, seeking support when necessary, accepting the standpoints of others, etc

- Possess cultural openness and sensibility – for backgrounds, context and family dynamics

- Be capable of analysing, planning, organising, monitoring and evaluating and planning based on evidence and needs.

2.2 Professional development and training

The initial education partially affects the development of competencies but professional development also has a huge effect.

When a good basis is established, at the initial education level, then further improvement and professional development refer to and are oriented towards highly expert areas and modern work approaches.

The main training domains for career guidance and counselling practitioners are focused on:

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[2] https://www.collinsdictionary.com/dictionary/english/autism

1. Human Rights Approach of Disability:

- Principles of inclusion and non-discrimination
- Adoption of the human rights model: assessment and establishment of measures
- Specific characteristics of disabilities
- Promotion and representation of rights, the sensitising of the labour market and establishing dialogue with social partners.

2. Communication and Networking:

- Requirements in communication, social interaction, work and social inclusion
- Creating messages for cooperation and networking, selection of activities
- Knowledge of the vocational education programmes and of the labour market offers and requirments
- Knowledge of the type, characteristics and scope of services available to the community
- Communication, needs and support to the parents of students and young people with SEN.

3. Service Provision Methodology:

- Tests and instruments for assessing needs, interests, capabilities and structures, forms, course and interview modalities
- Assessment, testing and adjustment according to the characteristics of real disabilities and difficulties in development
- Keeping a record of one's own work with students and young people with SEN and reporting
- Making and monitoring the individual education programme and the transition programme.

4. Environment, Psychopedagogical and Evaluation Adaptations:

- Recognition and removal of environmental factors and barriers
- Application of modern approaches and technologies (assistive, augmentative, supportive) for learning, interaction, communication, socialisation and work
- Teaching materials, aids and kits to be used for: assessment of interests and capabilities, providing support in learning, work training, job searching and job retention

Specific adaptations for different disability types:

- Adjustments for students and young people with **autism spectrum disorders** – visual approach, communication through the use of pictures, structured teaching, behaviour modification, social narratives, etc

- Adjustments for students and young people with **intellectual disabilities** – organisation of experience based learning, simple instructions, bite-size pieces, demonstration, organisation of working material

- Adjustments for students and young people with **physical disabilities** – handling kits and working material, orientation in space, on paper, support in communication (ability to speak clearly and answer questions), provision of assistive computer equipment/software

- Adjustments for students and young people with **visual impairments** – tactile markings, lighting, orientation, aids, working material and kits, Braille; Use of alternative communication measures

- Adjustments for students and young people with **hearing impairments** – sign language, reading, elimination of sound barriers and other barriers, providing printed material, fonts, visual communication, etc.

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Youth Coaching

The Youth coaching programme was started in 2012 and implemented nationwide in 2013. During difficult periods of decision-making many young people need professional advice and support, in particular in relation to their plans for the future and their related career choices.

The main aim of this program is to develop realistic perspectives for their future.

Youth coaching is offered by different supporting organisations which engage social workers and other youth specialists for different target groups in and outside of schools: one idea was to contact young people towards the end of compulsory education. Youth coaching is also offered at secondary school level.

Additionally, youth coaching exists for young people not in education, employment or training. The main target groups are:

- young people who will not complete compulsory school successfully
- those who need support in finding apprenticeship or training possibilities
- young people in danger of being marginalized or with support needs.

Youth coaches offer help for young people who are facing difficulties in continuing or choosing their education pathways or that have already dropped out of the education system. Topics addressed range from personal and family problems to substance abuse, debt, or school related issues. Youth coaching can be seen as a free and uncomplicated advice and support service in matters of education, career or personal problems which takes place over three stages.

Stage 1 **Initial Interview**	■ consultancy services for empl ■ ca. 3 to 5h
Stage 2 **Councelling**	■ Vocational and Education Orientation ■ ca. 10 to 15h (max. 6 month)
Stage 3 **Assistance**	■ Intensive Support (Case Management) ■ Personal Development Plan ■ ca. 30h (max. 12 month)
Follow-up System	■ School, Labour Market, Vocational Training, Work Assistance

Job Assistance

The job assistance service offers personal advice and personal support for job-ready young persons while they are searching or applying for an apprenticeship, training possibility or a job:

- the target group are young persons with impairments who are between 15-24 years old
- slow learners, with learning impairments, physical, sensory or intellectual disabilities
- those with social and/or emotional handicaps, mental impairments
- young persons in integrated vocational education/ projects
- young persons benefiting from youth coaching activities

The supervision time is about one year.

Services for young people:

- consulting/ advice/information about career possibilities – vocational orientation (apprenticeship, training, education)
- assistance in finding work on the first labour market (e.g. apprenticeship, extended apprentice, partial qualification, semiskilled jobs)

- support and assistance in application activities (e.g. letter of application, corporate contacts, job interviews, organisation of traineeships, etc.)
- conflict assistance at the workplace
- crisis intervention at endangered workplaces (e.g. private coaching for vocational school).

Services for enterprises:

- consultancy services for employers – information about support and training options, funding of labour costs, clarification about the performance potential of the young person
- advice and support for the social integration in the company, awareness raising and sensitization of all Stakeholders and advice for a good cooperation at the work-place
- conflict assistance at the workplace.

Training Assistance

The Training Assistance Programme supports the integrated vocational training. The training assistance program offers different types of support to disadvantaged and young people with disabilities and difficulties while they are trained in a company and attend vocational school. The aim is to facilitate a successful completion of training through preparation, accompaniment and support for the long-term integration into the labour market.

Services for young people: coaching and advice covering the entire training period, support in the preparation for the vocational school, learning support associated with the vocational school.

Services for employers: preparation of the apprenticeship-contract, making contact to the vocational school, finding common solutions to problematic situations.

III. Key success factors

Successful career guidance and counselling depends on multiple factors. Only the combination of all key factors can ensure a successful outcome.

- **Environment:**

This means the system beginning from the country, social welfare and school system and whether or not someone grows up in the family they were born into.
How someone gains access to the possibility of counselling is also important.

- **Professional support system:**

Teachers, counsellors, every professional working in this field affect students and young people in their decisions.

- **Family and social system:**

Parents have a big impact on their children. When it comes to career guidance and counselling it´s important whether or not they support their children to make their own decisions, and find their own way.

The group of friends young people spend most of the time with is also a very important factor.

3.1 The Environment

The career guidance and counselling of students and young people with SEN is a direction of educational counselling and represents the ensemble of the optional and advisory actions carried out by pedagogical, general and special ways designed to provide psychological, moral and informational support to the student with SEN in developing appropriate school and professional options. The major role of career guidance and counselling for students should be seen through a double perspective; socially and professionally. This approach needs to be supported through counselling activities provided by the teacher, psychologist, etc., as well as through psycho-pedagogical assistance provided through inclusive education services.

The objectives of the career guidance and counselling process promulgated by the Declaration of the International Association for School and Professional Orientation, adopted in Stockholm in 1995, aimed at developing the following capacities for students:

- to understand and evaluate

- to communicate effectively with others

- to draw up plans for their own career and chose adequate training

- to consider alternative careers (professional activities that can be selected from the variants available at a time)

- to successfully face the various obstacles in the process of gaining a place in society and the labour market.

If in the process of achieving the established aims, any obstacles intervene, which are limitations of this process, the fact must not be neglected that in the process of providing career guidance and counselling, the students and young people with SEN are directly influenced by growth and development, characterized by:

- The material and financial possibilities of the child and his/her family
- Information and training resources available to the child and family
- Situations and learning activities in which the child is included

Career guidance and counselling is an exploratory process focused on the following aspects:

1. Exploring personal characteristics –students learn why it is important to know and identify the methods through which self-knowledge can be achieved

2. Exploring the occupational world - students learn where to look for information about occupations, what are the characteristics of occupations and how to compare them

3. Exploring the right/proper occupations - students learn to identify occupations that are compatible with their vocational profile and gather as much information about these occupations as they can

4. Exploring educational alternatives / routes that can lead them to compatible occupations - learners learn to identify educational alternatives, evaluate them and make decisions about the educational path.

The career guidance and counselling activities for students and young people with SEN can be deployed in three dimensions[2]:
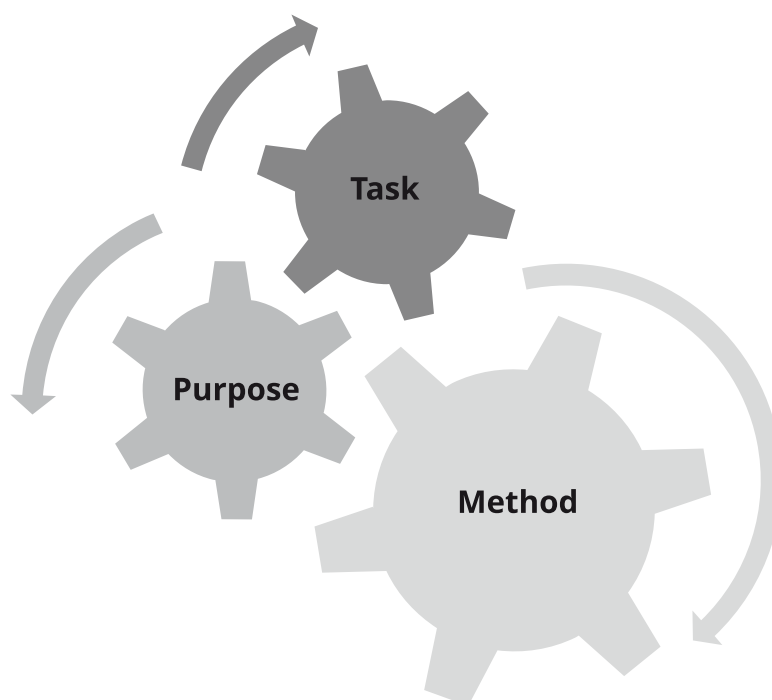
[2] https://fism.gov.md/sites/default/files/document/attachments/educatia_incluziva_vol_1.pdf

1) **The task** shows who or what is targeted by the counselling intervention. From the perspective of task, the interventions can be targeted at students, family, class, school, locality, association, or institution.

2) **The purpose** of the intervention can be: to prevent or remedy the student's difficulties of adaptation and the professional insertion of the child. It also explains why intervention is required or expected.

3) **The method** of establishing contact and working with the students shows how the intervention takes place: through direct service, that requires direct contact and communication between the counsellor and the counselled person; through consultation and training, along with other professionals and through the media.

3.1.1 Stages

The stages of career guidance and counselling are closely interdependent and focus on the following steps:

1. **Self-knowledge** - identifying the interests, values, skills and abilities of the child or young person.

2. **Educational and occupational exploration** - involves centralization of information about educational and occupational opportunities.

3. **Career Decision** - choosing an option from the variants available at a time.

4. **Personal Promoting** – systematization and presentation of information about personal educational and professional skills, interests and experiences in pursuit of career goals.
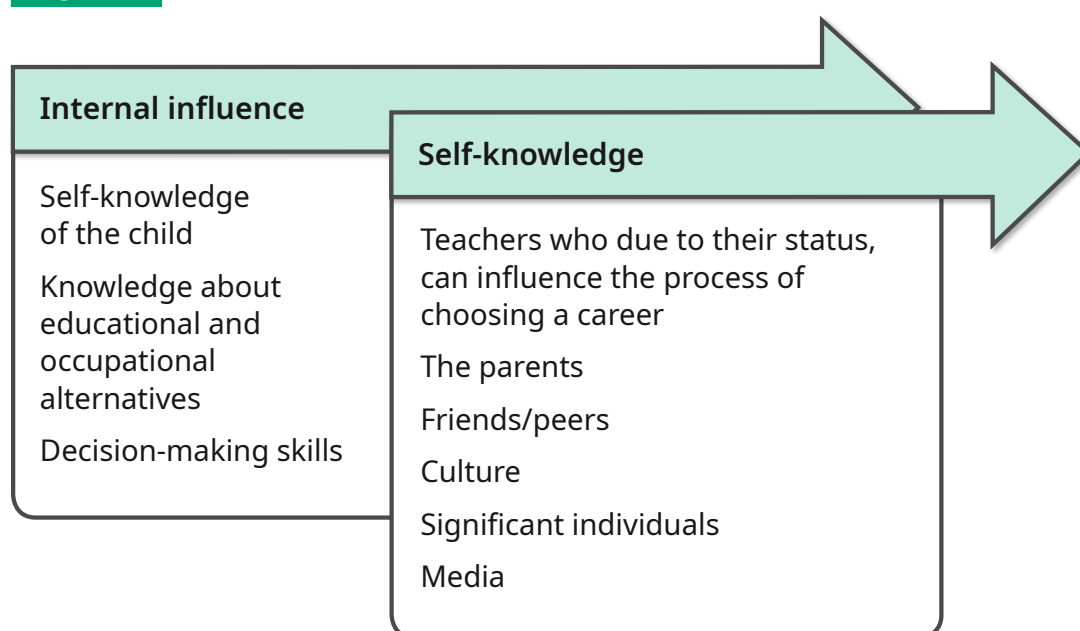
Figure 1. **Stages of career guidance and counselling**

| 1. Self-knowledge | 2. Educational and occupational exploration | 3. Decision about career | 4. Personal Promoting |
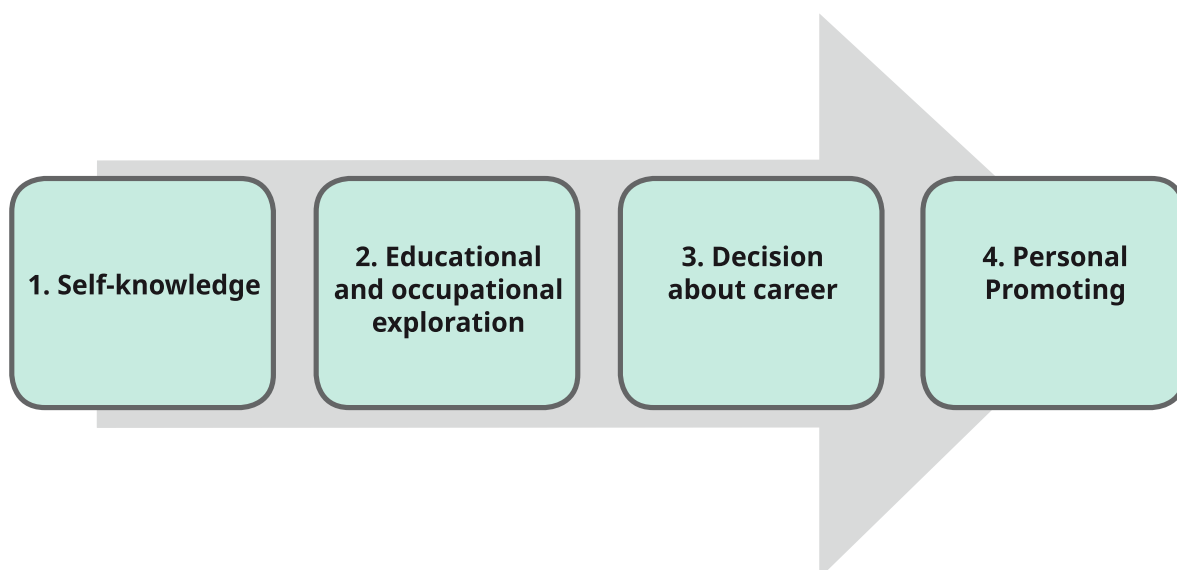
The efficiency of career guidance and counselling is ensured by the successive passing of these stages by the student or young person with SEN.

