



75 ИНСТИТУТ
ЗА ПЕДАГОГИЈА



INTERNATIONAL SCIENTIFIC CONFERENCE

75th Anniversary of the Institute of Pedagogy -
Educational Challenges and Future Prospects

Ohrid | May 16th—18th | 2022



CONFERENCE PROCEEDINGS

November, 2022



Edited by:
Natasha Angeloska Galevska
Elizabeta Tomevska-Ilievska
Maja Janevska
Branka Bugariska

Members of the International Editorial Board

ADEMI Lulzim, Ss. Cyril and Methodius University in Skopje, Macedonia
ALEKSOVSKA-VELICHKOVSKA Lenche, Ss. Cyril and Methodius University in Skopje,
Macedonia
ANGELOSKA GALEVSKA Natasha, Ss. Cyril and Methodius University in Skopje, Macedonia
APAYDIN Marina, The American University in Cairo, Egypt
BAKRESKI Oliver, Ss. Cyril and Methodius University in Skopje, Macedonia
BARAKOSKA Aneta, Ss. Cyril and Methodius University in Skopje, Macedonia
CSISZARIK-KOCSIR Agnes, Obuda University Keleti Karoly, Hungary
DAMOVSKA Lena, Ss. Cyril and Methodius University in Skopje, Macedonia
DELCEVA DIZDAREVIC Jasmina, Ss. Cyril and Methodius University in Skopje, Macedonia
DESPOTOVIC Mimir, University of Belgrade, Serbia
DUBOVICKI Snježana, Josip Juraj Strossmayer University of Osijek, Croatia
DUEV Ratko, Ss. Cyril and Methodius University in Skopje, Macedonia
FRITZHAND Ana, Ss. Cyril and Methodius University in Skopje, Macedonia
ILIEV Dean, St. Kliment Ohridski University in Bitola, Macedonia
JACOVA Zora, Ss. Cyril and Methodius University in Skopje, Macedonia
JAKIMOVSKI Antonio, Ss. Cyril and Methodius University in Skopje, Macedonia
JOVANOVSKI Dalibor, Ss. Cyril and Methodius University in Skopje, Macedonia
KASPER Tomas, Technical University of Liberec and Charles University in Prague, Czech Republic
KIRAY Seyit Ahmet, Nacmettin Erbakan University, Turkey
KOSTOV Borche, Ss. Cyril and Methodius University in Skopje, Macedonia
KUDLACHOVA Blanka, University of Trnava, Slovakia
MASHAL Nira, Bar-Ilan University, Israel
MATEVSKI Zoran, Ss. Cyril and Methodius University in Skopje, Macedonia
MEHMEDBEGOVIĆ-SMITH Dina, University College London, United Kingdom
MEHMEDI Lulzim, State University in Tetovo, Macedonia
MINOSKI Konstantin, Ss. Cyril and Methodius University in Skopje, Macedonia
MIOVSKA-SPASEVA Suzana, Ss. Cyril and Methodius University in Skopje, Macedonia
NURMAGANBETOVA Margarita, Karaganda State University, Kazakhstan
OLIYNYK Maria, Yuri Fedkovych Chernivtsi National University, Ukraine
OZASLAN Mehmet, Gaziantep University, Turkey
POLENGI Simoneta, Catholic University of the Sacred Heart Milan, Italy
PROTNER Edvard, University of Maribor, Slovenia
RADEKA Igor, University of Zadar, Croatia
RECKA Liljana, Alexander Moisiu University in Durres, Albania
RIZOVA Elena, Ss. Cyril and Methodius University in Skopje, Macedonia
SMILKOV Nikola, Goce Delcev University in Stip, Macedonia
STOJANOVSKA Vera, Ss. Cyril and Methodius University in Skopje, Macedonia
SURBANOVSKA Orhideja, Ss. Cyril and Methodius University in Skopje, Macedonia
TASEVSKA Alma, Ss. Cyril and Methodius University in Skopje, Macedonia
TOMEVSKA-ILIEVSKA Elizabeta, Ss. Cyril and Methodius University in Skopje, Macedonia
TRAJKOV Ivan, Ss. Cyril and Methodius University in Skopje, Macedonia
VANTIC-TANJIC Medina, University of Sarajevo, Bosnia and Herzegovina
VELKOVSKI Zoran, Ss. Cyril and Methodius University in Skopje, Macedonia
YESSIRKEPOVA Aizhan, Karaganda State Technical University, Kazakhstan
ZORIC Vucina, University of Montenegro in Podgorica, Montenegro

