School-to-Work Transition for Higher education students with disabilities in Serbia, Bosnia & Herzegovina and Montenegro

Trans2Work

DEV 3.3.b Transition Curriculum

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The TRANS2WORK consortium

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### Abbreviations

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<th>Term</th>
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<tr>
<td>BMU</td>
<td>Belgrade Metropolitan University</td>
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<td>HEI</td>
<td>Higher Education Institution</td>
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<td>HE</td>
<td>Higher Education</td>
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<td>PwD</td>
<td>Persons with Disabilities</td>
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<td>SBC</td>
<td>Student Business Center</td>
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<td>Students with Disabilities</td>
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I. State of the Art
The term transition refers to passing from one condition/context to another. Many important transitions occur throughout each person’s life, and many of them are associated with predictable life events, such as beginning preschool, leaving elementary school, and entering middle adulthood. One of the most critical transition periods for person with disabilities is the transition from school to labour. The transition from school to work is a key point in the lives of students, since it is related to their economic and psychosocial well-being which determines their future. For persons with disabilities this kind of transition can be very difficult. One reason is the lack of support for people with disabilities in the process of transition from school to work. The synergy of all three sectors: universities, employers and students can increase the level of welfare of all including students with disabilities. Trans2Work project is being implemented in three countries and eight HEI. Each institution has a career center or office for support of students with disabilities (SwD). Here is a state of the centers/offices grouped into three groups by country.

a. State of the Art concerning relevant support services for SwD in Serbia

UNIVERSITY OF NOVI SAD (UNS)
The first Career Development Centres were established at Serbian universities during the first decade of the 21st century. The Career Development Centre of the University of Belgrade was established at the end of 2006. During 2007, the Career Development Centres were established at the state universities in Kragujevac, Novi Sad and Niš. All of these centers were established under the Decisions of Councils of parent universities as organizational units within their composition. During 2011 and 2012, new Career Development Centres were established at the state universities in Novi Pazar, Kosovska Mitrovica, and at the private University of Megatrend and Singidunim University (Lazić, Barković, 2012, pp.5). University Centre for Career Development and Student Counselling at University of Novi Sad - UCCDSC (Dr Ilije Đuričića 3, Novi Sad, http://www.razvojkarijere.uns.ac.rs/en/) is an organizational unit of the University of Novi Sad established to ensure an effective system of support to undergraduate and graduate students in developing their knowledge and skills which they would find significant for employment or further education, and for liaison between the academic and business community. The activities of the University Centre include:
- developing competencies, knowledge and skills of students which are crucial for their employment;
- provision of information to students on opportunities for additional education, scholarships in the country and abroad, and job offers;
ensuring liaison of students and employers by organizing vocational practice and training programs in leading companies and organizations in the country for potential employment;

- organizing presentations on companies, their business ethics and recruitment policies;

- consultancy to students having dilemma with respect to choosing career or positioning at the labour market after graduation;

- other counselling services with respect to career development;

- coordination of work of career development centres at the faculties within the University;

- monitoring of accomplishment of strategic objectives in the sphere of employment in cooperation with the Committee for Strategic Development within the University Council.

At the end of 2014, The Center for Students Support was established at the Faculty of Philosophy, UNS (Dr Zorana Đinđića 2, Novi Sad, http://www.ff.uns.ac.rs/fakultet/fakultet_centar_za_podrsku_studentima.htm) with different programs of psychological and pedagogical support aimed at maintaining and improving the mental health and success of students at all levels of study. A number of activities are aimed at students who have just started to study and come from vulnerable groups, including the students with disabilities. Information and advisory services, as well as monitoring activities of students and coordination of activities of student support provided by the University, faculties, and other relevant institutions and organizations, have been provided by UNS since 2015, supported by functioning of the Committee of Students Support, which consists of the Vice-Rector for teaching and the UCCDSC representative, as well as the representative of the Student Parliament, and representatives of the Associations of Students with Disabilities, and the Association of Roma Students.

UNIVERSITY OF KRAGUJEVAC (UNIKG)
The first Career Development Centres were established at Serbian universities during the first decade of the 21st century. The Career Development Centre of the University of Belgrade was established at the end of 2006. During 2007, the Career Development Centres were established at the state universities in Kragujevac, Novi Sad and Niš. All of these centres were established under the Decisions of Councils of parent universities as organizational units within their composition. During 2011 and 2012, new Career Development Centres were established at the state universities in Novi Pazar, Kosovska Mitrovica, and at the private University of Megatrend and Singidunim University.

University Center for Career Development and Student Counselling was formed as an organizational unit of the University of Kragujevac in 2007 thanks to the initiative of the Foundation of Prince Alexander for Culture and Education, supported by the University of Kragujevac.
The Center was established with the aim of helping students to prepare students to enter the job market after graduation, to connect them with the business community and to provide them with support in the acquisition of knowledge and skills that are now necessary in the labor market.

The work of the Center is focused on developing student services through various programs that provide support to students and graduates of the University of Kragujevac in career development and helps them to present themselves in the business world.

The main role of the Centre is to provide students, graduates and staff from the University of Kragujevac with all useful information and support that you need and to connect the academic and business community through its activities. To achieve this goal, the Center organizes and carries out a number of events to keep you informed about the opportunities for further professional education (postgraduate study programs, scholarship programs, professional and study courses, various trainings and programs for professional development), as well as presentations of different relevant foundations and institutions that conduct various training and scholarship programs, etc. The Center also organizes various seminars, workshops, courses and lectures for students, young graduates and teaching and administrative staff in order to help them develop practical skills and knowledge they need for making the first step into their career, i.e. career advancement.

The services provided by the Center to students, graduates and staff at the University of Kragujevac:

- Information on further education and training abroad;
- Everything about the scholarships, contests and prizes;
- Individual counselling in decision making relevant to career development;
- Assistance in applying for various programs (from a scholarship for a summer school to scientific conferences);
- Workshops on How to write a CV, how to prepare motivation or cover letter for a job / scholarship;
- How to prepare for the first meeting with the employer, interview simulations;
- Workshops for active and creative job search;
- Workshops for developing public presentation skills;
- Free language courses;
- Firsthand advices: meeting employers and students, discussions and company presentation, to help students to understand better the world of business and business culture of different companies and to acquire the skills necessary for development and steering of their own careers.

The Center also prepares a monthly newsletter with all important news and information relevant to your professional improvement.

Center goals:

- Establishment of a system of support for students and graduates of the University of Kragujevac in the development of knowledge and skills
relevant to employment or further education in the country or abroad (providing counselling services to students, organizing lectures and workshops in the field of career information and counselling);

- Inform students and graduates of the University about opportunities for additional education, scholarships for training at home and abroad and open competitions for practice and/or work;

- Increase the number of students who have gained relevant work experience during their studies or after graduation and increase the percentage of students who used some of the student mobility programs;

- Providing support to students and graduates of the University of Kragujevac to adequately present themselves as future professionals in different fields of work, academic and business community and the promotion of Kragujevac University as a leading institution of higher education in the region;

- Strengthening and improving cooperation with all the faculties and academic staff, and strengthening of the integrative role of the University of Kragujevac;

- Strengthening and improving cooperation with employers in the form of organizing programs, student, professional practices and trainings, as well as organizing presentations of companies and their business policies in the selection of personnel;

- Establishing a network of partners of the Centre in all faculties in order to adequately provide services to all students of the University;

- Continuous improvement of the Centre through the development of new programs and services and constant educating of its employees.

Members of the Center for Career Development and Student Counselling are students and graduates of the University of Kragujevac, as well as employers and other representatives of the business and academic communities.

**BELGRADE METROPOLITAN UNIVERSITY (BMU)**

Center for Career Development at Belgrade Metropolitan University (http://karijera.metropolitan.ac.rs/) has been established with an aim to help students in their efforts directed to improving their knowledge and skills and connecting with future employers, preparing them at the same time for real-life situation in business environment so they can easily adjust to employees market needs after graduation. Also, the Centre’s priority is to connect with companies in order to inform them about qualities of students’ knowledge and skills, making their recruitment selection process easier.

In addition to Center for Career Development activities, students of Metropolitan University established their Students Parliament (http://parlament.metropolitan.ac.rs/), which is very active in gathering all relevant information about open applications and all other opportunities connected with specializations and career development. The Students
Parliament initiates and participates in numerous cooperation activities with domestic and international students and business organizations, working that way on continuous connecting with students from different areas of interest, especially those studied at the Metropolitan University.