Therefore, career guidance and counselling is the main purpose of the education system. This approach is complemented by a series of internal and external influences. The career guidance and counselling process of a student or young person with SEN needs to consider some influences**: external and internal**. Internal influences represent the conditions and characteristics of the person that influence their educational and occupational path. External influences refer to people who can influence this career decision.

Figure 2. Influences

Internal influence

Self-knowledge of the child

Knowledge about educational and occupational alternatives

Decision-making skills

Self-knowledge

Teachers who due to their status, can influence the process of choosing a career

The parents

Friends/peers

Culture

Significant individuals

Media

Career guidance and counselling requires the unified, convergent co-participation of all educational factors (teachers, parents, friends, etc.). The purpose of counselling is also to ensure the positive sense of action of these factors and to contribute to the harmonization of their influences**.**

3.1.2 Human resources

A crucial role in the process of career guidance and counselling of students or young people with SEN is taken by the human resources in educational institutions and support services.

The role of the educational institution in providing career guidance and counselling service can be identified at three levels:

1. At the level of organization of the education system - Depending on the type of institution, school profile and specialization, counselling and career guidance is provided appropriately to facilitate the definition of vocational choices of students

2. At the level of the content of education - The content of education is the main instrument through which the introduction to the knowledge of reality and the prospects it offers contemporary society is conducted for the free and full appraisal by the personality of each individual

3. At the level of specific career guidance and counselling actions - Specific actions aimed at knowing the student's personality and school information, contribute, most of the time, to decisively achieving students' vocational maturity.

According to the criteria of the relationship between school and career guidance and counselling services, the literature distinguishes between four types of **career guidance and counselling systems**:

1. Systems in which **career guidance and counselling is carried out outside school through specialized systems**

2. Systems in which **career guidance and counselling is carried out in school, and vocational orientation outside the school, through support in employment**

3. Systems in which **career guidance and counselling is carried out in school through the content of education and other educational activities**

4. Systems in which **career guidance and counselling is carried out in school by counsellors for students or young people and parents.**

Vocational counselling specialists consider that the services provided by schools have greater addressability, stability and satisfaction of the choices offered, a higher rate of accuracy and rate of recommendations compared to the services provided outside of the school.

Counselling and career guidance is carried out in school at several levels, ranging from disciplines studied by students to specific actions conducted by specialists. Through each object of study and each lesson, students discover not only new knowledge and information but develop different skills, form their interests, consolidate certain values, in other words they discover themselves.

At the same time, it is important to emphasize that the counselling and career guidance of SEN students and young people involves a transdisciplinary approach centred on knowledge, choice, application of learning strategies, critical thinking, divergent thinking, decision-making and problem solving through various perspectives of curricular content.

Teachers have a very important role in counselling and guiding students in choosing their future careers, according to their skills and interests, with an emphasis on those forms of school activity that allow students to choose some professional areas. Teachers need to know the existing professions, develop activities focused on the development of interests, have general and special skills and be able to enhance positive characteristics as required by the profession for which the student opts.

These activities must be of a permanent nature and aim at finding a balance between the student's desire/interest, her/his abilities and skills and the requirements of a certain profession/occupation. The role of the **Head Teacher**, as a guide and mentor of the team of students, includes a multitude of activities, from meeting with parents, providing lectures and individual meetings, to going out of school and doing extracurricular activities with pupils, and also with other teachers. In all these types of activities, the master can approach specific elements of career guidance and counselling for all students and this way he/she can have a beneficial effect on all students in the classroom. If the teacher-student relationship is based on an authoritative attitude that most often means domination and requires respect and obedience through fear and unjustified sanctions, then the classroom environment will not be inclusive. And in such an environment nothing is made from conviction and desire. It is obvious that ensuring that every child has access to quality education, including those with SEN, requires very good professional training of teaching and non-teaching staff.

Teachers need to **consider the following questions in order to ensure child participation:**

- Do I treat all students with respect?
- Do I manifest confidence in all students?
- Have we developed a code of behaviour in the institution together with the students?
- Do all students have responsibilities in the classroom?
- Do I encourage each student to develop their potential?
- Do I manifest my authority in a constructive way?
- Do students follow the rules from conviction or conformism?
- Do I care about every student and consider him/her a personality?
- Do I know and respect the differences between students?
- Do I encourage cooperation, the atmosphere of good understanding or do I only care about academic results?
- Am I a flexible and sociable teacher?
- Do I always encourage and appreciate all students for their effort?
- Do the students trust me? If so, what is the proof?
- Do I integrate in my own conduct the general-human and national values promoted within the educational process?

Therefore, teachers and specialists in the institution must benefit from a wide range of training activities to understand the philosophy of inclusion, to be aware of the importance of career guidance and counselling, and to be in-person motivated to conduct career guidance and counselling activities.

In the process of career guidance and counselling of students and young people
with SEN, the support services in inclusive education, teachers and specialized staff
(special teachers and rehabilitators, teaching assistants and/or support teachers,
psychologists, social workers, pedagogues) have a particularly important role to
play.

Support teachers or teaching assistants has a dual meaning in an inclusive
educational context; they form a technical support service or are part of the
minimum package of inclusive education services. The basic task of the support
teacher or teaching assistant is to provide psycho-pedagogical assistance to
students and young people with SEN. The support teacher or teaching assistant has
many responsibilities, such as:

- to facilitate and support the educational inclusion of students and young
  people with SEN

- to participate, together with teaching staff and other specialists,
  in developing the Individualized Educational Plan

- to collaborate with teaching staff and other specialists to achieve
  the IEP goals

- to establish practical ways to work with students and young people
  with SEN

- to develop and/or implement support strategies in all curricular areas,
  as well as to identify the necessary and appropriate resources
  for their achievement

- to support and assist individual or group educational activities

- to assist students and young people with SEN in preparing
  the teaching process

- to prepare based on the teachers' instructions individualized didactic
  materials according to the students' learning difficulties

- to support the teacher of the group / class in which the child
  with SEN is included.

Psychologists have the role to facilitate the adaptation of students and young
people to the educational environment and to maximize the potential for school
and social participation, exercising the following basic tasks:

- **assessment:** reporting to existing norms and standards, through
  applying different methods, specific tools to estimate the level of
  development of mental processes, and the personality of the child
  as a whole

- **assistance**: consultation, counselling, accompanying students and
  young people with SEN to remedy, reduce and eliminate problems
  and issues they have

- **preventing** difficult situations; preventing discrimination and marginalization
- **assistance and counselling** of teachers, parents or guardians and other adults working with students and young people with SEN.

One of the basic directions in the psychologist's activity is psychological counselling and personal development activities.

1) *Psychological counselling* (individual and / or group) involves:

- psychological counselling sessions with students and young people to prevent and reduce abandonment, in adaptation in the educational process, overcoming conflict situations, helping to develop resilience skills; optimizing communication, interpersonal relationships, overcoming school failure, behavioural problems, etc.

- counselling students in career decision making, providing support in developing the educational career guidance course

- psychological counselling sessions with parents / legal representatives of the child in order to prevent and reduce the difficulties of learning, relationship, behaviour, development of parenting skills, optimization of parent-child relationships etc.

- counselling sessions with teachers and leaders to identify problems/ problems specific to the age, group / class of students and young people, individual developmental features of the child, identification of their causes and involvement in solving them, and organizing and implementing different preventive activities, etc.

2) *Personal development activities* involve:

- selection and elaboration of intervention programs through different fields of development (cognitive, communication, socio-emotional, adaptive behaviour etc.)

- implementation of intervention programs for the development of mental processes; developing pro-social competencies and/or socio-emotional skills - communication, collaboration / cooperation, negotiation, relationship, adaptation to the demanding situations of life, problem solving and decision-making

- developing individual self-knowledge, self-evaluation and personal development skills

- overcoming challenged situations, conflict and risk, etc.

In order to ensure a comprehensive, qualitative and qualified approach to career guidance and counselling for students and young people with SEN, it is necessary to involve all available human resources in the career guidance and counselling system in this process: teaching staff as well as specialized staff, as well as other specialized services in the field outside educational institutions (e.g. career guidance centres).

Good Practice

Montenegro | Resource Centers for Inclusive Education

Resource Centres for Inclusive Education are educational institutions that develop and carry out various assistance programs with the purpose of facilitating, together with other services, the educational inclusion of students and young people with SEN and their empowerment for independent living through: early intervention, rehabilitation, treatments, outreach activities, providing of assistive technologies, support, counselling, advising; ideas for the adaptations and adjustment for inclusive education teachers, professionals and parents (in regular preschools and schools), planning and carrying out educational support activities for students and young people with SEN, providing specialized psychological support, speech-therapy, ensuring the coordination of all support interventions and creating the conditions for carrying out support activities with students and young people, assessment of specific needs and providing recommendations for the child's participation, organizing joint activities with typical students and young people, promoting children's rights and advocacy for inclusive education and providing methodological assistance to teaching and non-teaching staff.

Republic of Moldova | District or Municipal Psycho-pedagogical Assistance

In some cases district or municipal psycho-pedagogical assistance service is available to support students with SEN. The service carries out the complex assessment of students and young people for educational inclusion, career guidance, establishes SEN and develops recommendations on intervention measures and support services for educational inclusion according to the specific needs of the child. The objectives of this Service are: a) complex evaluation of the development of children and early identification of their specific needs; b) establishing SEN and developing recommendations on intervention measures and support services for inclusive education; c) providing psycho-pedagogical assistance to the child and his/her family; d) providing methodological assistance to teachers, support teachers, psychologists and other specialists in working with students and young people with SEN or students and young people at risk from pre-school, primary and secondary education, and local public administration.

Austria | Case Management

In some cases there are licensed service providers that work as case and/or youths managers or counsellors in order to lead, support and monitor a child through the school and training process or employment. They work with the child for one or more school years and gather different information: their class in school, the Level of education, if the child still of school age, first language, culture. They consider information such as Insurance numbers, citizenship and next of kin. They are informed of the child's living situation (with family, separated from family, single parent or foster family). They describe the characteristics of students' and

young people with SEN, the school type and history. These service providers also coordinate and note measures that have been taken, quote supporters, counsellors, therapists, rehabilitators other services involved. They also, ensure aids, adjustment and establish and encourage peer support. Together with the child they propose career aspirations, and list at least three profession aspirations and describe those choices, explaining why. They then take care to monitor and direct the student through career/internships looking at sectors, companies, timeframes and durations. Furthermore, they explore and investigate claims for benefits and try to connect beneficiaries with appropriate social care services.

3.1.2.1 Parents

The modern practice of career guidance and counselling demonstrates the importance of involving **parents** in this process. The increase of the effectiveness of parental interventions is possible through:

- supporting them to understand the personal resources of their own children, and strengthen them to overcome any overbearing protection of the child
- provide them psychosocial support
- minimizing the impact of prejudices and stereotypes within the professions and the labour market
- strengthening their conviction that in the process of choosing their children's careers, that they must be involved, and their agreement must exist
- providing information on the school network and the labour market
- encouraging children's school-based interests.

Parents must ensure that they support the young person to make a free decision in accordance with his / her abilities and not to impose his / her point of view or profession as a model. In supporting children in choosing careers, parents must:

- know the children's fears, hesitations and successes
- offer suggestions, but not impose them
- treat their children with respect and trust in their aspirations and interests
- stay informed regarding offers of education, training and employment
- encourage children to read magazines and newspapers containing advertisements or announcements from different institutions or firms about jobs and help make these publications available
- encourage young people to shape their professional interests
- avoid indoctrination of preconceptions and stereotypes about certain professions
- to inform young people about the labour market and its dynamics
- provide affectionate support to their children.

The influence of parents is varied and can be translated into:

- discussions on career choices in order to know their point of view, fears, hesitations, successes

- offering suggestions, but without imposing a point of view

- discussions with teachers

- permanent encouragement

- information on job offers, etc.

Very often the influence of parents in choosing the profession is decisive. Behavioural patterns in the family and authoritarian / neutral / compensatory parenting attitudes will be taken over by children. This will contribute to the decision process. Due to specific intra-family psycho-affiliation, parents overestimate their children and impose educational paths and professional pathways to which they do not adhere or that are incompatible with their potential, their skills and their interests. Disagreement between parents and children about the vocational route will influence choices in the sense that it will be difficult, and adherence to the decision will be reduced.

In younger ages, the "criteria" of vocational choice are emotionally motivated. As children progress through higher tuition levels, the "criteria" that parents are considering in influencing the decision refer to: safety and future of the profession in the labour market, the duration of studies required to achieve the objectives, financial costs, material Benefits, the social position conferred by the profession, potential risks of work in the exercising of the profession, conservation of family tradition and over-protection of the child.

3.1.2.2 Friends

The group of friends is a significant source of influence on adolescent career plans. It has a positive value, supporting socializing and developing communication with peers, strengthening personal sentiment, offering emotional support in stressful situations and refuge in case of conflict with other people.

An effective way, which can be used by the school psychologist and / or teachers, in the career guidance and counselling process is the support group. NGO Keystone Moldova has introduced this form of work in the process of developing the individualized assistance plan for the person with disabilities, as well as in developing the IEP for students with SEN. The need to create support groups is explained by the lack of specialized services at the community level and students can be supported through these groups, including passing on knowledge of professions, etc.

The support group involves the voluntary and structured participation of some people in identifying solutions to common problems. The purpose of using this technique is to provide each other with information, advice, encouragement and emotional support. Most of the time, these meetings have therapeutic purposes and are coordinated by the school psychologist and / or the teaching support staff who, together with the group members, regulate internal rules and rules of operation.

The objectives of the support group are to provide support within the group, trying to get students to understand their own problems, the problems of others and finding solutions to these problems, to be examples of how to solve problems, mobilizing and using existing resources within the group through information, emotional support and material resources, improving living conditions and increasing efficiency and personal initiatives.

The support group provides and ensures affective-emotional moral, medical, legislative and financial support, support in solving problems, orientation in finding ways to solve problems, help in identifying and clarifying the problematic situation of the beneficiary, personal involvement or involving other persons in solving their own problems, information resources, offering alternatives for solving problems and identifying good examples offered by other support families to solve some problems.

Taking into account the above mentioned it is very useful to make an interactive relationship with the child in his or her spare time. Also, it could provide plenty of information and suggestions related to possible future work. It is important to find out how many hours of spare time the child has each day. With whom they spend it (by themselves, with friends, with family, with pets) and how much (very much, a lot, not so much, not much at all), how the child likes to spend most of their spare time. Then where (at home, outside, in cinemas, restaurants, at friends) and how much (very much, a lot, not so much, not at all) the child enjoys spending their spare time. Also it is useful to know who decides what the child does with their spare time when by themselves, with friends, and with parents. Also there is a need to find out how the child feels in their spare time: do they get bored easily, do they always know what to do, or don´t they know what to do with themselves? After this they then look into the child's favourite activities, sports, meeting friends, watching TV, using the internet, reading, playing board games or computer games, listening to music or making music, doing handicrafts, drawing or painting, undertaking household chores and taking care of siblings, etc.