ILIEVSKI Vladimir

*Ss. Cyril and Methodius University in Skopje, Faculty of Philosophy,
Institute of Social Work and Social Policy, Republic of North Macedonia*

TRAJKOV Ivan

*Ss. Cyril and Methodius University in Skopje, Faculty of Philosophy,
Institute of Social Work and Social Policy, Republic of North Macedonia*

ANCEVSKA Zaklina

University Clinic of Hematology, Skopje, Republic of North Macedonia

SOCIAL PROBLEMS OF STUDENTS WITH RARE DISEASES IN ELEMENTARY AND SECONDARY EDUCATION

Abstract: Rare diseases are complex, chronic, often degenerative and life-threatening diseases. They are characterized by a variety of diseases, symptoms that vary not only from disease to disease, but also in the disease itself.

Common characteristics of people with rare diseases are: the start of the disease in most people occurs in early childhood, they have no information about the disease itself, have a reduced quality of life, have a large psychological burden in terms of daily care for their health, difficult relationships with families and the community, stigmatization, discrimination, and difficulties in integrating into the community.

Students with rare diseases, due to the complexity of the diseases, symptomatology and treatments for their treatment and care, face health, social and educational problems in primary and secondary education.

The main goal of the research is to gain knowledge about social problems parents and their children face while the children are attending primary and secondary education.

Specific objectives of the research:

- Gaining knowledge about students with rare diseases for social problems they face during their schooling.
- Gaining information about the parents of students with rare diseases for social problems they face during their schooling.

The empirical research was conducted on the basis of application of quantitative methodology, for that purpose the survey technique was used for which two instruments were prepared: a structured questionnaire for students with rare diseases and a structured questionnaire for the student's parent.

A sample of research are students with rare diseases who attend primary and secondary education and their parents in the city of Skopje.

Keywords: Social problems, Education, Rare diseases, Students, Parents

Rare Diseases

A disease or disorder is defined as rare in Europe when it affects less than 1 in 2000. One rare disease may affect only a handful of patients in the EU, and another touch as many as 245,000.

There are more than 6000 rare diseases. On the whole, rare diseases may affect 30 million European Union citizens. 80% of rare diseases are of genetic origin, and are often chronic and life threatening¹.

¹ EURORDIS RARE DISEASES EUROPE,

The existing definition of rare diseases in the European Union was adopted with the Parliamentary Action Program for Rare Diseases 1999-2003, that is, rare diseases represent a prevalence of no more than 5 per 10,000 people in the European Union. The same definition is established in the regulation of the European Commission 141/2000, and based on that it is used by the European Commission to determine the so-called orphan drugs.

Defining rare diseases is quite complex, as different countries have adopted different definitions of a rare disease, and researchers are continuously identifying new diseases or disease variants. Therefore, the epidemiology of rare diseases—including the determination of prevalence (the number of people affected at any one time), incidence (the number of new cases in a given year), and disease patterns (for example, age distribution) in a population is inexact.²

Their number of people with different types of rare diseases is constantly increasing in global and national level. However, 80% of all rare disease patients are affected by approximately 350 rare diseases. Paradoxically, although rare diseases are of low prevalence and individually rare, collectively they affect a significant proportion of the population in any country, which according to generally accepted international research is between 6% and 8%.

Rare diseases include genetic diseases, rare types of cancer, contagious tropical diseases and degenerative diseases.

Due to the low prevalence of each disease, medical expertise is rare, knowledge is scarce, care offerings inadequate and research limited.

In the area of diagnosis, treatment and rehabilitation of people with rare diseases, provision of effective drugs for people with rare diseases, quality health care differs significantly depending on the availability of expert services and health care opportunities for these people at the level of individual countries. In any case, the development of the health systems of individual countries plays a big role, in relation to their national health policies towards people with rare diseases. More non-governmental organizations for people with rare diseases are becoming active partners in the creation of health policies in terms of protection, promotion and representation of the rights of these people in several areas (health care, social care and education, etc.).