BMU Mentorship program – Belgrade Metropolitan University has initiated a mentorship programme for all its students. The document entitled “Monitoring Students’ Progress” was issued in 2015 with the aim of establishing the system for monitoring students’ progress with their tasks and assignments. Responsible parties for the monitoring are teaching assistants, professors, the dean and the associate dean for instruction. This mentorship programme is meant to help students perform better and finish with all their assignments and exams in due course. The mentor is a person responsible for several students, monitoring their progress and academic achievement with the aim of counselling and preventing them to drop out or leave university. Students with Disabilities are also part of this mentorship programme. Special attention is paid to their progress and they have frequent contacts with their mentors for assistance and advice in their work.

b. State of the Art concerning relevant support services for SwD in Bosnia and Herzegovina

UNIVERSITY OF SARAJEVO
Office for support of students with special needs at the University of Sarajevo was established in the framework of the TEMPUS project "Equal Opportunities for Students with Special Needs in Higher Education" (EQOPP) (2011-2014) (project number, 516939-TEMPUS-1-2011-1 -BA-TEMPUSSMHES).

The main objective of the Office is to facilitate access to education by providing the conditions of respecting the rights and fulfilling the obligations of students with disabilities that are necessary for their successful participation in the teaching process in the higher education institutions. The procedure of organizing the support of the Office is realized through: the development of individual profiles and preparation of individualized forms of support to any of the following ways: a) advisory support (consulting on how to easily cope with the difficulties in the learning process); b) the ability to use assistive technology: students have access to assistive technology (e.g. student with hearing difficulties is using a recorder to register everything that was discussed in class); c) information support: students in the Office get information about the conditions of study at universities, associations that can be in their assistance, scholarship opportunities; d) making recommendations to the department in which the student studies to inform departments on the conditions of study for students and concrete form of support that teachers can provide to students; e) support to student volunteers (e.g. identify opportunities to support fellow students). Current activity of the Office is not on
the high level. The Office cannot respond to the real needs of students and academic staff. One reason is the lack of permanent employees in the Office.

UNIVERSITY OF EAST SARAJEVO (UES)
The forming of offices/centres for support students with disabilities at public universities in Bosnia and Herzegovina started through the implementation of the TEMPUS project “Equal Opportunities for Students with Special Needs in Higher Education” (EQOPP, 2011-2014, Project Number: 516939-TEMPUS-1-2011-1-BA-TEMPUSSMHES).

This project has created baselines for forming these offices/centres; education of appropriate staff; procurement of equipment; identification of students with disabilities; increasing awareness about adjusting teaching process and adequate conditions to students with disabilities; creation of appropriate guidelines for these students.

Offices/centres are established at University of Mostar, University Dzemal Bijedic of Mostar, University of Zenica, University of Sarajevo, University of Tuzla, University of East Sarajevo, and University of Banja Luka. These offices/centres had coordination role with an aim to create an environment that accepts students with disabilities and which facilitate their involvement into teaching process and support them in these efforts, during the project duration at public universities.

Offices/centres ensure to students a lot of possibilities to accomplish their full potential through:
- Coordinating academic adjustments and support services,
- Promoting independence and self-advocacy,
- By providing information and referral on mechanisms for the realization of the rights of students with disabilities.

The main aim of offices/centres for support of students with disabilities is facilitating the access to education through ensuring conditions for respecting rights and fulfilling obligations of students with disabilities necessary for their successful participation in teaching process on higher education institutions.

During the three-year duration of the project offices/centres at all public universities operated and performed activities with an aim to fulfil the defined objectives.

After the project duration the work of offices/centres comes down to volunteer work of staff, students, mainly functioning and sustainability of these centres is becoming more difficult.

The situation with sustainability becomes different in different universities. In the systematization and organization of working places of the University of East Sarajevo, in the sector of the Vice-rector for students’ affairs, culture, arts and sport there is the Center for support of students with special needs with 2 working places: professional associate in the centre and officer for support of students with special needs.

The key task of this centre is planning of ways on how to support students with disabilities, participation in plan realization for students with disabilities.
and cooperation with NGO which have program schedule for support of persons with disabilities.
Today, nobody is engaged in centre for support of students with disabilities at the University of East Sarajevo.

UNIVERSITY OF BANJA LUKA (UBL)
Disabled students support centre at the University of Banja Luka was founded in 2006 by the Association of Citizens “Info Part”. During that time, it worked under the name “Disabled Students Help Center”. In 2007 this centre became a sub-organizational unit of the University of Banja Luka which existed as a part of the Rector’s Office. Since 2012, when the realization of the TEMPUS EQOPP project started, the Center has been working under its current name. This Support centre represents the Coordinating Body at the University with main task to ensure equal approach for disabled students/students with disabilities to all University’s programs and activities.
The Support centre promotes an educational environment which is inclusive and open in supporting students with disabilities through building and maintaining partnerships within the faculties and academic as well as non-academic staff, promoting awareness of disability among all members of the University community, and ensuring guidelines with regard to the University’s policies and procedures which ensure complete participation for students with disabilities in the all aspects of the University life.

c. State of the Art concerning relevant support services for SwD in Montenegro

UNIVERSITY OF MONTENEGRO, FACULTY FOR MARITIME STUDIES (UoM)
The appropriate and free access to education is a fundamental human right and the commitment of the all units at the University of Montenegro. The main objective of this elaboration lies in the fact that SwD like other students or users can get adequate approach to the classrooms, laboratories, libraries and administrative areas, so that the most optimal way to develop their skills (OECD, 2011). This holds true because University of Montenegro is permanently working in the improvement of conditions of SwD. It is worth to mention that during the project period the Memorandum of Cooperation between the University of Montenegro and Association of Youth with Disabilities of Montenegro is in process. This memorandum also regulates various issues regarding the position of SwD at the University of Montenegro (Self-evaluation report, 2014). In addition, according to the Law on Higher Education in Montenegro, from 2014 the University of Montenegro is implementing the affirmative action for persons with disabilities during their admission to faculty (Zakon o visokom obrazovanju, 2014).
Meanwhile, there are specific initiatives as well as realized project activities that can prove the improvement and support of SwD. Some of them were and still are the part of some projects and programmes, but all in respect to the enhancement of the status of SwD. In the following items are specified the activities (www.ucg.ac.me):

- The architectural solution for SwD approach that have mobility difficulties or wheelchair use is in process of resolving at the Faculty of Philosophy in Nikšić. More specifically, the accessibility ramps are existing while the work on elevator functionality is in process.
- Regarding the same issue on SwD with mobility difficulties, it is worth to mention that the Faculty of Economics in Podgorica is working on the optimal solution for the above mentioned.
- Faculty of Fine arts in Cetinje is also working on making conditions for the accessibility of SwD with mobility difficulties but the procedure is a bit complicated due to the fact that the building is under the protection of Directorate for Protection of Cultural Heritage of Montenegro, so it is to be regulated in the further period.
- Some units of the University of Montenegro improved but still not solved the architectural barriers, such as at: Faculty of Electrical Engineering, Faculty of Mechanical Engineering, Faculty of Civil Engineering, Faculty of Economics, Faculty of Philosophy, Faculty of Philology, Maritime Faculty and Faculty of Tourism and Hotel Management.
- Some faculties are totally accessible for SwD, i.e. Faculty of Metallurgy and Technology, Faculty of Mathematics, Faculty of Law, Faculty of Political Sciences, Faculty of Sport and Physical Education.

In addition, it is a practice that University of Montenegro together with Association of Youth with Disabilities of Montenegro realize the monitoring of the regulative items with regards to the lecture attendance and exam duties. Also, they together provide support for transition from high education to work and employment, generally (Plan rada, 2016). In May this year, it was organized the training regarding the project with the emphasis on the overcoming the barriers that SwD are facing every day. On the other hand, it was concluded that SwD are released of paying the tuition fee at the University of Montenegro (http://www.spucg.ucg.ac.me). Moreover, the initiative is in process of the SwD inclusion in Student Parliament of the University of Montenegro which proposes the absence of any kind of discrimination between students (Self-evaluation report, 2014; Statut SPUCG, 2015).

Regarding the Career Center of Montenegro, it is working on the student services from the University of Montenegro as well as on the issues regarding employers. Center serves, among other things, to improve the competencies of students, especially the development of their practical skills. Center offers career information, guidance and counselling of students in areas that are studied at faculties. The work of the Center is focused on connecting students.
and cooperation with the business sector, through finding opportunities to perform professional practice and potential work engagement. Their goal is to enable students to learn more during the study and business environment and gain work experience after graduation in order to achieve a competitive position in the labour market. All these assumptions also include the role of SwD in practical issues of their employment (www.ucg.ac.me/me/o-univerzitetu/centri/karijerni-centar).