3.1.2.3 Significant Individuals

Significant individuals can also influence the decision of choosing a profession. These are the professional models and the personalities that the students and young people come in contact with and whom they admire, and who prove to be an example that they wish to follow. Typically, the models are significant persons in the entourage of the children and young people, in the family environment or in the

media. The influence of models on student career decisions is achieved by providing informational and psychological support and the orientation and modelling of decisional behaviour. Children and young people benefiting from positive career patterns develop a certain "vocational maturity", if they have an active preoccupation with career choices, have a high degree of autonomy and initiative in decision-making and are therefore more flexible in terms of selected vocational alternatives.

The media has a growing influence in informing the young generation about labour market dynamics, job mobility and promoting career success patterns (specialized sites, newspaper ads, job fairs).

Helping students and young people with SEN understand the multiple factors involved in determining career success is an important element for them to take the necessary steps and get the fitting support to achieve optimal results.

3.1.3 Access and Accessibility

An important factor that ensures the success of career guidance and counselling for students and young people with SEN is to adapt the environment to the student's needs. The concept of "adaptation" is complementary to the concept of "reasonable accommodation" and "universal design"[3]:

- "Reasonable accommodation" means necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure that persons with disabilities enjoy and exercise on an equal basis with others, all human rights and fundamental freedoms.

- "Universal design" means the design of products, environments, programmes and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design. "Universal design" shall not exclude assistive devices for particular groups of persons with disabilities where this is needed.

In order to enable students and young people with SEN to live independently and to participate fully in all aspects of life, it is necessary to ensure access to the physical environment, transportation, information and means of communication, including information and communication technologies and systems and other services. Creating a safe and friendly environment is an imminent condition for ensuring the success of the educational inclusion of students and young people with SEN, in general, and for career guidance and counselling in particular.

Accessibility is therefore a set of measures and work to adapt the physical environment, transportation, and the information and communication environment, including information and communications technologies and systems, according to the needs of people with disabilities. This is an essential factor for the exercise of rights and the fulfilment of obligations people with disabilities in society.

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[3] http://inclusiveeduc313.blogspot.com/2011/10/sue-stubbs-august-2000-retrieved-from.html

Adaptations include the identification of pedagogical strategies, evaluation strategies, human resources and / or personalized equipment that will help the student with SEN to go through the established educational approach.

Adaptations are strategies and support actions provided to students and young people with SEN in career guidance and counselling.

Figure 1. **Forms of adaptation in the process of career guidance and counselling of students with SEN**
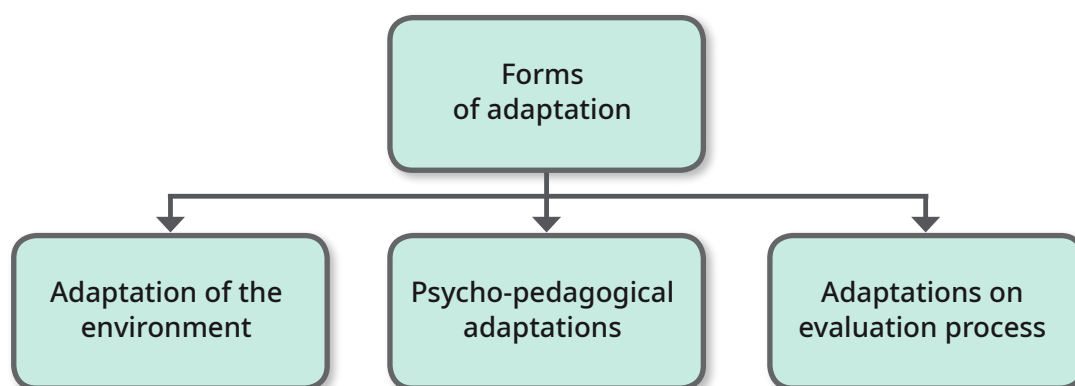
In the career guidance and counselling process of students and young people with SEN we distinguish the following forms of adaptation[4]:

1. **Adaptations of the environment** include changes or support measures for the student in the physical environment of the institution.

2. **Psycho-pedagogical adaptations** include changes in pedagogical strategies in order to facilitate the educational process for students and young people with SEN and to ensure their development progress.

3. **Adaptations of the evaluation process** refer to the modification of assessment methods and techniques to allow the student to demonstrate the skills and competences acquired.

To **assess the environment in the classroom**, the teacher could make observations on the following aspects[5]:

- how students communicate with each other – listening to each other, everyone can express their thoughts and freely, communication divergences are solved constructively

- what kind of relationships are established between students (friendship, cooperation, competition, domination, subordination)

- what kind of attitudes students demonstrate towards each other (friendship, respect, collegiality, indifference, isolation)

4 https://fism.gov.md/sites/default/files/document/attachments/educatia_incluziva_vol_2_0.pdf
5 http://www.keystonemoldova.md/assets/documents/ro/publications/Guide%20inclusive%20education.pdf

Some of the **key considerations on environmental adaptation** are:

- Ensuring a safe and accessible environment by removing architectural barriers and thresholds, removing clutter and by constructing access ramps and installing supporting bars

- Appropriate matching / adaptation of light, noise level, ventilation etc.

- Adapting the furniture in the sense of its suitability to the peculiarities of students with SEN, providing comfortable and attractive furniture in the classroom so that the environment is welcoming and pleasant

- Accessibility of facilities, equipment, other educational resources.

The basic principles of adapting the school environment to the needs of students and young people with SEN derive from the social model of the disability approach and focus on designing the environment in the way that it does not create barriers to students' and young people´s participation. The main features of such an environment are: safety, affordability, convenience, flexibility, adaptability, durability and ease of use.

In the process of career guidance and counselling of students and young people with SEN it is important to understand that even in a high level inclusive environment it is not always possible to meet the needs of all students. However, the designed and tailored environment, which takes into account the great diversity of individuals, will eliminate the barriers to their participation. It is important for the educational environment to be accessible to students and young people with different developmental problems: physical, sensory or intellectual. These principles are, in essence, fundamental to the concept of establishing a sustainable educational community.

Some adaptations or using of aids and alternative teaching and communication assistive technology could include: materials that are easy-to-read and easy to understand such as icons, photos and videos; technical and electronic devices, specialized software, technical assistance (wheelchairs, fixtures, corsets, orthopaedic footwear, walking frame, etc.), access ramps, Braille Technologies, special lighting, special devices, large capitalized texts and reduction of visual and hearing stimulants or disturbances, etc. The concept of the inclusive environment also refers to elements other than the accessibility of the physical environment: for example, creating spaces that stimulate cognitive activity. The empty-walled learning spaces, banks of seats placed in rows oriented towards the teacher's desk and the blackboard in front of the class are not stimulating and conducive to the learning process. The following measures are recommended: informative-intuitive materials displayed on the class walls, which stimulate interest and mental activity, large windows, which allow the natural illumination of learning spaces and create a light and clear space, circular seating plans in a format that stimulates discussion and debates and equipment, such as auxiliary technological devices to facilitate learning and communication, etc.

Creating an inclusive environment in the classroom and equal treatment of all students will contribute to better involvement and participation of students with SEN in career guidance and counselling activities. Teachers can foster the creation

of such an environment by establishing a good understanding between themselves and students and in between students.

Teachers have an essential role to teach students to be lenient, to have a friendly attitude, be respectful, and to have respect for all of their colleagues. It is important for the teacher to encourage friendly relations between students and young people with SEN and other students and to identify ways to fortify such relationships.

Therefore, the creation of an inclusive environment starts with establishing a true relationship, based on a spirit of equity, empathy and mutual respect, on open and constructive communication among all students which includes students and young people with SEN.

Good Practice | Republic of Moldova

In the Republic of Moldova, activities that can be examples of good practice regarding career guidance and counselling for students are numerous, but they are fragmented and are initiated and supported by NGOs. The experience in the field of career guidance and counselling of students and young people with SEN is very modest.

Furthermore, we present an experience, which can be an example of good practice in career guidance and counselling for all students. This example reflects how environmental factors, such as the exchange of information between different actors and that this interactive aspect of the process can foster effective career guidance and counselling, including for students and young people with SEN.

JOBS Moldova – professional orientation in the business environment and schools

The project "JOBS Moldova - professional orientation in the business environment and schools" has been implemented in the Republic of Moldova since January 2016. Between January 2016 and December 2017 stage I was implemented and in 2018 the second stage began. The local project implementer is the Institute for Professional Skills Training (IFCF), the project being developed in partnership with the Centre for International Education Projects and the Zurich Pedagogical University which is funded by the Zurich Canton Lottery Fund.

The aim of the project is to support young people in transition from school to professional training or to the labour market by providing individual support for choosing a personal path and professional career. The specific objective of the project is to determine whether the JOBS program can be adapted to the needs of the educational system in the Republic of Moldova by piloting the materials in three partner schools (a technical vocational education institution and two general education institutions) and adjusting them to the local context.

Target groups: a managerial team of selected educational institutions, teachers and instructors of different disciplines such as civic education, foreign languages, history and chemistry, 8th grade Students in general education and in the 1st and 2nd year of VET institutions, parents and economic agents.

JOBS Methodology

The JOBS program involves a set of materials, the core being: seven student JOBS notebooks (two sets of seven notebooks each: one set for general schools and one set for professional schools); The JOBS Brochure for Teachers and The JOBS Toolbox (in Romania it is intended for students in the Republic of Moldova - teachers).

Each of the seven JOBS notebooks contains a specific theme and some tasks that students have to accomplish on their own or in a team, with the teacher having only a guiding role. The seven notebooks are designed in a way that during the school year the students will pass seven modules.

The toolbox includes 16 tools, which are a collection of instructions, worksheets and checklists, designed to help teachers guide students in how to collect information, how to sort the information, how to create creative work, how to present a piece of work and how to cooperate with others in accomplishing a task, etc. Examples of toolkits include: creating a mental map (organizing thoughts when preparing a presentation, planning a project), making a poster, researching on the Internet, researching in libraries, conducting an interview, making an exhibition, making a Power Point presentation, etc.

For each notebook JOBS four to five academic hours were allocated, one hour per week. These hours were included in the school's timetable through the school administration.

JOBS Worksheets

Worksheet 1 | Jobs - The role of the notebook was to inform the teacher of the learning methods based upon tasks, acceptance of different possibilities of student responses, facilitating collaboration between students in accomplishing tasks, guiding students in accomplishing a task without interruptions to the process. For students, the role of the worksheet was to investigate personal biographies. Students had the task of conducting interviews with relatives, neighbours, passers-by on the street and preparing a presentation on the results of the interviews. It was difficult for them, as some have been refused and some did not have the courage to approach people outside their school/family, but they finally learned to do an interview. They had the task of understanding how the interviewee chose their profession, why he/she chose it, what experiences he/she had, etc.

Worksheet 2 | I and my strengths - The role of the notebook for students was to self-analyse, take an introspective journey and discover themselves. They made a map of their strengths called the interest diagram. They analysed what skills, abilities, talents, dreams they had and told their colleagues about their past. According to the leaders, this was a notebook which elicited many emotions, which greatly strengthened the class morale. Students were surprised to discover the passions, abilities and talents of their peers, many of which they did not even suspect.

Worksheet 3 | Labour Market - The role of the notebook is to get students to understand how much they can earn in different areas, how the taxes are calculated related to salaries and what economic sectors and professions exist. Students mimed different professions and colleagues had to guess the profession. They also learned that any leisure / hobby / occupation can be an income-generating one (e.g., photography, crochet or guitar playing and singing).

Worksheet 4 | Labour Market Opportunities - From this notebook students learned the demand and supply of the labour market, they got acquainted with the minimum consumption basket in the Republic of Moldova and understood the phenomenon of what it means to work hard and yet still not earn enough to make a living. Also they understood the risks of lack of skills and studies. The possibility of continuing to study was discussed: they established which were the best universities, the best professional schools and the best professions demanded in the labour market.

Worksheet 5 | Ready to act! - This notebook was intended as preparation for job exploration. Students discovered where the jobs in their community were, they approached different businesses and some were turned down or away. The participants worked in tandem, two students collected data about different businesses (address, phone), communicated with the entrepreneur / director and found out what the dress code for different professions / businesses are. They were asked to write three letters of intent to visit three businesses and to have at least one accepted. Some were accepted at all three, others only at one.

Worksheet 6| Exploration visits (At Enterprise) - This notebook was meant to guide students into direct contact with employers. They set a schedule of visits to the enterprises / businesses that accepted them. The teacher guided them officially from the school, but also an employer from the company guided them. For one month, the students went to the business where they were involved in activities; they noticed what tasks the employees were doing, how they collaborated, etc.

Worksheet 7 | Results of the Exploration Visits - This notebook is a summarizing booklet and the students prepared a "Great Exhibition" of jobs themselves. They invited parents, business executives, and friends. For the purpose of the exhibition, the students made presentations of the workplaces visited using pictures and collages; they presented products, equipment from the visited enterprises and shared the experiences gained during the visits.

Ascertainment - The JOBS program focuses more upon capitalizing on life skills. JOBS learning methods are oriented around projects and workloads conducted by students, involving a change from teacher-centred learning to student-centred learning. The activities proposed in the JOBS notebooks could also be done with students and young people with SEN, including those with disabilities, by adapting the tools depending on the severity of the disability and by using additional support techniques by using accessible materials.

3.2 The Process

Human development unfolds according to the laws of age but every person has individual characteristics, tempo and development dynamics. Periods of puberty and adolescence are more challenging in the phylogenetic and ontogenetic sense, especially when talking about the individual level of every single student and young person with SEN. Development is conditioned by contextual factors in every society, with additional requirements for considering and supporting development within this stage for students and young people with challenges that come from SEN.

The general comments of the UN Committee on the Rights of the Child (2016) on exercising rights in the phase of adolescence indicate that the implementation needs to take into consideration **development laws and children's capacities**. Adolescents require special forms of support and protection while growing up, because the basis for emotional safety, health, sexuality, education, skills, resilience, understanding and exercising rights is established during this period. The outlook of adolescence is a proactive one although it sets new challenges to health and development.

Adolescence is one of the most complex development stages in human life. It is marked by dramatic physical, mental and social changes, through which the sense of identity is developed (social and personal) as well as new behaviours.

Due to the discrepancy between physical changes and mental development, the far-reaching effects and consequences of this period on the life of a grown up individual and due to the development of the feeling of identity and growth of autonomy, this period requires special attention to the needs of the adolescent population. A proactive approach to students and the young people in this period is required and the system must facilitate adequate support during this development stage.

Puberty is one of the most turbulent periods in life – the transition from child to adult. On a biological level, the start of puberty signals reproductive organ maturity, increased sexual drive and the possibility of the child in puberty to become a parent. It starts with the occurrence of the first of the secondary gender characteristics, physical growth and developmental speed up – the so called puberty growth momentum. Apart from growing in height, weight also increases in puberty and the body shape also changes. Learning how to cope with all the intense physical changes can be quite challenging. Physical appearance becomes the main preoccupation of children in puberty and physical changes don't occur at the same time. Quite often, insecurity and loss of self-confidence are present. Children in puberty feel the need to belong to their age group. Therefore, peer influence and groups become extremely important along with the dominant sense of belonging. Frequent mood changes, stubbornness, emotional hypersensitivity, resistance to any authority, critical mind-set and constant struggle for independence can be hard, especially on parents but also on teachers as well. Children in puberty need to feel a sense of achievement and receive acknowledgement for their efforts although that effort may not be up to the expectations of their immediate surroundings.