Beside other Universities in Montenegro, our institution adopted Resolution about establishment of the Student Advisory Office for student with disabilities, on the July 2013, which is located in Association of Youth with Disabilities of Montenegro.

UNIVERSITY OF DONJA GORICA (UDG)
In order to provide full support for students with disabilities within the TEMPUS project: SINC@HE – Support and Inclusion of Students with disabilities at Higher Education Institutions in Montenegro, University of Donja Gorica as all other Universities in Montenegro adopted Resolution about establishment of the Student Advisory Office for student with disabilities, on the July 2013, which is located in AYMD.

The Office offers its services to all individuals with legally recognized disabilities, as well as to those who are able to document the negative effect of health on their education. Assistance is offered whenever is proven that a health-related handicap influences the process of learning. The SAO’s work is organized in a form of services that students may get as assistance. The SAO’s services are addressed to anyone who’s disability or other health-related problems may influence a 'regular' course of studies. The difficulties in question may be connected with an inability to participate in lectures (hearing disabilities), the availability to read material (visual disabilities), access to university buildings (mobility disabilities) or attendance (e.g. due to recurring illness). The responsibilities and obligations (i.e. set of services) of SAO is:

Medical and Psychological Support Service. This service has established cooperation with medical institutions in order to:
- assists for required official documentation of students’ medical condition and certificate which states a degree of disability;
- cooperates with both, student and HEI in deciding on the most effective solutions appropriate to student's needs and to facilities the HEIs have at their disposal;
- provides psychological support and counselling.

Transport assistance to students with disabilities. The main objectives of the transport assistance are:
- Using transport facilities for students with mobile disabilities, for those who use wheelchairs or have other difficulties with self-sufficient mobility.
- Providing a help of transport assistant for students in a situation such as: lectures or classes are held in a building which is not adapted to needs of students with disabilities; lectures or classes are held in several buildings and student with disability cannot move independently between those buildings.
- Providing a support of spatial orientation instructor for blind students and students with sight impairments in order to become acquainted with the topography of the HEI premises and with the routes between the place of living and the HEI buildings.

Accommodation in the residence/dormitories. The SAO is responsible for accommodations of students in halls of residence and rooms adapted to the needs of students with mobile disabilities. Currently, Ministry of education and sports is responsible for the managing accommodation in Students’ dormitories.

Also, it is very important to note that all units of UDG - Faculties have common Financial Service; Students’ Service and Technical & Operation Service. Common services are provided by UDG Library (with large reading room for all UDG students) and the Department of International Cooperation and Projects. Some activities, such as proof-reading, editorial services, translation, some legal and IT services are provided through “outsourcing”, i.e. by professionals and companies with expertise in the field.

II. Action Plan
Action Plan refers to the activities that all higher education institutions will be realized in the career centres/offices. Action Plans are grouped again into three subgroups according to countries. Planned activities could be related to different areas, such as: the role of mentor in the university and in the employment sector, additional counselling services focusing on employment and internship or networking (establishment of alumni), organization of events (employers, universities, career centres, disability offices), interdisciplinary summer school with practical work with employers, cross-curricular approach to realizing threads through the various university subjects, etc.

a. Action plan concerning relevant support services for SwD in Serbia

UNIVERSITY OF NOVI SAD (UNS)
In April 2016, there was a meeting of the Trans2Work project team and NSUSI representatives with the University management. On this occasion, there were presented current problems of SWD and the research results.
obtained by the analysis of data collected by instruments designed within the Project. There was emphasized a need to hire a person at a service within the University from among SWD graduates, who could contribute to resolving a number of outstanding issues in more efficient organization of studying for SWD, and take over the role of a mentor in the Trans2Work project activities. For the needs of the project implementation, in October 2016 Trans2Work engaged one person part-time, within UCCDSC, to work as a mentor for SWD, since currently there is only one psychologist, an expert associate, is employed in the Center. The engaged person is SWD graduate who studied at the UNS, and who is well familiar with the situation, since he was a head of NSUSI for some time. He has attended various trainings related to the representation of vulnerable groups. Therefore, he is well acquainted with the situation at the faculties and different university services, as well as support services and organizations dedicated to PwD available in the local community. The engagement of the mentor for SWD helps promotion of programs and activities of the Centre for Career Development and Student Counselling, creating the preconditions for the sustainability of the project activities and outcomes, and provides an opportunity to have a competent person dealing with problems of students from the vulnerable groups after the completion of the Project, from their enrolment to the University up to employment, by connecting all segments of the complex transition process. During previous cooperation, the engaged person has established a contact with the SWD and worked on their animation to fill in the online questionnaire. Also, he participated in the preparation of the list of equipment. The plan for him is to participate in the preparation and implementation of all project activities, receive training for mentors, as well as establish a close and intensive cooperation with the expert associate psychologist from the Center, contact persons for students from vulnerable groups at every faculty, all support services within the University and the city, branch office of the National Employment Service, media and other organizations and institutions that can contribute to improve the process of transition of SWD from education to the world of work, i.e. their employment.

UNIVERSITY OF KRAGUJEVAC (UNIKG)
University of Kragujevac planned actions will be taken in order to connect all support services and facilities to serve the project objectives. We had a meeting of the Trans2Work project team and University management and in that meeting we presented our current problems of SWD and the research results obtained by the analysis of data collected by instruments designed within the Project. The conclusion of the meeting was that one person from Center for Career Development and Student Counselling of University of Kragujevac will contribute to resolving a number of outstanding issues in more efficient organization of studying for SWD, and take over the role of a mentor in the Trans2Work project activities. For the needs of the project implementation, one person will work as a mentor for SWD, since she is currently an expert associate and is employed in the Center. The engaged
that person who is well familiar with the situation at University and she has attended various trainings related to the representation of vulnerable groups she is well acquainted with the situation at the faculties and different university services, as well as support services and organizations dedicated to PwD available in the local community. The engagement of the mentor for SWD will helps promotion of programs and activities of the Centre for Career Development and Student Counselling, creating the preconditions for the sustainability of the project activities and outcomes, and provides an opportunity to have a competent person dealing with problems of students from the vulnerable groups after the completion of the Project, from their enrolment to the University up to employment, by connecting all segments of the complex transition process. The plan is to participate in the preparation and implementation of all project activities, receive training for mentors, as well as establish a close and intensive cooperation with the expert associate psychologist from the Center, contact persons for students from vulnerable groups at every faculty, all support services within the University, branch office of the National Employment Service, media and other organizations and institutions that can contribute to improve the process of transition of SWD from education to the world of work and their employment. University of Kragujevac have in its planes to create summer school were we could also include practical work with employers; Cross-curricular approach to realizing threads through the various university subjects. University of Kragujevac have also in their plans an establishment of alumni.

BELGRADE METROPOLITAN UNIVERSITY (BMU)
Career assessment for students with disabilities is integral part of Belgrade Metropolitan University Career development centre which operates within Students' parliament. Program aims to assist students with disabilities as they progress through their university education and connect them to desired or available workplace.
Projects and programs, in that sense, are directed toward:
1. Raising awareness of needs for students with disabilities,
2. Preparing students for the labour market,
3. Support and guidance in exploring career options,
4. Connecting students with potential employers (having in mind the way of managing certain disability in the specific workplace).

Belgrade Metropolitan University is organizing several academic conferences for students, lecturers and employers such as BISEC (www.bisec.rs), e-Learning Conference (econference.metropolitan.ac.rs) and ICSD (icsd.metropolitan.ac.rs). On these events we promoted T2W project with promotional material – posters, flyers and live presentations. By being socially responsible institution BMU is promoting importance of raising society’s awareness about students with some kind of disability. BMU has also opened opportunities for student scholarships through various competitions (www.metropolitan.edu.rs/stipendije)
As a result of the project activities and with support of assistive equipment that will be acquired at the beginning of the Y2 of the project, those competitions will be accessible also for the SWD. We will organize dedicated Trans2Work workshops and round tables in March and at the end of May.

Cooperating closely with the Metropolitan University mentorship program, student with disability is usually assigned with a colleague (one of the senior students, professors or staff members) whose key function is to identify and link student with a tailored resources that can be supportive in achieving career orientated goals, monitoring at the same time their overall progress.

The focus of all planned and developed activities can be divided into three separate, but well connected parts. In the first stage, with a serious of one-to-one or group workshops we are trying to reflect upon student’s knowledge and work-related experiences in order to identify career aims or, at least, areas of interest and assess how one’s disability may affect future work engagement. Activities in this process include:

- Creating and filling personalized self-evaluation forms to establish career aims and objectives.
- Counselling services focusing on employment and internship
- Referral to a suite of lectures, resources and personnel (professors, assistants), such as pedagogical or psychological adviser to support student in further exploring career interests and skills development in building the career pathway.

The focus of the second phase is on building personal strategies through engagement in academic and non-academic opportunities during the time spent at University. This stage activity includes various work-related projects with an accent on how one’s disability can impact the ability to engage. Students with disabilities are included in multidisciplinary projects where they are working individually or with assigned mentor to enhance practical work experience and reflect upon them.

The third stage is focused on so called career launching where developed knowledge and skills are reviewed by real employers. In this process students with disability will be attending a regular tailor made guest lecturers held by key management people from some of the most relevant companies on the market. Students are given the unique opportunity to connect with the employers and have a feedback from practical market oriented people, entering at the same time in an arena to discuss their specific issues related to employment.

Previous graduates tell us that this kind of support and experience given to student with disabilities really is the best way to manage the extent of disability with employers needs and it is for this reason that Metropolitan University will continue with the programme.

The Belgrade Metropolitan University provides option for students to do their Internship program in the IT Research Center of the University, at Design Studio or in Marketing department, depending on their Faculty. The very first SWD who did his internship was Željko Ivašković. Željko Ivašković is bachelor student who suffers from cerebral paralysis, and he is among the best
students of his generation at the Faculty of Information Technology. During his internship in our IT Research Center, his job was to assist in the design and modification of eLearning Information system for the BMU (ISUM). Some part of the work he did at home, and some part at the premises of the BMU. His internship started on May 16th 2016, and he finished on June 25th 2016. The student commented to his Mentor that his colleagues had a lot of understanding for additional time that he needed to finish some of his tasks, and that he managed to deliver the final task on time. This case was very significant to identify some individual and some general needs of SWD in working environment.

BMU is planning to include more SWD in our own internship programme, and we have another two candidates - student from Faculty of Information Technology and student from Faculty of Management. In cooperation with Center for Career Development we will connect students with potential employers and motivate companies to treat SWDs as equal candidates for internship programs and employment. BMU plans to let companies have the use of the assistive equipment for the internship period for each SWD.

b. Action plan concerning relevant support services for SwD in Bosnia and Herzegovina

UNIVERSITY OF SARAJEVO (UNSA)

University of Sarajevo does not have formally based a career center for student counseling. The services of such center are supposed to be related to support of students during their studying, in a time of their transfer to the labor market but also in occasion of their adaptation to a working place. Given the importance and role of such centre, it is clear that its establishment is necessary and indispensable for the entire student population. Office for support of students with special needs, which was created through the Tempus project "Equal Opportunities for Students with Special Needs in Higher Education", represents an important base for the development of the career centre to provide assistance and support to all students of the University of Sarajevo, taking into account all the differences and specificities of students with disabilities.

The functions of the Career Development Center for Students would include career information, career counselling, education and networking with employers. Thus, the Career Development Center should be able to provide counselling to students in all areas and aspects of the development of their careers. As the Centre is supposed to be a sort of a link between the students who are still in the process of studying and the labour market, students at the Centre should be provided with information on the competitiveness of various study programs on the labour market. This information is particularly important in a process of continuation of their education during the second and third
cycle of studies. The Career Development Centre is supposed to work on facilitation of personal student’s development by using information acquired through self-assessment measures and adequate tests. Such an assessment is considered as a base of individual career planning and planning of advisory work with the students in the Centre. All these actions were done in order to ensure better competitiveness of students on the labour market.

Individual counselling that would be available to students in the Centre would be designed for every individual student taking into consideration her/his specific characteristics, career goals, personality, as well as areas of functioning which have been identified as weaknesses that need to be worked on (e.g. anxiety in the situations of assessment from other persons or poor self-presentation). It should be emphasized that there is a need for the establishment of special and specific evaluation and counselling program for students with disabilities. Students with disabilities are faced with more complex situation during their study and during their entering into the labour market. In addition to the challenges that other students experience, students with disabilities should be additionally supported because they are confronted with architectural barriers and technical difficulties in college and in the workplace. At the same time they have to find ways to cope with them and overcome them by using their own capacities as well as capacity of the environment.

Students will be able to participate in workshops that are designed to develop and strengthen the positive aspects of their personality (such as self-confidence, self-image, readiness for continuous learning and development) as well as the development of soft skills and job search skills. In addition, these workshops’ intention would be to network proactive students in the job searching and the exchange of information among them. In addition to employees of the Centre, the leaders of these workshops would also be experts from practice (e.g. lawyers who deal with labour law, specialists in recruitment companies, mental health professionals, etc.).

One of the important functions of the Centre would be the development of close cooperation with employers which would have the purpose of facilitating (enabling) a fast transition of students to the labour market. In addition, cooperation with employers would aim to facilitate the organization of professional practice for students who are still in the process of studying.

The establishment and administration of a database of interested employers and senior students who will soon enter the labour market would enable the fulfilment of the important functions of the Centre.

The establishment and administration of the website of the Centre for Career Development would inform students about the services of the Centre as well as providing basic information for students who are in a phase of preparing for the labour market (e.g. the instructions for writing a CV and motivation letter).

It would be appropriate to set up a department in the Center that would deal with the mental health of students. Providing psychological support in job search is often inseparable from the support of the entire mental health. This phenomenon might be mostly evident at students with disabilities who are
confronted with many obstacles in their everyday life: those of a physical nature, but also those caused by usual stereotypes and prejudices of the community related to their capabilities.

Therefore, if we want constructive and efficient centre, it would be of great importance to hire a person who is capable to work professionally with this population. Students with disabilities have the same needs as other students, but the realization of their needs is more complicated due to a number of specific difficulties caused by a disability. The persons responsible for working with students with disabilities are supposed to work with students and employers as well in order to help students with disabilities to facilitate their transition to the labour market.

Thus, the services of the Centre would be the following:
- conversations and counselling students on career development,
- realization of individualized student support,
- providing information on studies at home and abroad,
- providing information on job offers, opportunities for volunteering, practices, scholarships,
- organizing workshops and training,
- lectures of successful business experts,
- presentation of the company through their profiles and presentations,
- giving recommendations to students,
- organizing job fairs.

For the establishment of the Centre for Career Development, the support of the University administration is crucial. The administration of the University should include all members in the formation of the Centre. Some members, such as the Faculty of Philosophy, Faculty of Economics and Faculty of Law should provide technical support and staff to assist in the restoration of all functions of the Centre. The role of all members would be informing students and teaching staff, and the organizational units of the existence of the Centre and on its capacities.

The university should communicate with the founder (when talking about UNSA that would be Sarajevo Canton) to ensure adequate ways of financing the work of the Centre, and legally regulate the status and role of the Centre within the University.

UNIVERSITY OF EAST SARAJEVO (UES)
The University of East Sarajevo has a Center for the students with disabilities, which is formed during the implementation of the Tempus project "Equal opportunities for students with disabilities in higher education." Even though, the current activity of the Office is not satisfactory, its legal formation represents a significant basis for the development of the centre. This Center has no currently employees, because the available budget resources of the
University are insufficient to engage additional number of employees, who shall be engaged in the Center.
In accordance with the current Systematization and organization of workplaces, description of employee for support students with disabilities is the next:
1. planning a method how to assist students with disabilities;
2. participation in the implementation of the plan for support students with disabilities;
3. cooperate with NGOs which have a program of work for students with disabilities.

Description of the duties of employee who would work with students with disabilities:
1. Work on technical cooperation for the purposes of students with disabilities.
2. Monitoring of students with disabilities, providing them assistance during the teaching process.

Service of the Centre should also be supporting students during their studies, the transition from educational institutions to the labour market, but also during the adaptation to a new position. Considering the importance and role of such centre, it is quite clear that the establishment of Centre is very important and necessary for the entire students’ population.