The period of secondary school coincides with the adolescent development stage. The hardships of going through the period of adolescence are additionally complex for adolescents with disabilities. The expected development changes in the mental, physical and social aspects and accompanying adolescent identity crisis in this population can be additionally challenging. Therefore, the following areas are given special emphasis: their relationships with parents and other family members, their participation in school and other social situations, relationship towards social norms and values, the influence of the macro context (political, economic and socio-cultural) and the interaction between different risk factors and resilience at times when adolescents face different challenges. When considering risks, it is important to bear in mind that multiple risk factors can have a cumulative effect on adolescents. On the other hand, the model indicates that the effects of some factors can be mitigated by being gradually transformed into protective factors, improving adolescents' resilience.

Therefore, the engagement and support of the expert service is necessary in accepting and coping with the physical change, that is, the psycho-social support service is needed. Also, the role and support of peers is hugely important. Thus, a doubly effective educational result is achieved: students' self-confidence and identity are built for both those with disabilities and those without.

In parallel with the challenges of development, during this period of life, the upbringing and education process is oriented towards training for a job. It starts in primary school and implies the flow and continuity in the exchange of information and close cooperation with the guidance commission. Towards the end of this development stage, the end of secondary school education also takes place and identity foundations are established, which are further shaped and completed. Due to what has been previously stated, it is exceptionally important to enable accurate, systematic and responsible organisation of these processes that will empower adolescents, with their active participation.

 The inclusion team cooperates with parents and children while the primary school cooperates with the secondary school, the employment bureau, career advisors, case managers, community services and employers.

3.2.1 Conditions for success

One of the prominent conditions is the necessity to better or fully understand these development stages and provide students and young people with SEN with adequate support in accepting and coping with the mental and physical situation and in transitioning between different education levels and becoming independent on the way towards employment. Thus, full participation is achieved as is respect for fundamental dignity and equality.

There are three levels requiring support: transition from primary to secondary school, from secondary school to the labour market and also from secondary school

to a faculty. In this case, we also take into consideration the broader context, the developmental and individual characteristics that exist during these transitions (biological, social and psychological).

There are distinctive forms of measures taken during transitional activities, which are;

Orientation measures which serve the purpose of informing children and parents about the school and educational programmes of offer.

Individualised measures which focus on the needs of students and young people over an extended period of time and require adjustments from all those involved in this process: children, parents, teachers, expert associates or school management. The following are analysed in the transition process: self-impressions and the concept of oneself, one's body and identity, self-regulation, taking responsibility, professional potentials, interests and the establishing and forming of relationships (peer groups, friendships and partnerships). The abilities of students themselves are assessed as well as what the educational, business, broader social context and the community, in which they live and in which they are supposed to work offer them. Here we also have the family, environment and employers.

Therefore, it is necessary to devise concrete planning activities for achieving social and professional competencies within a person as well as to provide them with ideas of their own role, future and way of life. Also, they must refer to personal and social value orientations.

For students and young people with SEN, skills of understanding, of adequate reaction, expressing emotions, needs, independence and protection need to be developed. Peer support and experience needs to be intensified in order to achieve the sense of belonging and being accepted.

In the sense of education, training and professional development of special educational needs children and young people (based on monitoring in school, assessment of potential and occupational standards), transition suggests whether a child should perform a job in its entirety or just parts of it. The individual plan in vocational education has the purpose of training students early on, receiving guidance further through the transition, orientating them towards professional training and independence. It is important to enable them to go through the education programme gradually (different levels) and to finish their education in accordance with their capabilities. The employment plan is devised in accordance with that.

It implies and requires several steps to be taken, providing for a higher success rate for the process and for the students who receive career guidance and counselling.

Care needs to be taken of the specific development characteristics, educational level characteristics, harmonising transitions and establishing connections between those levels and areas of employment.

The roles and duties of the stakeholders in that process are clear. They are relying not only on job descriptions but also on competencies expected in the process of counselling and guidance for students and young people with SEN.

It is especially important to use the peer context, to devise and carry out activities in a way that the developmental need for belonging is channelled towards participation in society, offering support and encouragement of independence; and challenging and where necessary changing of standpoints.

Promotional measures and actions that take into consideration social and political contexts are important for success.

The key for success is the participation of students and young people with SEN, participation in decision making and in planning of measures and decisions but also in representing their rights and abilities. Thus, a twofold effect is achieved – their self-confidence and autonomy grow and this has a direct effect on projecting a good impression of their abilities in society and employment.

Obtaining a good anamnesis of the status and needs of the students and young people and families (context, dynamics and development experience) is important for success, as well as to create a clear picture about all the situations related to the children while growing up, their lives and their and their families' functioning.

Next, it is important to identify problems and obstacles but also available resources (human, organisational, institutional, service or technological).

Furthermore, it is important for success to additionally explain, during the check-up process, mutual expectations, desires and standpoints of all the participants in the process. This makes the purpose of counselling clear and successfully agreed upon.

Work with students and young people needs to be continuous, based on experience, affected immediately, with accurate distribution of responsibilities and roles, based on consistently regular meetings with students and young people. The students and young people need to be clearly informed of the date and time for these meetings and they need to know that they will take place as agreed. This will enable a relationship of stability and trust to be established.

Planning should be done in small steps, so as to ensure that students and young people have enough time to process events, emotional experiences, to grasp the activities, potential and offered jobs, to think about and consider options and experiences, consult with parents, make necessary comparisons, all to the purpose of making the best choice and decision.

Well assessed and chosen practice is of importance for success, as is the connection with institutions and/or employers providing the practice. An employer providing practice for students and young people should provide it under good conditions. The practice must be adjusted to students' and young people´s needs. It must

provide enough time for training the students and young people, enabling them to grasp the working environment and expected work tasks, especially with regard for those occupations for which they show potential. Also, contacts, representation with employers, as well as students' and young people's immediate experience with employers and vice versa, leads to a positive mutual attitude and increased motivation.

The key structural aspects for a successful process are the following:

1. Good quality initial and later contacts (with students and young people, with parents, between associates and participants in this process), leading to a good partnership relationship of trust and mutual acknowledgement.

2. Good, efficient and targeted interviews with students and young people and their families. The interviews need to conform to the principle of adjustment, in order to establish efficient communication, develop a relationship of respect and trust, so as to identify development characteristics, needs, interests, capabilities for learning, interaction, work and other needs and conditions. They must envelop multiple levels: knowledge of developmental difficulties, mode of communication and learning, knowledge of the parents' perspective of adolescence, as well as comparison and establishment of a connection with an offer.

3. A good agreement is necessary, with users and associates alike, so as to create and implement the plan of transition, counselling and guidance in a clear, precise, predictable and consistent way.

4. A good distribution of roles and responsibilities for all parties in the process, constant mutual exchange of information regarding the steps taken and results, are the factors that exclude the possibility of certain associates having exclusive treatment or becoming the sole participants in the process. It also makes it possible for students and young people to be taken into consideration in all sectors and areas in which they need support and participation, so as to receive guidance until the final step – employment.

5. A responsible attitude implies all participants being open with each other, implementing measures according to their competencies, placing students and young people in the focus of interest, exploring possibilities and nurturing initiative.

6. Abiding by procedures is a factor providing for all activities and measures to be considered and implemented. An active relationship with users and associates is required to provide stability for students and young people, as well as consistency and predictability.

7. Open communication that appreciates experience, characteristics and students' and young people's style is needed; which acknowledges the cultural dimension and, in the end, leads to a good assessment, recognition of real interests; good quality fact-based knowledge, devised of realistic and justified expectations and optimal choices and which is based on acknowledgement, respect, participation and cooperation.

8. Good recognition of students' and young people´s needs; assessment of environment, adaptation and overcoming of obstacles are factors that will lead to creating, organising and implementing the processes of learning, participation, need-based choice and use of resources. Based on flexibility, they will create an environment that will not represent a barrier for students and young people. It will establish if, how and in what way standpoints, fears, insecurities, anxieties, physical, communication and/or teaching obstacles need to be addressed. Case Management is a way to structure the process and to have practical advice. There are many small steps and instruments. The most important thing is, to see the adolescent with focus on resources and his/her environment.

9. Existing services being offered in communities (educational, social, employment, etc.) are a factor supplementing the previous ones. However, it also streaks through all other factors. It is necessary to make an inventory of all these resources (programmes, projects, technology, etc.), conduct consultations, make a plan for employing them, as well as to designate the area/domain in which they will be used; working with students and young people, with parents, employers, etc.

10. Teachers in schools are a very important factor and, therefore, they need to receive training on the characteristics of this development stage: individualisation, adaptation, modularisation of teaching, transition, use of aids and in the recognition of academic areas and interests of students and young people, used in the selection of occupations. It is important to constantly support them and connect them with other stakeholders.

11. Revision, clarification and modification are factors that will lead to a more regular cooperation and communication. They will help establish the current level of achievement, adjustment and the extent to which previous conditions were met and create preconditions for making future steps. They will prevent the making of an incorrect choice and minimise discontent in any of the participants: students and young people, parents, schools or employers. Also, correction needs to be carried out, and if need be, changes made towards the purpose of ensuring the students' and young people´s success.

12. Regular cooperation and school or workplace tours create the sense of personal, accurate and just choices leading to final decisions. Contacts are regular, planned, instilling a sense of security in students and young people. Support is a supplementary factor, in the sense of teaching or personal assistance; a technologically assisted or otherwise supported character of learning and communication. Practice is adjusted, devised and carried out through cooperation and planning, after practical lesson teachers have been trained.

13. Promotion of laws, employment possibilities and education programmes are a factor that leads to full inclusion of these students and young people. The promotion is aimed at the general population, at students and young people themselves, parents, teachers, professionals in the counselling process and employers. The work is public and carried out in the field, through immediate communication. It is desirable that it includes users as well, that it respects their ways of interaction, socialisation, and communication. It needs to activate peer support networks, social networks, etc.

14. Choices are a factor leading to students' and young people´s success by, on one hand, creating room for them to participate and make decisions that concern them and, on the other, respect their rights, dignity and give them an opportunity to be independent. Also, more choice and programmes available translate to more success. Multiple choices are also used. It is checked immediately; consultation with students and young people is carried out, as well as with education and employment providers. Therefore, more choices, good harmonisation with students' and young people´s interests, achievements and capabilities will lead to responsible, autonomous and adequate decisions. It will also make further adjustments to the working or learning environment possible, so as to increase work efficiency and participation in a way that corresponds to students' and young people´s needs and characteristics.

15. Monitoring and evaluation during vocational training, especially after work and employment, are factors that will lead to stable professional adaptation, contribution to professional development and application of acquired knowledge and skills. This will also make it possible to test whether certain solutions regarding adjustments were justified and will lead to increased self-confidence, belief in one's own capacities and therefore help prevent hasty or unnecessary resignations from accepted jobs.

3.2.2 Procedures, Mechanisms and Activities

The end goal, mission, task and intent of inclusive education is to provide job training for children with disabilities, after they have entered the regular education system, to find employment for them and include them in everyday life in society. Many children were first in kindergartens, implying that we have inclusion from the youngest age. Thus, the question emerges whether, after 13 to 15 years of being part of the education and upbringing process; why would they lose contact with their generation, the friends they acquired and instead stay in their homes? (Psychologist, primary school, Montenegro).

In the process of career guidance and counselling, for students and young people with SEN, it is necessary to carry out an efficient and successful transition. It is carried out both at the end of primary school and at the end of secondary school education. It is aimed at an exchange of information, identification of potentials and inclinations, resources, measures, activities, service, additional expert assistance and support, so as to make students capable for independent professional life, that is, in regards to the labour market.

In **the first stage**, cooperation is established between responsible persons from primary and secondary schools and designated cooperation mechanisms are established. This cooperation is focused on an exchange of information, identification of students' and young people´s potentials and inclinations, with the purpose of selecting adequate vocational programmes.

In **the second stage** (end of secondary school education), it focuses on preparations for employment and skills needed for independent living. Schools cooperate with different service providers, which makes it possible to find appropriate jobs and employment or continue education – selection, enrolment and graduation from a faculty.

The process and activities are established upon the model of human rights, legal and strategic frameworks, principles of inclusion and non-discrimination. They address contextual factors of each society, coordination, supervision, networking, data based planning, training, services, programmes by levels, assessment, counselling and psycho-social support for children and families, active promotion, representation, employer education, accessible institutions and education and work process. The accessibility of institutions and education process is ensured.

During the assessment, characteristics, learning and working potentials, interests and achievements are recognised in a flexible way, compatible with students' and young people´s style of learning, communication, and interaction and functioning.

An optimal number of professionals, services, mediators in career guidance and employment, mentors and case managers are available at all times. Training is conducted (at two levels: basic and advanced, based on modules), with the focus on secondary school staff (primarily teachers of vocational subjects and practical lesson teachers) and topics related to inclusion, characteristics of disabilities, individualisation, adjustment, etc. The number of vocational education programmes is important as well as the dual education, as a model focusing on practice which directly influences the change of employers' attitudes. Enabling students and young people with SEN to get in contact with their future occupation is ideal for their career guidance and counselling. Employers need to be obliged to provide practice for students and young people with SEN.

As a first step it´s therefore important to identify which target group we are working with. That´s why (1) **transfer of information** is a very important part of counselling. For this step it is important to have a wide anamnesis before knowing what the topics of the informational transfer will be. Counsellors have to know about educational possibilities and the labour market. It is important to connect with stakeholders. It makes sense to have regular meetings with all of them, so a good flow of information can be provided. Furthermore we, as counsellors, have to be able to assess the (2) **skills and abilities** of target group. For example, if students and young people are non-verbal *skill cards*[6] could be used. Another important point is (3) **psychoeducation**, an activity related to the self which impacts understanding and coping with problems. One of the most important things is, that counsellors have a wide knowledge of the child and disability characteristics. Also it is important to get to know the resources of the children and young people and find a target that fits. Also we have to find out about the (4) **strengths and weaknesses** of the clients. In focus we always have the resources and know the things that work. When working with children and adolescents, it is inevitable to include and integrate

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[6] https://www.skillcards.at/

the (5) **social environment**, which is mostly the parents. Processes have a much higher success when the people around are supporting and guide the children and adolescents to find out what could be a future education or job for them. Only with many perspectives is it possible to get an overall picture of the children. What their (6) **interests** are and what kind of occupation can be imagined.

3.2.3 Transition from Primary to Secondary School

In order to make the transition from primary to secondary school for students and young people with SEN easier and to meet their needs and capabilities, it is necessary to apply the transition mechanism. All stakeholders (education, employment and parents) have to be involved and responsibility for the assigned roles and timeframes encouraged. The mechanism envisions services and measures intended for children and their families in the areas of education, social welfare and employment but also for all other interested parties. It provides a practical approach, an accurate indication of how developmental and educational needs of these students and young people can be met during the transition period. It is implemented during at least two final grade classes in school.

The mechanism implies a multidisciplinary connection and networking between educational institutions with the purpose of providing conditions for well-timed career guidance and counselling and correct training of students with SEN. Responsible persons are designated in primary and secondary schools and a cooperation mechanism is established between them, for the purpose of harmonising goals, measures and activities in the process of selecting an appropriate education programme. It is a good basis for enrolment with secondary schools, as it provides teachers with a good presentation of newly enrolled students – what they are capable of and where and how much support they need. The strengths of the students and young people are assessed and they are utilised in their progress and development of retained potential.