Currently, negotiations should start in the aim for re-opening of the Centre, which has stopped to work after the mentioned TEMPUS project was completed. We are currently taking into account that this Centre for students with disabilities can be located in one of the cities of the University of East Sarajevo. It is city Pale, because there are four organizational units (faculties) of the University of East Sarajevo there: Faculty of Philosophy, Faculty of Law, Faculty of Economics and Faculty of Physical Education and Sport, with the largest population of students and students with disabilities.

Service of his Centre would be appropriately expanded. For these activities we should get the approval from the Steering Committee of the University.

The expanded services would be:
1. individually and group counselling of students in career development;
2. the realization of individualized student support;
3. the provision of information about studies in the country and abroad;
4. the provision of information for work offers, opportunities for volunteering, practices, scholarships;
5. the organization of workshops and training;
6. the organization of lectures of the successful experts;
7. the presentation of the company itself
8. recommendations to students;
9. the organization of the employment fairs;
10. the career information, career counselling, education and networking with employers.
The original idea is that the Centre for support students with disabilities should engage one or more persons. After the completion of the project Trans2Work, a plan of sustainability and dissemination would be developed. After this, students could volunteer in the Centre, and the time spent there could be recognized as number of hours in teaching process. This would increase the interest of students for volunteering. In that manner, the sustainability of project will be enabled, after its completion. This practice has taken from the practice of EU universities that functioned in this way.

Table 1. Action plan of the Centre for students with disabilities.

<table>
<thead>
<tr>
<th>No</th>
<th>Activity</th>
<th>Responsibility</th>
<th>Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Making decisions about establishment of the Centre and its placement</td>
<td>University Management</td>
<td>March 2017</td>
</tr>
<tr>
<td>2</td>
<td>Appointment of a person /staff for working in the Centre</td>
<td>University Management Project team Trans2Work</td>
<td>March 2017</td>
</tr>
<tr>
<td>3</td>
<td>Establishment of a fee system involved in the Centre or the establishment of a volunteer internship</td>
<td>University Management Project team Trans2Work</td>
<td>March 2017</td>
</tr>
<tr>
<td>4</td>
<td>Expanding of the activities of the Centre and submit an application for change of the systematization of workplaces</td>
<td>University Management Project team Trans2Work</td>
<td>June 2017</td>
</tr>
<tr>
<td>5</td>
<td>Adoption of the Procedure Rules of the Centre for support students with disabilities</td>
<td>Project team Trans2Work, Engaged staff</td>
<td>June 2017</td>
</tr>
<tr>
<td>6</td>
<td>Equipping of the centre for students with disabilities</td>
<td>Project team Trans2Work</td>
<td>June 2017</td>
</tr>
</tbody>
</table>

UNIVERSITY OF BANJA LUKA (UBL)
Within the framework of the Centre for support students with disabilities the following activities are planned:
- involving of mentors to support students, teachers and employers,
- working on an affirmation of the Centre after completion of the project,
- organizing roundtables with students with disabilities,
- organizing round tables with teachers and associates,
- organizing interdisciplinary round tables.
The first step would be the inclusion of a mentor to this centre. Mentor should meet all students with disabilities in a short period of time. After that, he is supposed to write down a development plan of the Centre, trying to connect as many students, teachers and employers as it would be possible. After the analysis of disability is finished, a plan should be made in order to connect all students with disabilities with potential employers for practical teaching, but also a potential employer.

The second step is a mentor engagement. The mentor needs to continuously disseminate information related to work of this centre: contact with media, relevant ministries and the rector. All communications would go in the direction that this Centre one day is transformed to the Career Centre. The final activity would be inclusion of the Career Centre as a complement and/or amendments to the Law on Higher Education.

Mentor should organize every month round tables with small groups of students with disabilities in cooperation with teachers and assistants. The topics of round tables could be: facilitating the study, practical training, introducing labour market, volunteering, etc. Round table discussions with teachers and assistants should also be organized once in a month, and with small groups of teachers. The purpose of these consultations would be gathering information related to the problems that students with disabilities meet during their studying.

The Action Plan would also include organization of the interdisciplinary Round Tables for students with disabilities, teachers and assistants, as well as representatives of faculties, the relevant ministries, the media, employers and other stakeholders. The purpose of these meetings is to connect all direct and indirect factors in high education in order to make easier the transfer from studying to employment not only to students with disabilities, but also to the all students at a certain university.

c. Action plan concerning relevant support services for SwD in Montenegro

UNIVERSITY OF MONTENEGRO, FACULTY FOR MARITIME STUDIES (UOM)

University of Montenegro like other partner universities needs to expand the area of operation and its role in the formation of SwD who will become successful employees. The transition from academic education to the inclusion in the work force is very complex and demanding process that has profound impacts primarily on SwD and subsequently at universities and organizations that offer jobs. If the society and the labour market have not been positioned in front of University’s requirements to modernize curricula and study programs from the point of transition, the University themselves need to take the necessary steps in this direction. If the transition is examined
widely from the period between education and employment, it will have a great opportunity to be involved in the curriculum mechanisms that will enable SwD to get the best possible education in the applicable professional purposes, but also enable them to have a positive experience with the process of transition (Report D1.2, 2016; Self-evaluation report, 2014).

University of Montenegro should focus on the improving the knowledge and skills of SwD through additional training and education. Additionally, from the next academic year, it is adopted the procedure of including students as well as SwD to participate in the practical lectures in companies, private sector etc. In this period of the project realization, University of Montenegro has to support the position of mentor for SwD. Moreover, there were organized various meetings with the assistance of Career Center of Montenegro with regards to raising awareness of the employers considering SwD equal to other persons that do not have any difficulty in their work. This is in line with the concerns about the accessibility, assistive technologies and individualized support of SwD. The accent is on the support services that SwD will need during the employment. University of Montenegro together with other universities from the country needs to overcome the lack of cooperation, science and research institutions, as well as business organizations. Also, University of Montenegro will play a stronger role in upgrading quality of labor force, including SwD (Report D1.3, 2016; Self-evaluation report, 2014).

Education and training policy of SwD is the part of the national activities, and important activities of University of Montenegro. Although the legal and policy infrastructure supports ‘inclusive learning’, it is not systematically applied in practice at University of Montenegro. Areas where more effort could be focused are: better integration between the different education sectors on educational needs of young people with disabilities, resources provided to train more qualified special needs education professionals and to promote continuing professional development of education professional’s and more coherent frameworks and guidelines for implementation of UN and EU policies in higher education (Programme for higher education and training (2011-2020); Self-evaluation report, 2014).

Since new Law on Higher Education is adopted in October 2014 in Montenegro, it is very important to recognize the rights of SwD. It is a strategic goal to implement the inclusive education at all educational levels. It is prepared a new Strategy of development and financing of higher education to 2020, where University of Montenegro is an active participant (Programme for higher education and training (2011-2020)). The legislation has progressed in recent years, since the Montenegro signed the UN Convention in 2007 but in order that the laws are fully harmonized with the UN Convention, it is necessary the introduction of support services in the system of higher education (http://tbinternet.ohchr.org/_layouts/TreatyBodyExternal/Countries.aspx?CountryCode=MNE&Lang=EN).

Having in mind that Montenegro has high rates of unemployment – particularly among disabled young people, it is necessary for more efforts in awareness-raising. Another key area is in employment. More effort could be concentrated
in building more effective ‘transition pathways’ for young people between school, tertiary education and work (Action plan or programme for persons with disabilities (2003-2010; 2014–2021); Self-evaluation report, 2014). The measures and activities should be focused on enhancing the professional development of workers, by developing career guidance and counseling system, as well as on reducing the mismatch between labor market supply and demand (i.e. between education and the world of labor), such as the development of National Programme of Career Guidance and Counselling and establishment of the system of brief trainings (Employment Strategy 2011-2020 or Action plan 2016).