Under this process, resources are identified, measures defined, as well as activities, services and additional expert assistance and support the students require in their transition to secondary school and later to employment. Existing mechanisms are activated, information is exchanged, monitoring ensured and the flow of information facilitated. Efforts are made to overcome prejudice and lack of trust in the capabilities of these students and young people.

Measurable goals include elements referring to: 1) professional counselling and support, 2) career assessment, guidance and orientation and 3) functional selection and vocational training that needs to ensure the acquisition and development of active professional competences.

Cooperation is precisely arranged, and an inventory of exchanges, partnerships, resources and services are drawn up: assessments, counselling and psycho-social support for children and their families. One of the steps is reinforcing the cooperation between primary and secondary schools, within institutions, between them, with career advisors, resources, service providers and case managers in social welfare centres.

In order to achieve a stable and efficient transition, training is carried out at the start and/or staff knowledge improvement courses take place. A broad offer of vocational education programmes is necessary in order to ensure fairness and equality.

The team consists of: students, teachers (classroom teachers in primary schools, representatives of subject matter from secondary school professors' groups), expert associates (primary and secondary schools), parents, school management representatives (primary and secondary schools), and advisors. Additional expert assistance and support providers can become involved too.

3.2.3.1 Roles and procedures

- **School management** forms the team for making and monitoring the transition and defines responsibilities. It takes care of: the time schedule for work, meetings, flows of information, monitoring, supervision, communication between primary and secondary schools and the establishment of a joint team for occupation selection. It is especially important that roles and responsibilities are clearly defined, agreed upon and honoured. The school management is obliged to provide the necessary conditions: teaching material, aids – to improve the accessibility of the institution and education process and necessary adjustments and conditions for overcoming the identified obstacles for students' and young people´s inclusion. It should ensure that the staff is adequately educated and implements proposed procedures. The school management arranges: information and counselling visits to secondary schools for students, cooperation with other providers of services to students and young people in need and according to assessment, conducts consultations on the offer of vocational education programmes. They also provide for a regular exchange of information and reporting on the implementation stages of transition and establishes contact, cooperation and exchange of information with the Coordination Body. It takes care of recording data on students and young people with SEN and career guidance and counselling services.

- **Classroom teachers** monitor the students' and young people´s achievements as set out in the IEP. By cooperating with the subject programme implementers, they monitor the level of motivation, achievements, displayed interests and potentials of students. They organise class council meetings, in which they gather information on the students' and young people´s professional interests and needs. They compare and discuss the obtained information, observations and impressions with the expert service. They engage in direct and immediate communication with parents. They take part in making and implementing the ITP. Together with the expert service, they devise and organise professional orientation lessons.

- **Primary and secondary school expert service representatives** (pedagogues, psychologists and special educators and rehabilitators) participate in making the ITP. They are the leading figures in supporting and working with students, teachers and parents. During the first contact, they establish a good quality relationship of trust with students and

young people but they also reach an agreement with them regarding future work and cooperation. They organise staff training so that the process can unfold without hindrances. The training focuses on the following topics: individualisation, transition, adaptation, specific characteristics of disabilities and difficulties in development; the application of modern approaches and technology (assistive, supported) for learning, interaction, communication, socialisation and work. They initiate and engage in cooperation with career advisors and carry out joint assessment of students' and young people´s interests and abilities (taking care that it is adjusted to their developmental characteristics and needs). *The assessment of students' interests and capabilities for their future occupation is carried out with the aid of adjusted batteries of tests.* The profile of students' and young people´s retained potentials and professional interests is made. It is within that profile that students and young people should be monitored via their: capabilities and learning style, social skills, motor skills, self-perception and self-evaluation, additional conditions and aids to be used by students, adjustments to environment and conditions, assistive technology needed, alternative communication required, etc. They upload data and good practice examples onto the web portal.

Analysis, inventory and description of occupations and practical skills in which students and young people are interested are made. Priorities in selecting secondary schools are harmonised and set. The following should be influenced: environment, family, etc. Based on students' and young people´s developmental and educational achievements, the profile is devised upon their personal and professional needs, in cooperation with an advisor.

They cooperate with the staff of other institutions, with NGOs, licensed service providers and local authorities; they establish connections between children, parents and teachers; they organise cooperation in the analysis of obstacles; they monitor and supervise the provision of services and implementation of transition plans.

They cooperate with and advise parents. They exchange information useful in making effective work programmes in school, together with *parents/legal guardians*; so as to establish the desirable ways of communication with students and young people and create conditions for adequate socialisation and fulfilment of their potential. *Cooperation with parents includes*: an initial meeting with parents and agreement for participation and cooperation, assessment of parents' needs, organising and providing the necessary support; including parents' participation in the assessment of students' and young people´s level of achievement; exchange of information, indication of students' and young people´s interests and needs; a meeting to set priorities for students and young people (familiarisation with the preliminary assessment and suggestions for tangibly recommended conditions, with possibilities for adjusting the modular models for their recommended programmes) and make the plan of cooperation with secondary schools and standardize information about activities and the pace of the implementation of transition measures.

Networking is carried out by the formed joint team for transitioning from primary to secondary schools. This implies establishing contacts between primary and

secondary school and the forming of the joint ITP team; setting up plans for meetings and cooperation, exchange of information, monitoring, promotional activities and planning and organising children's visits to secondary schools, for the purpose of acquiring experience and education.

Members of the team from the **secondary school** put together the school tour plan for students and present the vocational education programmes in which they are interested. During their visit to the school, they enable children to talk to the members of that programmes subject expert group representatives. Practical lesson teachers provide students and young people with an opportunity, inside the practice classroom, to get acquainted with the real jobs they will be trained in. They organise conversations with other students attending an actual educational programme. During those conversations, students and young people with SEN will have the opportunity to learn about their experiences with the school, the department they chose and the practical part of the subjects they will study. During the analysis of the proposed occupations, standards on which those educational programmes are based are followed. They contain the inventory of the key occupations, with knowledge and skills the students and young people are expected to adopt and develop. The preliminary assessment of students' and young people´s interests, needs and potentials, within that training programme are carried out together with the pedagogic and psychological service in the school and career advisor. They make the plan for adjusting the teaching environment, monitoring and expert assistance.

The activities of familiarising children with a vocational education programme and of its observation in secondary school are the following: informing and consulting regarding the possibilities and models of a programmes' adjustment and modularisation, inventory of available vocational programmes, children's visits to vocational education programme implementers and/or practical lessons, meetings with students attending the recommended educational programme, exploration of possibilities and preparation for dual education; preliminary assessment and suggestions for occupations which are recommended for the children to be trained in, with the assessment of employment possibilities, making of the plan of adjustments to the teaching environment and equipment procurement for providing access, monitoring and expert assistance during training and education.

Career guidance and counselling, socio-emotional development, psychological and peer support classes are devised, as well as those on the selection of institutions to cooperate with. The focus is on support in coping with physical, mental and social change, self-perception, group affiliation, mood, sense of achievement and outside expectations. If they exist, cooperation is established with providers in local communities and civic organisations that are providing services online or via phone. Joint activities are coordinated with them or with the inclusion of students in their recommended programmes.

Career advisors have the role of providing information to students and young people, teachers and parents regarding education possibilities, areas of employment and

they carry out career development counselling. They participate in the work of the team during the joint assessment of students' and young people´s abilities and interests, in training and promotion. Based on the assessment of students' and young people´s needs and the occupation description, a list of jobs is made to be presented to students and young people. Possibilities within the labour market that that type of education provides are presented. They also provide information on the employment possibilities, current circumstance on the labour market and potential employers, on secondary school education programmes and enrolment requirements and on occupations and their requirements. They provide information on the compliance of personal characteristics with those requirements too, as well as expert assistance, through professional counselling.

Contact with the social welfare centre – through a case manager – is initiated and established. *Case managers* are associates coming from social welfare centres, who get invited to meetings of the team for transitioning from primary to secondary school. Their purpose at these meetings is to visit and work with families of special educational needs students and young people and indicate the available services in the area of child and social welfare, inform beneficiaries about different options in this area of child and social welfare and advise regarding available psycho-social and support services in the local community that will lead to a correct choice of future occupation. To that purpose, NGO representatives can be called in as external associates, members and mediators, representatives in animation and support for children and parents.

Provision of additional services necessary for career guidance and counselling can be organised; for example, additional observation by a mobile team's external resource experts or other services in the community, etc. It can be organised specially in terms of method advice, teaching adjustments, analysis of concrete educational programmes, potential educational environment adjustments, necessary equipment and needs and requirements necessary during training and education.

In the end, several desirable occupations are defined, their level and schools offering education for these fields of work. Possibilities for students in these occupations are indicated:

a) Acquiring an educational qualification (adoption of the entire education programme) – diploma.

b) Acquiring a vocational qualification (if the programme is modularised) - certificate.

c) Acquiring skills necessary for performing key jobs – a certificate confirming the adoption of part of the education programme.

The students' participation is ensured the whole time, as well as consultation carried out in a way that they can understand it, then make choices and decide. The proposal for support for students and young people during the education for a tangible occupation and professional competencies is what follows, as well as the preconditions for providing support to students and young people during education, for socio-emotional development and social competencies.

3.2.4 Mechanism of transition

It is clear that children with special education needs are still facing employer prejudice against their capabilities and they still have to deal with the lack of adjustment to their needs in their environment and workplaces. Employers need to be better acquainted with the benefits of employing special educational needs children or providing stronger support. There is also the issue of a lack of motivation for seeking employment, most often caused by reliance on social welfare, which creates a false sense of security in these children (parent of a special educational needs child, Montenegro).

For the students of the secondary school senior years, the plan for transitioning to the labour market or faculty is put together.

The goals, measures and activities are aimed at preparing them for employment: transitioning to the labour market, selection of employment areas, adjustments to the workplace and working environment, assistance, that is, if they desire it, at preparing them for selecting and enrolling within a faculty.

The purpose of this procedure is to increase the level of knowledge of the interested parties, educational institutions, parents, employment agencies and local employers about the activities in the process of secondary vocational education for young persons with disabilities and their employment.

In the process preceding the end of the secondary school education, guidelines are provided in connecting this level of education and employment, as well as the key recommendations for students, stemming from their achievements, acquired knowledge and skills during the secondary vocational education, on their way towards the labour market.

This connection should contribute to the highest possible degree of meeting professional and life needs of every special educational needs student.

It is implemented via giving the students information relating to the importance for planning for employment, that is, regarding the enrolment within a faculty (description of the disability/difficulty in development, capabilities and skills of students, adjustment, overview and notes on their achievements, acquired practical knowledge and skills).

It includes steps, envisioned activities, their elaboration and concrete elaboration on obstacles, timeframes and responsibilities and duties. It contains the plan of support for employment, workplace adaptation, possible additional training or, if we are talking about a transition towards tertiary education, the selection of a faculty (connection to subject programme, prescribed standards, contact, preparation, teaching material, etc.).

3.2.4.1 Roles and procedures

Although often subjective, parents are still able to perceive aspects we some-times miss (special educator and rehabilitator, primary school, central Montenegro).

The school management forms a team for carrying out and monitoring transition and ensures that everyone properly understands, clearly accepts and abides by the prescribed roles and responsibilities. It ensures the institution's accessibility, that the staff is adequately educated and provides for the necessary working conditions: teaching means, aids that the reports are regularly made and presented to the coordination body and ensures that records are kept on students and young people and services.

The management initiates and organises cooperation, exchange, monitoring, exchange of information with the providers of services that students and young people, employers and faculties need.

The school expert service initiates and engages in cooperation with career advisors and carries out the joint assessment of students' and young people´s capabilities and interests (general information, interest in employment or desires regarding the continuation of education, identification of what or who makes learning or work difficult, areas for support). It takes special care of the quality and effects of the initial contact as well as the response.

It organises staff training. Training, apart from that leading to good quality inclusive learning and participation, addresses the following: communication requirements, social interaction, work and social inclusion; devising measures for vocational education and working, adjustments to workplace, support, etc.

Expert service members take special care that students/adolescents receive support and that they are capable of planning and making responsible decisions. They develop peer support networks; implement pre-emptive programmes and those reinforcing socio-emotional skills, values and norms and their participation in school in general. They develop skills of responding to risk factors and strengthening the resilience of adolescents in facing different challenges.

The assessment of students' capabilities and interests regarding employment is a partner activity with career advisors and it is participative when it comes to the students themselves. The analysis of achievements, needs, learning styles, work, social skills and capabilities is carried out (interviews, observation, adapted tests).

For young people transitioning from secondary school to the labour market, capabilities, characteristics and ways of learning are assessed, as well as ways of communicating, adaptating, socializing, getting around, how their dexterity is

and their *sensory reactions are*. Other necessary support, especially for the work environment and process is also assessed. For the young people transitioning from secondary school to faculty, a similar assessment is made, with the addition of establishing the requirements and ways of adjusting future learning.

Mentors are designated and young people´s developmental and educational achievements and needs are monitored. It is identified who or what is making learning and work difficult; preconditions are created for providing support for young people during education, for socio-emotional development and social competencies. A work profile is made, as well as analysis and inventory of jobs and a harmonisation and establishment of employment priorities is carried out. During the enrolment with a faculty, a profile of interests is made, for the purpose of harmonising interests, academic achievements and enrolment conditions and the enrolment priorities for are set.

In their expert meetings, the members of the guidance and counselling team analyse the applied methods, forms of work, aids, didactic means and adjustments made, needs, the current status and level of functioning and students' capabilities for further education and employment. They devise and carry out promotional activities: motivation of parents, students, community and employers. They communicate via web portals and share practical experience.

They cooperate and advise parents; they include them in the assessment of the current level of achievements, and garner their interest in the students' and young people´s needs for the purpose of making an adequate choice of a secondary school and job. This includes:

- familiarisation with the planned activities and dynamics of the application of transition measures

- assessment of parents' needs, organising and providing the necessary support

- exchange of information, indication of interests and needs

- checking and selecting priorities (of employment and faculty).

Expert associates initiate and establish contacts with other institutions and services (rehabilitation centres, case managers, NGOs, licensed service providers). Cooperation with case managers from social welfare centres is focused on motivating and informing beneficiaries about possibilities and rights, making the individual service plan and a plan of working with users. Case managers from social welfare centres provide information about the possibilities of inclusion in training and work. They stimulate and motivate the application of active employment measures by promoting benefits and salary subsidies as advantages in comparison to a reliance on social welfare. They provide special support for parents in making their children independent and increasing their motivation for employment. They inform and educate employers on the right to subsidies, salaries, workplace and working conditions adjustments, purchasing of machines, equipment and tools and

hiring work assistants. They coordinate licensed services of psycho-social support and support for life in community, personal and work assistance services.

Career guides or mentors mediate between users and employers, they help in the preparation for and the search for a job, with self-representation, they help with training for a real job, adaptation to social and working conditions and to try to prevent beneficiaries from walking out on a job too easily. They cooperate in the assessment of the level of support, in the making of the individual service plan, as well as in monitoring of the implementation of the plan of work with users. Career mediators can be hired to mediate between users and faculties, to help users prepare for the enrolment within a faculty and then the enrolment and they can help with the adaptation to the new environment.

The role *of the professional guidance, information and orientation advisors'* is to provide information and advisory services for career development. They cooperate with the school expert service during the assessment of personal and professional characteristics and share information on the offer of vocational education programmes in the labour market, employment possibilities, circumstances within the labour market and on potential employers. They mediate in the establishment of retained potentials, selection, hiring professional rehabilitation providers, motivation and information of employers as well as people's capabilities, subsidies, equipment, etc. They monitor and inform regarding the prescribed enrolment conditions, they take part in the promotion and representation of rights, in sensitising the labour market and in establishing a dialogue with social partners. They indicate measures referring to education and training of adults and on-the-job training with employers.

As education finishes, *the professional rehabilitation centre associates* get involved and perform the assessment of mental, physical and working abilities and training for jobs and employment. They identify clients' individual needs, evaluate their current professional and social functioning, level of skills and knowledge they possess as well as aggravating or alleviating factors. Based on that, they plan measures and coordinate services. They evaluate conditions, make comparisons, select and establish connections between interesting profiles and persons' individual capabilities and possible jobs in the market. They make the plan for adjustments to the workplace and working environment, for providing the necessary equipment and technical support. They implement job training in an actual workplace.

Desirable conditions as well as companies and employers offering jobs are recognised, defined and established. If necessary, a proposal is also made for a professional rehabilitation provider.

The activities on assessing needs in the context of work and cooperation with employers are the following:

- establishing working ability according to the model of human rights
- making the proposal for the professional rehabilitation plan

- selection of, contact with and visit to employers and selection of a job

- analysis of a real job and working environment.

What follows *is the search for an appropriate job*, through these activities:

- support for independent and autonomous choice

- making the proposal of the plan for adjustments to the workplace, environment, necessary equipment and other necessary forms of support

- practical training, monitoring and expert assistance for a real job, mitigation towards leaving the job unnecessarily.

Monitoring and evaluation in the workplace are carried out after employment. This includes the evaluation of the initial success and work results.

Job adjustments imply adjustments to the work process and work tasks. And adjustments to the workplace imply providing appropriate technology and equipment in the workplace and working environment, in accordance with the capabilities and needs of an individual.

Before the enrolment within a faculty, the list of desirable faculties is made (departments). Tours of faculties are made and the plan for enrolment with a faculty and staff training is made. The plan for supporting students and young people during education is made, a plan for necessary adjustments of the education process, environment, equipment and assistive technology procurement, ensuring access and monitoring are also made. Students receive support in being self-confident, independent and responsible for decision and choice making. During the entire process of career guidance, counselling and transition, whether in the faculty or at place of employment, care is taken to enable students and young people to participate actively in making choices and decisions. This is done while always acknowledging their ways of learning, thinking, communicating and interacting, using adequate means, methods, techniques and technologies.
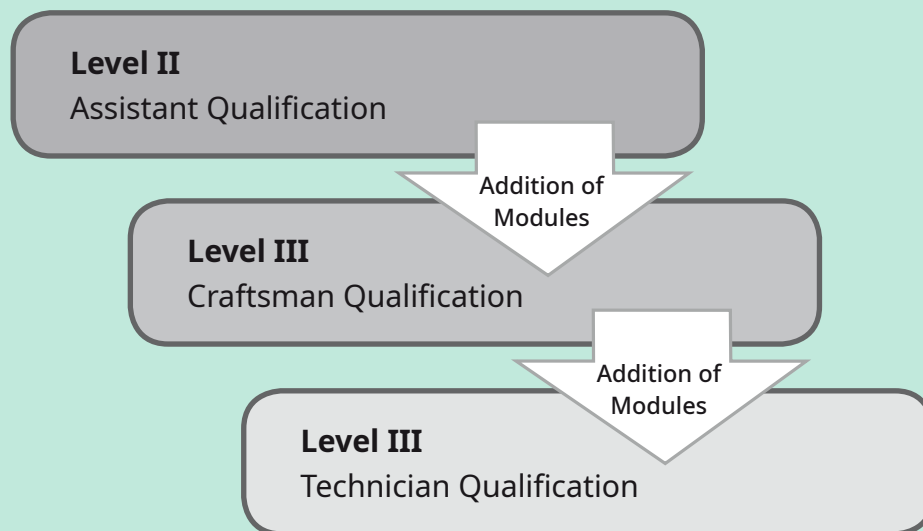
Good Practice| Montenegro

Vocational education in Montenegro indicates that students and young people with SEN should be trained for independent work and life. Equal opportunities in acquiring qualifications in vocational education are chosen as a means of effective employment and full social inclusion.

"If we want to prepare children for independent and successful work, to make them capable of earning their living and feeling useful, it is necessary to remove excess contents from the education system. Instead, we should focus on the study of life skills. The key lessons learned indicate that we are still not free from pushing children into the mould of educational standards, although an individual approach is applied" (psychologist, primary school, central Montenegro).

The main effort is to provide good quality (initial and continued) vocational education, enable a quicker response and improve the flexibility required by the market. The goals are to:

- Improve flexibility, horizontal and vertical accessibility, with the goal of meeting educational needs and competitive participation in the labour market
- Establish connections between general, vocational and theoretical and practical knowledge through defined competencies and clear outcomes
- Make it possible for students who leave education and training early to acquire appropriate vocational qualifications or a qualification lower than the educational one
- Stimulate the concept of life-long learning and mobility
- Make provisions for part of the practical education to take place with employers.

In order to give students and young people with SEN the possibility to go through education programmes gradually and complete their education in accordance with their capabilities, applying modularised education programmes is of special importance. They are based on vocational qualifications for different levels of education. This makes it possible to attain a level II or level III qualification, under a level IV programme. Therefore, students and young people who leave education early because attending a further programme would exceed their capacity, can obtain a level II or level III certificate; depending on what is envisioned in a particular programme, which gains them access to the labour market. Particularly, after completing a certain number of modules, children and young people can acquire different Levels.

Level II
Assistant Qualification

Addition of
Modules

Level III
Craftsman Qualification

Addition of
Modules

Level III
Technician Qualification

Modularised education programmes have credit value, and defined outcomes of learning. The way of checking whether and to what extent the outcomes of learning have been attained is defined through criteria (hierarchically arranged – according to the level of difficulty).

For all other programmes currently in use but not based on lower level qualifications or for old programmes that are still not modularised, there is the possibility to cut them short, in accordance with students' individual needs. This implies determining the necessary parts of the jobs within one occupation and making a plan for training students and for the schools to implement these parts accordingly. That is when students receive certificates on completing part of an education programme (according to the rule book on pedagogic documentation) that prove they are capable of certain key skills and vocations. This idea still isn't fully implemented in schools and it is completely unknown to employers. Therefore, training is required, as well as promotion, provision of information and encouragement of employment based on this kind of documentation – certificates.

For the time being, modularised education programmes (based on a different level of standards) are available and adopted in the fields of energetics, mechatronics, economy, law, spatial planning, construction, the catering industry, the textile and leather processing industry, electronics, telecommunications, information technologies, personal services, cooking, trade, the food industry and nautical transportation and marine engineering[7].

3.3 The Instruments

In the process of career guidance support and counselling, differences and individual needs have to be respected and flexibility displayed when the process of capability assessment is carried out. Interests are defined during the occupation selection.

The conditions, methods and activities should be adapted to the students' and young people's needs and instruments either re-organised or created.

When it comes to career guidance, support, assessment and counselling, the following **techniques and instruments** are implied: **tests, interviews and procedures**. They should be guided by the interests and specific characteristics of users: **functioning, interactions, learning and communication.**

The career guidance, support and counselling process itself is carried out gradually, step by step.

1. Firstly, contact is established with the target group, school, child or parents and the purpose and goal are explained

2. The first meeting with parents and child is scheduled

3. The first informational interview is carried out. It components are the following:

   - Taking anamnestic information: acquiring a clear picture about personal, family and social contexts

   - Defining needs, problems, obstacles, resources, available services in the community and possibilities that exist

   - Establishing expectations and desires, styles of communication and way of assessment

   - Assessment of parents' needs (psycho-social support, social services, etc.) and devising the mode of cooperation

   - Defining the schedule for the ensuing steps: testing, interviews, school, job and employers, etc.

   - Determining of and agreeing on the direction of counselling and guidance

4. Carrying out the assessment of interests and potentials (tests and interviews)

5. Making and agreeing on a list of external partners: social services, other services, case managers, resource and rehabilitation centres, NGOs, etc.

6. Application of transition process and procedures

7. Discussing conclusions, organising and planning concrete actions: choosing direction, work, training, employment, etc.

8. Assessing the economic context – practical training, opportunities and offers within the labour market.

3.3.1 Tests, Interviews and Procedures

The tests are composed as a means to establish the scope of capabilities and learning and working potential. Interviews are supposed to help establish interests, serve as counselling, guidance, orientation and work as a motivational tool.

Procedures are transition mechanisms carried out at a pre-defined pace and according to established goals and measurements. They consist of activities aiming to support students throughout the process of transitioning between two education levels and from education to the labour market.

When we speak of tests and procedures, we offer a series of practical pieces of advice regarding which approaches, techniques, aids and technologies should be applied in order to achieve a good assessment and selection.

They should provide the format and specific battery of tests for a targeted and tailored assessment of students' and young people´s abilities and interests (according to the type of disability). The support package should lead to assessment and establishment of socio-emotional skills and to the establishment and reinforcement of personal capacities.

During testing, the following are assessed for the students and young people transitioning from **primary to secondary school**:

- capabilities and learning style (attention span, memory, reading, writing, arithmetic, etc.)
- social skills (including behaviour and communication with peers and adults)
- motor skills (fine and gross motor skills, movement, etc.)
- self-perception and self-assessment (desires, needs, interests, etc.)
- ways of adapting the assessment of child's interests and potentials
- aids[8] that students are supposed to use, space and condition adjustments, assistive technologies, alternative communication, etc.

The following is assessed for young people transitioning **from secondary school to the labour market**:

- learning capabilities (attention span, memory, understanding)
- communication skills (ability, mode and form)
- social skills (independence, interaction, acceptance and abiding by the work rules, cooperation, etc.)
- motor skills (fine and gross motor skills, movement, orientation in space, stamina, etc.)
- sensory capabilities (scope, reception, processing, reaction to stimulus, etc.)
- self-perception (desires, interests, etc.)

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[8] Technical and electronic devices, medicaloprotective devices and aids, trained guide dogs and helpers, other types of modern objects and devices enabling and facilitiating the teaching process and independent living to the greatest extent possible and which are considered an integral part of a person using them.

- analysis of achievements, needs, learning styles, social skills, abilities (interviews, observation, adapted tests, etc.)

- the need for adjustment of: equipment (furniture, aids, symbols, markings, assistive technologies, etc.) and the way of adjustment (font, format, sign language, Braille, a system of communication through images, etc.)

- other types of necessary support (movement, time required to carry out a task, support in the assessment of characteristics and interests, external knowledge testing, etc.)

Similar to the transition process from secondary school to employment, the following is assessed for the transition from secondary school to faculty:

- learning capabilities (attention span, memory, understanding)

- communication skills (ability, mode and form)

- social skills (independence, interaction, acceptance and abiding by the work rules, cooperation, etc.)

- motor skills (fine and gross motor skills, movement, orientation in space, stamina, etc.)

- sensory capabilities (scope, reception, processing, reaction to stimulus, etc.)

- self-perception (desires, interests, etc.)

- ways of adjusting the assessment of interests and potentials

- equipment (furniture, aids, symbols, markings, assistive technologies, etc.)

- ways of adjusting the future learning process (font, format, sign language, Braille, system of communication through images, Assistive technologies, etc.)

- other types of necessary support (movement, learning, external knowledge testing, etc.

3.3.2 The Needs

Autism

Students and young people on the autism spectrum make the best progress in a *well-structured environment, based on good organisation, routines, focus and functionality*. They function more easily when receiving information visually. By marking objects, we help students and young people understand the way in which their environment is organised and stimulate appropriate behaviour. Activities are organised through tangible daily schedules, activity check lists, itineraries and boards which contain selections of activities. Through social stories, deliberately devised so they reflect certain and concrete social situations for each child; represented in images, instructions are suggested as well as appropriate reactions to them. In a vivid manner, with the application of generally accepted rules and instructions, they

help students and young people to prepare and to especially handle social situations better. They describe interactions, situations, acceptable behaviour, participants, courses of events, desirable skills, expectations, rules, etc.

Intellectual Disabilities

Students and young people with slight intellectual disabilities are, for the most part, good in focusing attention on the targeted contents, which needs to be placed within a specific timeframe. Information has to be concrete, it needs to provide examples from the immediate environment and experiences. Concentration can be achieved once other environmental stimuli are brought down to a minimum. They understand *concrete, simple verbal instructions*, while their understanding of abstract notions and more complex verbal contents is limited. If they are asked quesitons then it should be in a closed form that enables YES or NO answers. They favour schedules, schemes, words, symbols, images, notes, procedures, different forms, textures, situations and cards with sets and numbers. *Keep instructions simple* and in bite-size pieces, use demonstration and increase complexity as progress is made. Be aware that a person with an intellectual disability may be less aware of social cues and may have less developed social skills. Focus on development of life skills, give verbal and written instructions or try giving examples to illustrate ideas and summarize ideas often, create learning opportunities based on practical experiences and apply behavioural therapies.

Physical Disabilities

Work with students and young people with physical disabilities requires aids, working materials, support with movement, sitting, kit and working material handling, with orientation in space and on paper, with writing, drawing and with the use of language and verbal expression and formulations. Therefore, visual support is important to them and they need to be given more time. When talking with a student who uses a wheelchair, try to converse at eye level; sit down if a chair is available. *Ensure the physical accessibility of the location/spaces and eliminate the obstacles/barriers*. Provide assistive computer equipment/software when necessary.

Visually impaired students and young people will achieve success with the use of *optical, typhlo-technical devices, tactile material, sound support, adequate and individual lighting, positions enabling the best vision, prominent and adequate fonts or bolding*. Here we are talking about the use of textured images for tactile use, audio books, materials with prominent lines, 14-20 size Times New Roman font and screen readers. We also want to stress the role of Braille. **Allow the student to determine the most ideal seating location so he or she can see, hear and, if possible, touch as much of the presented material as possible. Develop the materials in advance to permit time for transfer to alternate formats and use black print on white or pale yellow paper to allow for maximum contrast.**

With **hearing impediments**, the *use of computers is recommended*. Students and young people should be enabled to sit close to their counterparts in a conversation, background noise should be eliminated, the source of light should be directed at the face of the interviewer or helper, so that students can see their faces hands and lips

and they should use written material and pictures. **Recognize the processing time of the interpreter, the student may need more time to receive information and ask questions and/or offer comments. Use** *visual aids whenever possible*, including captioned versions of videos and films. Use written supplements to oral instructions, assignments, and directions. The oral reshaping of the working material, graphical representations/images, objects, models, written form, images, multi-media material, computer, etc. is recommended. Tablet, smart phone and similar aids are easily accessible lately and they are the favoured means of communication.

Also available is the *assistive technology* for persons with physical disabilities, with impaired vision (blind and sight impaired persons), with hearing impediments (voice, speech and language) and with difficulties in communication and learning. Assistive technology implies products, parts of equipment or systems used to increase, maintain or improve functional capabilities of children and young people with disabilities and difficulties in development, regardless of whether they are used in their original form, modified or adapted. Here we also have software for learning, communication, check-up and transformation of text into speech. Tablets and smartphones with touch-sensitive screens offer a simpler way of communication with others.