UNIVERSITY OF DONJA GORICA (UDG)
University of Donja Gorica (UDG) planned actions will be taken in order to connect all support services within University and facilities to serve the project objectives. For the needs of the project implementation, one person will work as a mentor for SwD, but also, two or three person from Student Service Office will take part in support. The engagement of that person it is very important cause is well familiar with the situation at University and has attended various trainings related to the representation of vulnerable groups, is well acquainted with the situation at the faculties and different university services, as well as support services and organizations dedicated to PwD available in the local community. The engagement of the mentor for SWD will helps promotion of programs and activities of the Student Advisory Office, creating the preconditions for the sustainability of the project activities and outcomes, and provides an opportunity to have a competent person dealing with problems of students from the vulnerable groups after the completion of the Project, from their enrollment to the University up to employment. The plan is to participate in the preparation and implementation of all project activities, receive training for mentors, as well as establish a close and intensive cooperation with the Association, contact persons for students from vulnerable groups at university, all support services within the University, branch office of the National Employment Service, media and other organizations and institutions that can contribute to improve the process of SwD from education to the world of work and their employment. University of Donja Gorica has plan to create Alumni. Also, beside Student Advisory Office at University of Donja Gorica was created Student Business Center (SBC). UDG is planning to connect student with disabilities with Student Business Center, so it will be helpful for student with disabilities providing them with certain practical skills etc. The main goal of SBC is to enhance students employability through providing them with certain practical skills, such as the skills that companies are currently looking for, then steps in establishing a company, how to conduct an effective presentation and sell an idea or product, what are the elements of successful business communication, how to raise funds for an entrepreneurial ideas and etc. This is done through intensive communication with business communities in Montenegro and abroad. Most of the aforementioned skills students obtain through trainings delivered by experienced
business professionals as well as through internships which SBC provides in cooperation with companies, both local and international. Thanks to the cooperation between SBC and IAESTE program, students have chance to spend up to three months abroad, working for companies in Germany, Spain, Great Britain, Belgium, India, and etc, get to know different business cultures and establish connections which will be useful for their career later on.

III. Basic principles of the Transition Curriculum

3.1. Theoretical approach about the meaning of transition to work

Higher education institutions intend to provide young people with a range of capabilities and skills that will prepare them to face transition into the labour market. In modern societies, however, marked by structural unemployment, forms of temporary work prevail, offering increasingly unstable conditions, lower security, and fewer social rights. At this critical historical and social juncture, it becomes important for both the research and social agenda to understand the meanings higher education students attribute their transition from education to work. It is very important for higher education institutions as well for the students understanding of the transition process meaning as well understanding of that what Higher Education Institutions need to do. Transitions from school to employment depend upon the interaction and tension between individual strategies on the one hand, and socio-structural and institutional conditions, opportunities, and limits on the other (Geissler and Kruger, 1993; Heinz, 2000). That is, such transitions are a result of an individual's ability to actively develop his/her own transitions within the context of external conditions:

"Transitions in one's biography are institutionally framed, for instance the status passage from school to employment (...). The transition phases in German biographies are shaped by laws, regulations, contracts, certifications, processes of selection and negotiation, but also by faulty coordination und coincidences. These processes involve the individuals, their social relationships, organizations such as schools, universities, and training facilities, (...), governmental institutions, semi-governmental institutions, and last but not least socio-economic structures like the labour market" (Heinz, 2000, pp.4f).

It is not difficult to admit that the transitions phases in Serbia, Montenegro, and also, Bosnia and Herzegovina are shaped by laws, regulations, contracts, certifications, process of selection, all these involve all individuals, their social relationships, institutions, higher education institutions (study programs, curricula, trainings, practice), NGO’s, governmental institution and labour market. Generally employers are sceptical about the possibility of hiring individuals with disability since their concern relates to the ability of to carry out their employment responsibilities. Important factor for positive change in employers’ attitude is the level of education of disabled persons. Furthermore
gathering statistical information to build up a clear picture of the situation of individuals with disabilities within the labour market is particularly difficult. This is due in part to the fact that countries, particularly Serbia, Montenegro and Bosnia and Herzegovina, do not carry out regular or consistent surveys on the employment situation of Individuals with disabilities at the Higher Educational level. Comparison of the situation at EU level is additionally complicated by the fact that each partner country has its own system for defining the population with disability.

The relationship between graduate, institution and employer is not simple. It depends on the way in which graduates have engaged with employability development opportunities provided by institutions, be they central support services, experiences embedded in the curriculum, work experience or opportunities to reflect on and record experience. The pedagogical processes and reflection on and articulation of learning are essential elements that are mediated by subject discipline and external factors, not least the extra-curricular experience of graduates and, ultimately, the recruitment practices of employers (Harvey, 2002).

Understanding the dynamics of school-to-work transition processes is of major interest for individuals involved in these processes, for guidance and counselling institutions, and for education policy. This knowledge is particularly important in order to assess the relevance of education inequality correction policies implemented in most countries of the European Union. On the basis of surveys of the school-to-work transition of university graduates conducted or example in France, demonstrates that transitional processes are governed by various dynamics (chaotic, determinist and stochastic). Individual strategy and public policy as well as guidance and counselling should be adapted according to the nature of the transitional processes in which individuals are involved (Guy, 2004).

In that manner the inclusion of the Associations from all 3 partner countries it is most important towards the above mentioned issues as well as the Employment Agencies. It must be noted that all HEIs in partner countries have career offices that will be key stakeholders in order to improve their support services for students with disabilities during and after their studies while entering to labour market. Even though many results were made regarding inclusion of students with disabilities at HEIs and at the labour market there is still no link between HE and labour market. For example there are training programs for the inclusion of individuals with disabilities in the labour market. However, these programs do not sufficiently address the real needs of individuals with disabilities and do not correspond to the actual needs of employers, mainly due to the lack of matching between skills and jobs. Additionally, there is rarely enough time devoted to the pre-employment and induction phases. Consequently, educational provision and the actual needs of individual with disabilities are poorly matched. As a result of this, the lifelong education of individual with disabilities can be seen as a barrier to their labour integration and represent another reason for exclusion and discrimination in their professional field. It is noted that in countries where
education and training programs aim to meet the real needs of enterprises, these programs contribute to configuration of economy of high productivity and high wages, while on the contrary in countries where it does not apply, they seem to deprive the parties of basic technical and social skills. During the last decade, European Union policies have been concerned with linking HE in the context of today's rapid socio-economic transformations raise questions on the issue of the link between HE and the world of work at regional, national and local levels as well. Linking HE and training with employment is also problematic in the EU countries and therefore high on the political agenda all over Europe. According to the mention, main objectives of the Project are to:

(a) improve and prepare HEIs services to support SwD to their transition from HE to Work following the EU policies,
(b) link Higher Education to “disability friendly” working environments,
(c) assimilate transition opportunities and skills with EU practices and policies and
(d) to prepare employers to understand the needs of employees with disabilities in a process of job offering.

So, aim of the project is to improve the quality and relevance of school to work transition of HE students with disabilities in Serbia, Bosnia and Herzegovina and Montenegro.

3.2. Basic elements of Transition

The transition of students with disabilities from school to the labour market can be difficult for several reasons. Many of the barriers to employment of people with disabilities have a long history in social and political affairs of a country. Some of the particularly serious obstacles are: the prejudice that people with disabilities cannot be sufficiently prepared for a particular job, lack of awareness of employers, lack of appropriate policies to encourage employers to employ people with disabilities, unadapted spaces for work, lack of support services for persons with disabilities. One way to improve the transition from school to the labour market is to empower students with disabilities. Characteristics such as self determination, self advocacy and similarly have a more important role in the successful transition in relation to grades or test scores.

**Self-Determination** is concerned with supporting our natural or intrinsic tendencies to behave in effective and healthy ways. Self-determination is important for all people, including students with disabilities. The skills leading to enhanced self-determination, like goal setting, problem solving, and decision making, enable students to assume greater responsibility and control. Moreover, when students with disabilities show they can make things happen and take responsibility for planning and decision-making, others change how they view them and what they expect from them. People with disabilities have
emphasized that having control over their lives, instead of having someone else make decisions for and about them, is important to their self-esteem and self-worth. Teach the skills and knowledge students need to become self-determined. The educational programs of all students should promote the skills needed to: a) set personal goals, b) solve problems that act as barriers to achieving these goals, c) make appropriate choices based on personal preferences and interests, d) participate in decisions that impact the quality of their lives, e) advocate for themselves, f) create action plans to achieve goals, g) self-regulate and self-manage day-to-day. Important elements of self determination are: independence (managing to act independently in everyday life), self regulation (making decisions about how to act, to act, to evaluate the desirability of the outcomes of the action and to revise the plan (self monitoring, self instruction, self evaluation and self reinforcement), self realization (knowing the strengths and limitations and act accordingly), and psychological empowerment (achieving perceived or actual control in one’s life. terms include self-strength, control, self-power, self reliance, own choice, life of dignity in accordance with one’s values, capable of fighting for one’s rights, independence, own decision making, being free, awakening, and capability—to mention only a few). Self-Advocacy is, one form of advocacy, occurring any time people speak or act on their own behalf to improve their quality of life, effect personal change, or correct inequalities. Self-advocacy is referred to as the ability to articulate one’s needs and make informed decisions about the supports necessary to meet those needs. Self-advocacy refers to: a) an individual’s ability to effectively communicate, convey, negotiate or assert his or her own interests, desires, needs, and rights. It involves making informed decisions and taking responsibility for those decisions; b) self-knowledge is the first step towards advocating for your rights. You need to know your strengths, needs, and interests before you can begin to advocate. Self-Advocacy important for students because:

- Adolescence is the usual period during which students without disabilities begin to question authority and generally move toward becoming autonomous, self-determined individuals (Wehmeyer, 1995).
- Rather than breeding dependency, it is important that students with disabilities also be given opportunities to establish personal goals, make choices and become involved with the adults who have usually been making decisions for them (Wehmeyer, 1995).
- In postsecondary school, it is considered the student’s responsibility to advocate for himself/herself. Therefore, self-advocacy training in previous grades is of paramount importance (Brown, 1999).
- Self-advocacy skills are needed before commencing post-secondary education, which is usually a much larger, depersonalized setting. (Brown, 1999).
- Learning self-advocacy skills also develops self-determination skills, which could foster increased personal satisfaction and happiness.
- All students, whether or not they have a disability, must learn through opportunities and experiences to explore, take risks, learn from
consequences, become self-motivated, develop positive self-esteem and gradually gain control over their lives. All students would benefit from being directly taught these skills at any age level.

Important elements of self-advocacy are: a) self-awareness (self awareness is having a clear perception of personality, including strengths, weaknesses, thoughts, beliefs, motivation, and emotions. Self Awareness allows understanding other people, how they perceive person, personal attitude and responses to other in the moment); b) knowledge of rights (Important parts of knowledge of rights are: community rights, human service rights, consumer rights, educational rights, steps to advocate for change and knowledge of resources); c) communication (is a process of exchanging information, ideas, thoughts, feelings and emotions through speech, signals, writing, or behaviour. Important parts of communication are: act with assertiveness, negotiation, understand and use body language, use of assistive technology, listen and compromise); d) leadership (is the ability to influence others toward the achievement of a goal. Important parts of leadership are: knowledge of group’s rights, advocating for others or for causes, knowledge of resources and organizational participation).

Employment is a relationship between two parties, usually based on a contract where work is paid for, where one party, which may be a corporation, for profit, not-for-profit organization, co-operative or other entity is the employer and the other is the employee. Employees work in return for payment, which may be in the form of an hourly wage, by piecework or an annual salary, depending on the type of work an employee does and/or which sector she or he is working in. Employees in some fields or sectors may receive gratuities, bonus payments or stock options. In some types of employment, employees may receive benefits in addition to payment. Benefits can include health insurance, housing, disability insurance or use of a gym. Employment is typically governed by employment laws or regulations and/or legal contracts.

Important elements of employment are: a) personal information (use personal data information to complete forms and applications); b) job survey/assessment/career (career surveys help individuals obtain an in-depth awareness into oneself to make an informed career decision. Completing job surveys/ assessments to a) determine job interest and career areas or b) determine employability strengths and weaknesses, c) determine job roles and responsibilities, training, pay, availability and career outlook); c) behaviour on the job (demonstrating appropriate behaviour expected on the job (reporting on time, requesting services, use of leave time etc)); d) job listings (selecting jobs from job lists and determine responsibilities, location, hours, pay and gain time); e) job seeking skills (list, plan and use various methods of seeking a job); f) job application (a consistent form with the same questions that must be answered by each person who applies for an open position); g) interviewing skills (are actions which candidates take during job interviews that make them competent. These actions can include proper
IV. Transition Curriculum

The transition curriculum is the base for mentoring, counselling and supporting SwD to their transition from HE to labour market.

Table 2: Modules and Skills of the transition curriculum

<table>
<thead>
<tr>
<th>Modules</th>
<th>Skills</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self determination</strong></td>
<td>Independence/Behavioural autonomy</td>
<td>Managing to act independently in everyday life</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Making decision and problem solving independently from excessive external</td>
</tr>
<tr>
<td></td>
<td></td>
<td>interference</td>
</tr>
<tr>
<td></td>
<td>Self regulation</td>
<td>Making decisions about how to act, to evaluate the desirability of the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>outcomes of the action and to revise the plan (self monitoring, self</td>
</tr>
<tr>
<td></td>
<td></td>
<td>instruction, self evaluation and self reinforcement)</td>
</tr>
<tr>
<td>Self realization</td>
<td></td>
<td>Knowing the strengths and limitations and acting in accordance to them</td>
</tr>
<tr>
<td>Psychological empowerment</td>
<td>Self awareness</td>
<td>Achieving perceived or actual control in one’s life</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Achieving desired outcomes such as social inclusion and involvement in the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>community</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Achieving personal efficacy</td>
</tr>
<tr>
<td><strong>Self Advocacy</strong></td>
<td>Be aware of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o interests, strengths and preferences</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o goals and dreams</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o support needs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o accommodation needs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o characteristics of one’s disability</td>
<td></td>
</tr>
<tr>
<td>Knowledge of rights</td>
<td>Knowing</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>◦ community rights</td>
<td></td>
<td></td>
</tr>
<tr>
<td>◦ human service rights</td>
<td></td>
<td></td>
</tr>
<tr>
<td>◦ consumer rights</td>
<td></td>
<td></td>
</tr>
<tr>
<td>◦ educational rights</td>
<td></td>
<td></td>
</tr>
<tr>
<td>◦ steps to advocate for change</td>
<td></td>
<td></td>
</tr>
<tr>
<td>◦ knowledge of resources</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication</th>
<th>Being able to</th>
</tr>
</thead>
<tbody>
<tr>
<td>◦ act with assertiveness</td>
<td></td>
</tr>
<tr>
<td>◦ negotiate</td>
<td></td>
</tr>
<tr>
<td>◦ understand and use body language</td>
<td></td>
</tr>
<tr>
<td>◦ use of assistive technology</td>
<td></td>
</tr>
<tr>
<td>◦ listen</td>
<td></td>
</tr>
<tr>
<td>◦ compromise</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leadership</th>
<th>Have the knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>◦ of group’s rights</td>
<td></td>
</tr>
<tr>
<td>◦ to advocate for others or for causes</td>
<td></td>
</tr>
<tr>
<td>◦ of resources</td>
<td></td>
</tr>
<tr>
<td>◦ of organizational participation</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personal information</th>
<th>Compiling a database of personal information</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Use personal data information to complete forms and applications (CV writing)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Employment</th>
<th>Job survey/assessment/career</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Completing job surveys/assessments to</td>
</tr>
<tr>
<td></td>
<td>(a) determine job interest and career areas or</td>
</tr>
<tr>
<td></td>
<td>(b) determine employability strengths and weaknesses</td>
</tr>
<tr>
<td></td>
<td>(c) determine job roles and responsibilities, training, pay, availability and career outlook</td>
</tr>
</tbody>
</table>

| Behaviour on the job | Demonstrating appropriate behaviour expected on the job (reporting on time, requesting |
In the Table 3 is presented framework for the planning of training students to develop skills listed in the Table 2.

**Table 3: Training modules**

<table>
<thead>
<tr>
<th>Topic(s) name</th>
<th>Self-determination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning goals</td>
<td>Understanding self-determination as basic human right and a requirement for self-advocacy</td>
</tr>
<tr>
<td>Outcomes</td>
<td>Students will be able to:</td>
</tr>
<tr>
<td></td>
<td>- Understand the importance of self-determination and self-evaluation.</td>
</tr>
<tr>
<td></td>
<td>- Identify the elements of self-determination (self-regulation, self-reliance, self-realization, psychological empowerment) in everyday situations.</td>
</tr>
<tr>
<td></td>
<td>- Make decisions and solve problems.</td>
</tr>
<tr>
<td></td>
<td>- Understand the importance of self-evaluation in relation to their potential (strengths and limitations).</td>
</tr>
<tr>
<td></td>
<td>- Demonstrate/practice self-control in different</td>
</tr>
</tbody>
</table>
## Learning material (references, sources)

1. [https://kuscholarworks.ku.edu/bitstream/handle/1808/6197/SD5_A%20Functional%20Model%20of.pdf;sequence=1](https://kuscholarworks.ku.edu/bitstream/handle/1808/6197/SD5_A%20Functional%20Model%20of.pdf;sequence=1)

## Topic(s) name | Self-advocacy
---|---
### Learning goals
Understanding the importance of self-advocacy skills of students and the basic ways of encouraging these skills

### Outcomes
Students will be able to:
- Raise awareness of their own interests, needs, dreams, goals.
- Act responsibly.
- To understand basic human rights and the possibilities / ways of achieving the same.
- Understand assertiveness and apply negotiating skills.
- Demonstrate/practice skills verbal and nonverbal communication and application of assistive technology.
- To understand and apply leadership skills.

## Learning material (references, sources)

1. [https://teachingselfadvocacy.wordpress.com/teaching-self-advocacy-skills/](https://teachingselfadvocacy.wordpress.com/teaching-self-advocacy-skills/)

## Topic(s) name | Employment
---|---
### Learning goals
Understanding the importance of adequate preparation of students to enter the labour market Knowledge of basic expertise that students should have after graduation in order to successfully move on to the labour market

### Outcomes
Students will be able to:
- Know the elements of CV.
- Write an adequate CV for the position they are applying for.
- Understand personal professional interests.
- Understand your own strengths and weaknesses with regard to labor market needs.
Achieving specific targets in relation to the defined competence depends also on the characteristics of the student (his personality, the nature of his disability, interest he or she is being trained for). Therefore, the Transition Curriculum, in addition to a general framework which it provides, includes also the individualization in accordance with the needs of students with disabilities. The process of training and competence development should be monitored and evaluated in accordance with established criteria in order to obtain insight into the impact achieved.

4.1. Implementing the Transition curriculum

The transition curriculum will be implemented in the career centres/offices to support students. Holder of implementation of the Transition Curriculum is mentor. Mentor for the career information of students with disabilities within the Career Centre/Office operates within the framework of a job description of the counsellor for career information, applying different strategies and procedures:

a) ensuring the accessibility and transparency of information on career guidance and counselling for students with disabilities:

- setting up and updating information in the electronic media space (site of the Center for Career Development, University site, social networking sites and associations of students with disabilities and other student organizations);
- periodical organizing Info days within the university campus, or at individual faculties by using posters, flyers in work practice and employment, as well as brochures with tips for being hired and career development;
- regular documenting of spreading the information on career development and counselling of students with disabilities;

b) establishing and maintaining communication with all relevant stakeholders who are important for the career development and counselling of students with disabilities:
School-to-Work Transition for Higher education students with disabilities in Serbia, Bosnia & Herzegovina and Montenegro

- at the University and faculties: student services at universities, university coordinators for students from vulnerable groups, Committee for supporting students from vulnerable groups, Association of students with disabilities, Student service and other services of student accommodation, Student support centre, coordinators of internship/professional practice at universities, and others
- in the local community: a branch of the National Employment Service, associations of employers, associations and organizations of persons with disabilities in the local community and other NGOs that provide support for people with disabilities
- with all relevant stakeholders involved in career guidance and counselling of students with disabilities, and the organization of work practice / internships and preparation for their employment at other universities in the countries in the region;

c) collecting and providing information on the system of support and assistance for daily functioning and independence of people with disabilities:
- timely collecting the information on students with disabilities who enrolled a faculty of the University, and establishing a contact with them;
- informing students with disabilities on the system of support and assistance for students from vulnerable groups at the University and procedures for their use;
- informing students with disabilities on the system of support and assistance for students with disabilities which function in the level of local community and procedures for their use;
- informing students with disabilities on the system of support, workshops, trainings and seminars of soft skills organized by Center for Career Development and students counselling;
- informing students with disabilities on possibilities of the career guidance carried out by the career councillor psychologist in the Center for Career development and Student Counselling;
- supporting students with disabilities to be trained to independently search for information useful for everyday functioning, independence and inclusion in the social community, on computers, equipped tools that facilitate access;

d) training students and graduates with disabilities to assess and plan personal and professional development by:
- applying various techniques for assessment of short-term and long-term objectives in personal and professional development and continuous education;
taking over actions which imply continuous training and acquiring of knowledge and skills necessary for further personal and professional development;

identifying advantages and disadvantages of potential professional opportunities and offers;

identifying advantages and disadvantages of future professional plans and potential implications on personal professional development;

establishing a critical attitude towards different information sources in the career field;

collecting relevant information according to the personal needs of an individual;

training for differentiation of different business routes that can be offered to an individual;

training for taking over responsibility of an individual for his/her own career and professional development;

training with consideration of the potential implications that cause changes in learning or work, and planning financial options.

e) informing students and graduates with disabilities on services of the career guiding and counselling with focus on preparation for the work practice/internship and employment:

  informing students and graduates with disabilities on vacancies, practices, volunteering, scholarships, and internships;

  help and support to students and graduates with disabilities disabled to be trained to independently search for information relevant for employment and career development on computers with permanent Internet connection, and equipped tools that facilitate access;

  assisting students and graduates with disabilities to write CV, cover letters, motivation letters, job applications...

f) setting up, updating and monitoring the information on web portal related to the work practice/internship, and employment of persons with disabilities:

  assisting students and graduates with disabilities in filling the web page with personal and professional information in the Center’s data base;

  regular updating the information in the data bases;

  following up the information on the web portal and the labour market concerning the offers for the work practice/internship, and employment of persons with disabilities;
informing students and graduates with disabilities on job vacancies, offers of practical work and volunteering based on the information from the Center data base and the labour market;

establishing and maintaining communication with employers from the Center data base, who employer persons with disabilities, or who are preparing to do that;

participating in preparation and implementation of the workshops and lectures for employers who prepare workplaces for persons with disabilities;

participating in presentation of different programs of practice and volunteering to employers who prepare workplaces for persons with disabilities;

participating in presentation of the companies and meetings with employers from the data base, who offer or prepare practical work or a job for the persons with disabilities;

g) monitoring the changes in the relevant legislative.

To achieve the above mentioned activities it is necessary to use various strategies. In the table 4 is a list of methods and techniques that can be used in the implementation of a transition curriculum.

Table 4: Methods and techniques for the implementation of the transition curriculum:

<table>
<thead>
<tr>
<th>A COUNSELOR FOR THE CAREER INFORMING</th>
<th>Methods</th>
<th>Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>• research of the labour market (sites, blogs, newsletters, competitions, employment fairs),</strong></td>
<td></td>
<td><strong>• data base (a material in a hard copy and electronic version), newsletters, competitions, announcements,</strong></td>
</tr>
<tr>
<td><strong>• development and maintenance of information and counselling service,</strong></td>
<td></td>
<td><strong>• direct and indirect communication (face to face, telephone, online/sites, blogs, Skype...),</strong></td>
</tr>
<tr>
<td><strong>• thematic workshops of:</strong></td>
<td></td>
<td><strong>• presentations,</strong></td>
</tr>
<tr>
<td>- career informing,</td>
<td></td>
<td><strong>• seminars,</strong></td>
</tr>
<tr>
<td>- active job seeking,</td>
<td></td>
<td><strong>• meetings with representatives of professions and employers,</strong></td>
</tr>
<tr>
<td>- work ethics,</td>
<td></td>
<td><strong>• following up, monitoring, and learning at the workplace (job shadowing),</strong></td>
</tr>
<tr>
<td>- business communication,</td>
<td></td>
<td><strong>• professional practice,</strong></td>
</tr>
<tr>
<td>- management of changes,</td>
<td></td>
<td><strong>• employment fairs,</strong></td>
</tr>
<tr>
<td>- transition from the world of education to the world of employment,</td>
<td></td>
<td><strong>• other forms of connecting with employers.</strong></td>
</tr>
<tr>
<td>- writing CV, motivation and cover letter, job interview, etc.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In the process of achieving the objectives in the field of personal and professional development of persons with disabilities different methods and techniques could be used, such as: individual counselling, group counselling, workshops, tools to identify personal interests and values, tools for assessment of styles learning, job shadowing, role playing, practical exercises, interviews, tests of professional orientation, etc. So, there are many ways to improve personal and professional development of people with disabilities in order to make them more competitive and more empowered for labour market requirements. Selected methods and techniques depend on the specific situation and the specifics of a person with disabilities.
V. References:
17. http://work.chron.com › Job Interviews › Conducting Interviews
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28. http://www.ucg.ac.me/me/o-univerzitetu/cenrti/karijerni-centar
29. https://kuscholarworks.ku.edu/bitstream/handle/1808/6197/SD5_A%20Functional%20Model%20of.pdf;sequence=1


School-to-Work Transition for Higher education students with disabilities in Serbia, Bosnia & Herzegovina and Montenegro

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