Assisted communication aids (alternative and augmentative) are also used to improve inefficient oral communication. They are especially useful in facilitating verbal expression. Some of those are the Picture Exchange Communication System (PECS), which uses communication pictures through exchange. When children and young people want something, they give a picture to their "counterpart" in a conversation (parent, therapist, educator, teacher, other child and adults) and indicate their needs, observations, etc. The Picture Exchange Communication System (PECS) is oriented for developing interaction and communication and it is most often used in the form of a communication board, communication book and calendar of activities – itineraries, etc.

Psychiatric issues

Students and young people with psychiatric issues may not be comfortable *disclosing the specifics of their disability*. With treatment and support, many students with psychiatric disabilities are able to manage their mental health and benefit from vocational education and employment.

Learning and speech difficulties

For students and young people with **learning and speech difficulties** provide accommodations such as tape recorders and/or laptop computers, extended time to complete assignments, instructions or demonstrations presented in more than one-way alongside concise oral instructions. Ask the student for a cue when they wish to speak or ask to have a statement repeated, if it is not clear enough. Use alternative communication measures, instructions or demonstrations presented in more than one way.

3.3.3 Interviews

The goal of a conversation with students and young people is **gathering information.** At the same time, it also represents support for students and young people. The way in which the expert responds to the students' communication has to be adequate and in accordance with the students' and young people´s abilities.

The approach has to be **emphatic, direct and open, creating a relationship of trust**, with the use of technologies and communication systems that are acceptable for children and young people.

It is important to have information about the emotional and social functioning of the students and young people and make enough time to plan the conversation. If a child is a slow speaker, or speaks unclearly or communicates with use of aids or helpers, enough time needs to be given to that child to respond.

The expert mustn't let out of sight that respite time also needs to be provided for, if a student fatigues easily, has a short attention span or if the answer is delayed for other reasons. The conversation mustn't take longer than necessary.

When doing an interview, attention must be paid to the fact that many students and young people with SEN have a decreased ability of expressing what they experience, what happens to them, what they want and expect and of stating their intentions. They also have difficulties accepting and understanding other participants and their counterparts in communication. The way in which they communicate and whether others understand them is a further complication.

Therefore, **flexibility is important**. Interviews can and should be added to and corrected verbally with: symbols, photos, illustrations, gestures, facial expressions, etc. It needs to be done in a way that suits students' and young people´s individual styles and characteristics. Sometimes, it is necessary to show different pictures displaying situations. Use acceptable vocabulary and check if one understood what students and young people said correctly.

3.3.3.1 Interview Techniques

- **Sight impaired** students and young people rely on descriptions, tactile experiences, aids, Braille, etc. When giving directions, be clear, say "left" or "right," "step up," or "step down", "the stairs start in about three steps" etc.

- With students and young people with **intellectual disabilitie**s the conversation is conducted in a concise, simple, targeted, and concrete and experience based way, with visual support.

- Students and young people with **hearing impediments** use lip-reading, sign language and they prefer written forms of communication. Look directly at the student during a conversation, even when an interpreter is present, and speak in natural tones. Maintain eye contact, use natural facial expressions and gestures. Make sure you have the student's attention before speaking. A light touch on the shoulder, wave or other visual signal will help.

- When it comes to students and young people with **physical disabilities**, challenges can emerge in communication in the form of impeded formulation,

understanding, length of verbal expressing, decreased clarity and articulation. Therefore, it is justified to allow more time for a response or facilitate it through alternative contents. Ask before giving assistance, and wait for a response. Listen to any instructions the student may give; the student knows the safest and most efficient way to accomplish the task at hand.

- Communication challenges with students and young people on the **autism spectrum** are visible in the area of understanding the purpose of communication and expectations from it. They are also visible in the areas of presence, form, quality and level of mastering speech in general. Therefore, with these students and young people, the use of visual aids and symbols is recommended.

- Students and young people with **psychiatric issues** may need to check their perceptions of a situation or information you have presented to be sure they are on the right track. Provide clear and thorough explanations and instructions, in writing if required. Ask the student how he/she would like to receive information. Allow more time and greater flexibility for training and induction. Step-by-step instructions may be more easily understood by breaking up the tasks into smaller ones. Drowsiness, fatigue, memory loss, and decreased response time may result from prescription medications. Guide students to specialized services (community based mental health services).

- The network interface card is a social diagnostic instrument which can be used in working with students and young people with **multiple diseases**. In the centre of the card you write the central person. Around the centre write the people in their environment. The closer they are to the central person, the closer to the centre you should write them. If there´s contact between two people, draw a line between them. At the end it´s like a web and we can easily see the environment.

Friends | Family

Colleagues | Professional helper
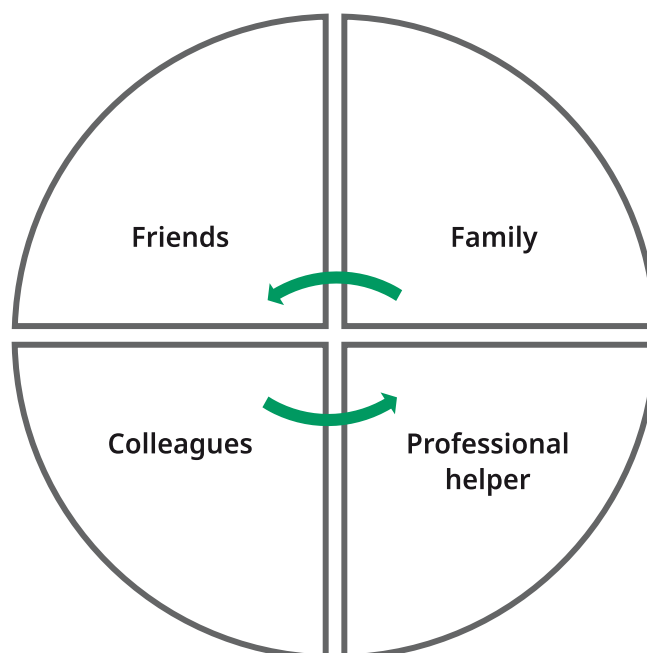
Good Practice | Assessment Examples

Assessing Interests

This Questionnaire can be used for assessing future work interests, ideas and personal preferences of the students and young people with SEN that we are working with.

In school	
What activities do you like?	What´s boring or what don´t you like?

At home	
What activities do you like?	What´s boring or what don´t you like?

Have you already had the chance to find out about a working place?

What activities do you like?	What´s boring or what don´t you like?

What´s your dream job?

What I want to do at work!	yes	no
Sell something		
Repair something		
Be creative		
Carry something		
Construct something		
To counsel people		
Take care of other people		
Monitor something		
Clean something		
To work with documents		
Sort and organize something		
Count		
Write		
Cook, bake		
Pack something		
Distribute something		
Decorate something		
Feed and care for animals		
Do hair and make-up		
Water plants		
With what and with whom do I want to work?	**yes**	**no**
People		
Animals		
Plants		
Metal		
Wood		
Synthetics		
Paints		
Ceramics and clay		
Dirt (gardening)		
Glass, stone		
Groceries		
Fashion, textiles and leather		
Furniture		
Paper, books		
Pictures and photos		
Tools		
Machines		
Electronics and electricity		
Vehicles		
Computers		
Music		
Files, letters, documents		
Media		

Assessing Skills and Abilities

The following two examples can be used to assess the students and young people's skills and abilities and can serve as a starting point for the career guidance and counselling process.

Examplse 1

Abilities described: With the described abilities make little cards. The students and young people can choose for example at the beginning just three of them and then discuss it.

Physical toughness - I´m physically tough. I can stand for a long time, I´m strong and persistent (e.g. I play football and I like it).

Manually skilled - I´m manually skilled. I can work with my hands (e.g. I´m good at handicraft work).

Technical understanding - I have technical understanding. It´s easy for me to understand a technical problem. I know how technical engines work (e.g. I can quickly handle a new mobile phone).

Good manners - I have good manners. I am polite and obliging (e.g. say hello and goodbye, say thank you, being friendly to other people).

Verbal skills - I have good verbal skills. It´s easy for me to talk (e.g. talking on the phone, selling something).

Creativity - I´m creative. I always have new ideas, can draw or think up a story.

Power of retention - I can remember things easily. When I´m interested in something I pay close attention and remember it easily.

Power of observation - I´m good at observing. I recognize changes in people quickly. When I get to know somebody I have a good look at them (e.g. what they wear, the hairstyle).

Reading - I´m good at reading. I can read all texts and understand them.

Hard work - I can work hard. I like working a lot and quickly. I´m ambitious.

Exactness - I´m very exact. When I have to do some work I´m really conscientious.

Flexibility - I´m flexible. I can easily adapt to new situations and people.

Team spirit - I´m able to work in a team. I can cooperate with others and hear what other people have to say.

Enjoying contact - I enjoy contact with other people. It´s easy for me to get to know new people.

Writing - I´m good at writing. I´m able to write texts with little spelling or grammatical mistakes.

Understanding - I´m understanding. I show sympathy and understanding for others.

Assertiveness - I´m able to get through things. If I want something it´s easy for me to get it.

Independence - I´m independent. I can do things on my own, without my parents, friends, and teachers.

Reliability - I´m reliable. I can keep appointments, I am punctual. If I can´t keep an appointment I call and tell the other person.

Persistence - I´m persistent and patient.

Talent for organization - I´m good at organizing things (like a party).

Teachability - I want to learn new things.

Concentration - I´m good at concentrating.

Love of order - I love order. For me it´s important that my exercise books look tidy.

Willingness - I´m willing to do the work somebody tells me to.

Calculate - I´m good at calculating. I know the fundamental rules of arithmetic.

Speed - I work quickly.

Activity - I put my ideas into practice.

Patience - I don´t give up.

Behaviour - I appear self-confident and have good manners.

Capacity for enthusiasm - I get easily activated by ideas.

Example 2

A method that sets skills, abilities and motivation. Instructions for Professionals:

- Take a huge sheet of paper and let the child lay down on it
- Draw the lines of his/her body
- Ask questions like: what would your parents/your sister/brother/
  your grandparents/your teacher say is inside you?
  What do they think are your strengths?

Assessing Strength

With the star of strength a selection of one's strengths can be made. It focuses in a positive way on the social and professional skills of our students and young people with SEN.

Star of strength: Choose one strength and fill the star with it! Make little cards with strengths written on them:

To play music – I play an instrument and I´m a good singer

Spatial sense – I can read maps of rooms and things and understand them

Tidy up – I can grade something according to a specific system

Technical understanding – I understand how engines are constructed and work

Reliability

Behaviour

Patience

Activity

Speed

Love of order

Concentration

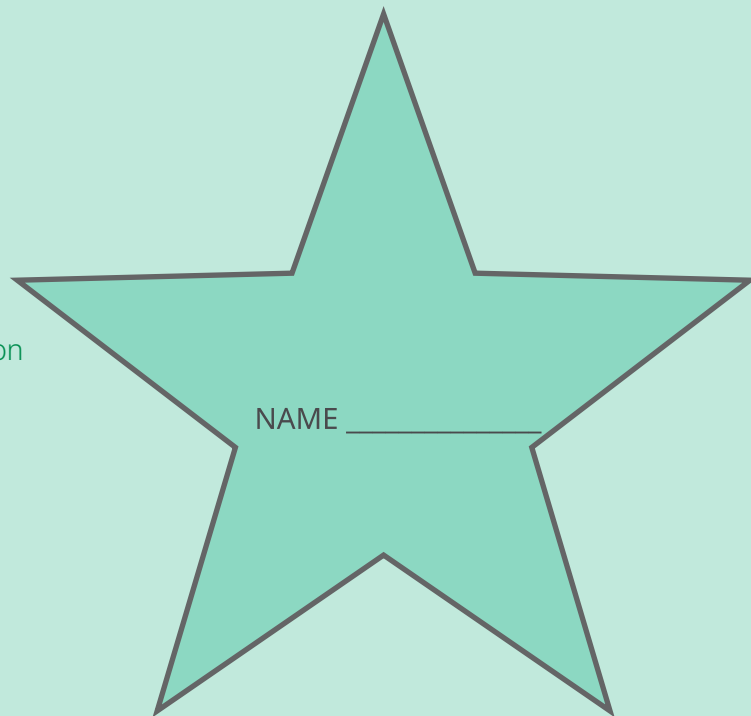Talent of organization

Persistence

Independence

Assertiveness

Understanding

Flexibility

Team spirit

Manual skills

Physical toughness

NAME _____

Assessing Social Skills

Social stories are a good mechanism for working with students and young people on the autism spectrum.

With the help of these social stories, students with autism spectrum disorder learn and introduce social skills. Social stories are written for a particular situation of a particular student. They are a useful tool because, based on generally accepted rules and instructions, they offer help to students and young people in order to be better prepared and better managed in social situations, especially new ones.

Social stories describe interactions, situations, present acceptable behaviours, actors, courses of events, desirable skills, expectations, rules, etc.

However, they can be used in working with students and young people with intellectual disabilities as well.

They have a defined style and format. Students and young people are supposed to answer questions similar to the following: where is a situation taking place? What is happening? Why is it happening? It represents information from a correct and objective perspective. It provides a behavioural scope tailored for a certain situation and it identifies other persons.

Next the examples of targeted instruments for students and young people with autism spectrum disorder show how social stories (adapted instruments) can be used to assess students and young people and also help conduct visits to and selection of secondary schools.

Some of them are already used in Montenegrin schools with the aim of assessing needs, interests, and views and to prepare students and young people for new situations (especially regarding secondary school).

Social story: I am choosing a secondary school

Once I have finished and graduate from primary school, I will enrol in a secondary school. In secondary school, just like in primary, I will be studying together with other students and young people. I will learn how to do a job while I'm in secondary school. Therefore, I will pick my job and secondary school together.

I like the following jobs (show authentic photo); these jobs require attending the following schools (show authentic photo).

For those jobs (show authentic photo of a real job) - I must attend lessons in the following subjects (show school schedule in pictures/symbols and allow child to choose and show).

For those jobs (show authentic photo), I must learn how to do (show authentic photos of workshops and jobs performed in them).

Students attend those schools on the following days: Monday, Wednesday and Friday. On those days, they will attend lessons in the following subjects (show school schedule in pictures/symbols).

On Tuesdays and Thursdays, students work in workshops (show authentic photos of workshops and jobs performed in them).

On Saturdays and Sundays, I do not attend school. On Saturdays and Sunday, I spend time with my mother, father and _____ (show their pictures and write down or add pictures of a child or other family members).

I have a lesson schedule for each day.

On Mondays I have ____ (write down the number of lessons). In the first lesson, I will learn about ____ (write down or put the picture or symbol of the subject). This subject is represented on my pictorial schedule with the following picture (illustration representing the subject). In the second lesson, I will learn about ____ (write down the subject). This subject is represented on my pictorial schedule with the following picture (illustration representing the subject). In the third lesson (write down the subject), this subject is represented on my pictorial schedule with the following picture (illustration representing the subject). In the fourth lesson (write down the subject or show the picture or symbol for them), this subject is represented on my pictorial schedule with the following picture (illustration, picture or symbol representing the subject).

The same should be repeated for each remaining day: Tuesday, Wednesday, Thursday and Friday!!!

Social story: My capabilities and interests

Students and young people attend school (authentic photo of the student and her/his peers from the primary school class in their school).

Grown-ups as well as my mother and father go to work (a photo of a child's father or mother at work).

In order to have a job, you first need to graduate from a secondary school or faculty. There, you learn how to do the job you choose. You should know what you love. You should know what interests you. You should also recognize what you can do.

Now, tell me, what is your favourite school subject? – Offer the child to choose from symbols or pictures representing school subjects. Now tell me, why do you love that exact subject? – Provide symbols or photos of emotions or something else that the child can relate to in this regard (friendship, have a fun, earning a money / salary, etc.).

Now, tell me what is it that you like to do best? – Provide the child with several situations (symbolically represented or in original photos) that represent what they love to do, to count or draw for example and then give them instructions on how to choose his or her favourite.

The things that you love to do (provide a symbolic representation or a photo of what the child chose) are learned through the following subjects (connect the symbols or photos of subjects with the previously offered situations).

What you love to do is part of the following jobs – connect symbols or photos of the previously offered situations with job photos.

On Tuesday, you will go visit a school (original photo) in which you can learn how to do this job (symbol and photo). On Friday, you will go to visit a school (original photo) in which you can learn how to do this job (symbol and photo).

After that, you will decide and choose the secondary school to attend after graduating from primary school.

In secondary school you will choose and will then learn how to do a job.

Once you graduate from secondary school, you will look for a company in which you will do the job.

Assessment | Individual Transition Plan

The Individual Transition Plan (ITP) is used as an instrument of transition in Montenegro. It is precisely defined and founded in legislation. The ITP is the additional part and a continuation of the Individual Development and Education Plan (IROP).

Its goals, measures and activities aim to provide support for students in the process of transitioning from one education level to the next, that is, from the education system to the labour market – employment. It is implemented in two stages: at the end of primary school and at the end of secondary school (towards employment and towards higher education).

"The ITP enables support in the professional orientation process to be orga-nised, with clear expectations and activities. It provides students with a higher level and better quality of support and enables other stakeholders to get to know each other better and perform their duties better" (special teacher and rehabilitator, primary school, central Montenegro).

In the **first stage**, through ITP-1, cooperation is established between **primary and secondary schools**, focusing on an exchange of information, identification of potentials and students' and young people´s inclinations, with the purpose

of transitioning to the next level of education that is supposed to make them capable of living an independent professional life.

In the **second stage** that takes place towards the end of **secondary education**, under the ITP-2, the focus is on **preparations for employment** and acquiring the skills necessary for independent living. Schools cooperate with different service providers, those carrying out the assessment of students' and young people´s capabilities, professional rehabilitation providers, resource centres, employment services, employers, etc.

The team for making and implementing the ITP consists of: the student, parents, teachers, the school's expert associates, resource centre, employment service, employer, etc.

A *mechanism for transitioning from secondary school to higher education(faculty)* was devised as an instrument to establish a connection between the **secondary school education and tertiary education** (ITP-3). The support plan consists of goals, measures, activities, tasks, responsibilities and a timeframe. Their purpose is to prepare students for enrolling within a faculty.

The recommendations for transitioning to a faculty stem from students' individual achievements and interests, especially with regard to skills, styles of communication, measures for further adaptation and the organisation of the learning process according to their needs.

The following pages provide examples of these instruments and ITP-1, ITP-2 and ITP-3 forms ITP-2.

ITP FORM (TRANSFER FROM PRIMARY TO SECONDARY SCHOOL)[9]

I ITP – Introductory information

Child's name and family name, age, grade, school year	
Description of disability/difficulty in development, child's capabilities and skills	
Capabilities and learning style (attention span, memory, reading, writing, arithmetic, etc.)	
Social skills (including **manners** and **communication** with peers and adults)	
Motor skills (fine and gross motor skills, movement, etc.)	
Self-perception and self-assessment (desires, needs, interests...)	
Ways of adapting the assessment of students' and young people's interests and potentials	
Aids[10] to be used by students, adjustments of environment, conditions, assistive technologies, alternative communication, etc.	

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[9]   This table is filled in in primary school; team: parents/legal guardians, psychologists/pedagogues, classroom teachers, subject teachers.

[10]   Technical and electronic devices, medical prosthetics and aids, trained guide and assistance dogs, other types of modern objects and devices, which facilitate the teaching process to the greatest extent possible, enable independent living and are considered integral parts of the persons using them

II ITP – Support plan during the selection of the educational programme (responsibilities/tasks/timeframe)[11]

Measure	Activity	Time period	Responsible persons/ persons in charge
Forming the team in primary school	- Selecting members, forming the team and defining assignments - Making the time schedule for the team, for the 8th and 9th grades, for meetings, information flow, monitoring and supervision		
Educational and promotional activities	- Undertaking requirement assessment and carrying out training - Devising and implementing promotional activities: towards parents, children and community - Cooperation and joint activities with social welfare centres – case manager, informing children and parents about the possibilities, rights, and services		
Assessment of children's capabilities and interests relevant to their future occupation	- Assessment for adjusting batteries of tests and making the plan of cooperation with CIPS - Conducting interviews, observations, application of batteries of tests in cooperation with CIPS - Informing by CIPS representatives - Making profiles of retained potentials and professional interests within which to follow the children - Analysis, preparing a list and descriptions of occupations the children are interested in - Harmonising and establishing priorities for the selection of secondary schools, determining what to influence, environment, society, family, etc. - Contact with the orientation commission in order to agree on the assessment of how and what the children are currently doing and continuity of monitoring and support for a timely and adequate professional orientation[12].		

[11] This table is filled out jointly by the team composed of primary and secondary school representatives.

[12] If there was a change in the development and progress achieved by children, requiring an intensified assessment, support and engagement of the commission members

Cooperation with parents	- Initial meeting with parents and agreement on participation and cooperation - Assessment of parents' needs, organising and providing the necessary support - Parents' participation in assessing their children's level of achievement; exchange of information, stressing children's interests and needs - A meeting to set the priorities for children (providing information on the preliminary assessment and suggestions for concrete conditions recommended, with possibilities and models of adjustment and modularisation of recommended programmes) and making the plan of cooperation with secondary schools - Informing them about the ITP team's activities during the implementation of measures from ITP.
Networking and forming of the joint primary and secondary school ITP team	- Establishing contact between primary and secondary schools and the establishment of a joint ITP team - The plan of meetings and cooperation, flow of information, monitoring and promotional activities - Planning and organising children's visits to acquire experience and knowledge of secondary schools
Getting children acquainted with vocational education programmes and observing them in secondary school	- Exchanging information and consulting with the Vocational Education Centre regarding the possibilities and models of programme adjustment and modularisation - List of available modularised programmes - Children's visit to the implementers of vocational education programmes and/or to practical lesson teachers - Meetings with students attending the recommended education programme - Exploring the possibilities and preparation for dual education - Preliminary assessment and suggestion of jobs recommended in which to train the children, with the assessment of employment possibilities - Making the plan of adjustments to the learning environment, equipment procurement, providing access, monitoring and expert help during training and education

Providing additional career guidance services	- Additional observation of the resource centre and mobile team of experts - Use of other services in the community
Cooperation with the orientation commission	- Harmonizing opinions and recommendations with the members of the commission and timely orientation.
Desirable occupations	1. _____ degree _____, offered in school 2. _____ degree _____, offered in school 3. _____ degree _____, offered in school

Opportunities for students within this particular occupation:
d) Acquiring an education level qualification (going through the entire education programme) – diploma
e) Acquiring vocational qualification (if a programme is modularised) – certificate
f) Acquiring skills necessary to perform key jobs – certificate covering part of a programme

Proposal for providing support to children during education, for real occupations and professional competencies	**The preconditions for providing support to children during education, for socio-emotional development and social competencies**

Team members: principal _____, secondary school principal _____,
primary school expert associate _____, classroom teacher _____,
secondary school expert associate _____, secondary school teacher _____,
parent/legal guardian _____, others _____

ITP-2

I Information on the student of importance in employment planning

	School of attendance:	Type and level of education:
Name and family name:	**ENTIRE programme**	**PART of programme**
Circle the desired option (indicate if the student will go through the entire programme or just a part of it)		
If the student will go through part of the programme, *list the occupation standards and describe the occupations the student is to be trained for*		
Description of the student's disability/developmental difficulty, and of their capabilities and skills — *Learning capabilities* (attention span, memory, understanding)		
Communication skills (ability, method and form)		
Social skills (independence, interaction, acceptance and abiding by work related rules, cooperation...)		
Motor skills (fine and gross motor skills, movement, orientation in space, stamina...)		
Sensory capabilities (spectrum, reception, processing, reaction to stimulus...)		
Self-perception (wishes, interests...)		
Adjustments — *Ways of adjusting the assessment of characteristics, interests and potentials*		
Equipment used (furniture, aids, symbols, signs, assistive technologies...)		
Ways of adjustment (font, format, sign language, Braille, picture based communication system...)		
Review and observations with regard to achievements, acquired practical knowledge and skills		

II Job selection and employment support plan (responsibilities/tasks/timeframe)

Steps	Planned activities	Concrete elaboration of activities and recommen-dations	Time period Responsible persons/in charge
Forming the ITP-2 team: representatives of the school, CIPS and the Employment Bureau	- Selection of team members, team forming and defining team members' assignments and roles - Making the work time schedule, plan of meetings, information exchange, monitoring of the implementation, supervision		
Educational and promotional activities	- Assessment of requirements and training - Peer support network activation - Devising and carrying out promotional activities: motivation of parents, students, community and employers - Cooperation with case manager from the social welfare centre: motivation, informing about possibilities and rights, making the individual service plan and of the plan for working with beneficiaries		
Cooperation with parents	- Learning about the planned activities and the pace of the implementation of ITP-2 measures - Assessment of parents' needs, organising and providing the necessary support - Exchange of information, pointing out interests and requirements - Checking and choosing priorities		

Assessment of the student's capabilities and interests in cooperation with CIPS	- Analysis of achievements, needs, learning and working styles, social skills, capabilities (interviews, observations, adapted tests) - Assignment of a mentor and monitoring development of educational achievements and requirements - Identification of what or who makes learning or work more difficult; identification of preconditions for supporting the child during education for socio-emotional development and social competencies - Making the work profile, analysis, list of jobs - Harmonizing and establishing employment priorities
Assessment of work related requirements and cooperation with employers	- Establishing working ability according to the human rights model - Making a draft professional rehabilitation plan - Selection, contact and visit to employers, selection of a job - Analysis of the real workplace and working environment
Seeking appropriate job	- Making a draft workplace and working environment adjustment plan, of the necessary equipment, assistance and other forms of necessary support - Practical training, monitoring and expert assistance for a concrete job; dropout prevention - Evaluation of initial success rate and work results

Desirable jobs:	**Proposal of the professional rehabilitation provider**	**Proposal of potential employer** ____
_____, **offered by**................. _____, **offered by**		____

Team: school principal ____, school expert associate ____, classroom teacher ____, mentor ____

parent/legal guardian ____, CIPS advisor ____, career moderator ____

ITP-3

I Information on the student of importance in tertiary education enrolment planning

Name and family name:	School of attendance:	Type and level of education:
Description of the student's disability/ developmental difficulty, and of their capabilities and skills	Learning capabilities (attention span, memory, understanding)	
	Communication skills (ability, way and form)	
	Social skills (independence, interaction, acceptance and abiding by work related rules, cooperation...)	
	Motor skills (fine and gross motor skills, movement, orientation in space, stamina...)	
	Sensory capabilities (spectrum, reception, processing, reaction to stimulus...)	
	Self-perception (desires, interests...)	
Adjustments	Ways of adjusting the assessment of characteristics, interests and potentials	
	Equipment used (furniture, aids, symbols, signs, assistive technologies...)	
	Ways of adjustment (font, format, sign language, Braille, picture based communication system...)	
	Other types of necessary support (movement, time of executing tasks, support during evaluation, external exams, etc.)	
Review and observations with regard to achievements, acquired practical knowledge and skills		

II Faculty selection support plan (responsibilities/tasks/timeframe)

Steps	Planned activities	Concrete elaboration of activities and	Time period Responsible persons/in charge
Forming the ITP-3 team: representatives of the school, CIPS and the faculty	- Selection of team members, team forming and defining team members' assignments and roles - Making the work time schedule, plan of meetings, information exchange, monitoring of the implementation, supervision		
Educational and promotional activities	- Assessment of requirements and training - Devising and carrying out promotional activities: motivation of parents, students, community and employers - Cooperation with case managers from the social welfare centre: motivation, informing about possibilities and rights		
Cooperation with parents	- Learning about the planned activities and the pace of the implementation - Stressing the interests and needs and the check-up and selection of priorities		
Assessment of the student's capabilities and interests in cooperation with CIPS	- Analysis of achievements, needs, learning and working styles, social skills, capabilities - Preconditions, identification of what or who makes learning or work more difficult - Assignment of a mentor and monitoring development of educational achievements and requirements - Making the interest profile and harmonizing and establishing faculty enrolment priorities		
Assessment of education related requirements and cooperation with faculties	- Faculty tours, selection and making a draft proposal for a plan of inclusion and staff training - Making a plan of support to the child during education, of the necessary adjustments to the education process, environment, procurement of equipment, assistive technologies, enabling access and monitoring		

Desirable faculties (department): 1)_____, **2)**_____,

Team: School principal _____, school expert associate _____, classroom teacher _____, mentor _____,
parent/legal guardian _____, resource centre associate _____, CIPS advisor_____, career moderator_____

Bibliography

The Guidelines at hand where elaborated based on the professional experience gained in the practical work of our authors and experts at **WUK youth coaching, Staze** and **Speranta Center**. Information and figures given throughout the text was provided by them.

The **international conventions** and documents mentioned can be found in the following online libraries:

http://www.un.org/en/documents/index.html

https://www.consilium.europa.eu/en/documents-publications/

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Annex

KulturKontakt Austria

KulturKontakt Austria (KKA) is a European competence and resource centre for the core areas of cultural education with schools in Austria, international educational cooperation, and the Artists in Residence programme for artists from other countries.

The non-profit organisation develops and implements its programmes on behalf of and supported by the Austrian Federal Ministry of Education, Science and Research and the Austrian Federal Chancellery. Through its expertise and its projects, KKA is an important player at both national and European level.

KKA is committed to the fundamental principles of educational and cultural policy formulated at European level, namely dealing inclusively with diversity and difference, and lifelong learning. Based on these principles, KKA devises its activities and programmes with the objective of facilitating equal access to education, culture and the arts.

Staze

The Association of Parents of Children and Youth with Disabilities "Staze" was established in December 2001 in Montenegro. The initiators of the Association are parents of children and youth with disabilities and people who want to actively participate in the creation and improvement of policies and practices that provide children and youth with disabilities a life free of discrimination and full participation in community life.

Parents of children and youth with disabilities are their legitimate representatives and drivers of different activities that contribute to their inclusion in all spheres of social life.

Speranta Center

"Speranţa" Center is a non-governmental organization focused on facilitating and promoting the social inclusion of people with disabilities in the Republic of Moldova by providing support based on the individual needs of each person and his/her family in the communities where they live.

Active since the year 2000, "Speranta Center" is one of the leading organizations in Moldova that has contributed to developing and promoting the best practices for inclusive education in the mainstream education system. Starting with 2015, the organization is focused on developing independent living skills, providing vocational orientation services and facilitating the process labor inclusion of youth with disabilities.

Austria

Montenegro

Republic of Moldova