Based on EU criteria, according to the estimate that 6-8% of the population suffers from a rare disease, there should be about 189,000 patients with a rare disease in the Republic of North Macedonia.

The Commission for Rare Diseases, which operates under the Ministry of Health, in the “Register of Rare Diseases and Patients Suffering from Rare Diseases” includes only diseases that are listed in the ORFAN list of rare diseases – revised January 2020. This group doesn’t include chronically debilitated or inadequately treated diseases, as well as patients with a rare secondary complication of a common disease.³

The program for the treatment of rare diseases in our country was adopted for the first time in 2009, for the treatment of two patients with the same rare disease, and in subsequent years the list of orphan drugs and treated patients with rare diseases has been constantly increasing. As of December 2020, a total of 575 people have been registered in the Register of Rare Diseases, of which approximately 185 people are provided with medicines through the Rare Disease Program. Through the Program for the treatment of rare diseases, a total of 35 drugs have been provided for the treatment of patients with rare diseases. All patients meet the criteria and have been given a positive opinion by the National Commission for Rare Diseases.⁴

² National Library of Medicine, National Center for Biotechnology Information, Profile of Rare Diseases – Rare Diseases and Orphan Products – NCBI Bookshelf (nih.gov)

³ Prevalence and incidence of rare diseases: Bibliographic date (https://www.orpha.net/orphacom/cahiers/docs/GB/List_of_rare_diseases_in_alphabetical_order.pdf).

⁴ Програма за лекување на ретки болести во Република Северна Македонија за 2021 година, Министерство за здравство.

Characteristics of Rare Diseases

The majority of rare diseases appear immediately after birth and in early childhood, comprising 4-5% of newborns and infants (congenital anomalies and deformations, monogenetic diseases, hereditary metabolic disorders, rare tumors). Rare diseases are characterized by a progressive adverse course and very often by early death (30% die by the age of 5 years of life and an additional 12% by the age of 15 years)⁵.

From a medical point of view, a characteristic of rare diseases is the great variety of symptoms and disorders, which vary not only from disease to disease, but also within the disease itself. The same type of disease can have a very different clinical picture for sufferers, and very different symptoms can appear in one sufferer.

Rare diseases also vary in the severity of an individual disease, but on average, the life expectancy of people with this disease is very short. The impact of the disease on the duration of life is different from one disease to another, so some cause death at birth, many are fatal and degenerative, while others can be lived normally if they are timely diagnosed and properly treated.

The first symptoms of rare diseases affect sufferers at different ages. For many, they appear from birth and in childhood, but there are also those that are specific to adulthood. The third possibility is that the first symptoms appear in childhood, but the disease worsens only later in life. Also, symptoms that are similar to the symptoms of some common and well-known diseases can hide the fact that it is still a rare disease. The combination of different symptoms can also lead to a wrong diagnosis.⁶

Misdiagnosis and non-diagnosis are major obstacles to improving the quality of life of thousands of patients with rare diseases.

On a global scale, people with rare diseases comprise a significant percentage in relation to the total population, morbidity, mortality and quality of life and health of citizens. The untimely and inadequate recognition and diagnosis of a rare disease often leads to permanent damage and even death of the affected, and this greatly affects the health and status of the family. The most significant current challenges of every community and every country in the approach and handling of rare diseases refer to inadequate recognition, inadequate and unequal classification and codification, insufficient availability of diagnosis, limited therapeutic possibilities for certain types of diseases, insufficient awareness of people and their families for the type of disease, unequal and insufficient quality of health care and high cost of treatment and care, serious consequences and isolation and marginalization of those suffering from rare diseases.

Despite the fact that there is more and more talk about rare diseases, especially from the side of individuals, families and the civil sector, through the media, there is still insufficiently developed awareness among the general and professional public regarding the significance of rare diseases and their impact on health and the quality of life of individuals suffering from a certain rare disease.

Rare diseases are characterized by:

- As much as 80% of rare diseases are of genetic origin, the rest are the result of infection, allergy, environmental factors or are degenerative and proliferative.
- In a total of 50% of people with rare diseases, the first symptoms appear immediately after birth or in early childhood
- A total of 30% of children with rare diseases live less than 5 years
- For more than 95% of rare diseases there is no registered therapy
- The most common consequence of rare diseases is permanent disability (mental or physical or both)

⁵ Предлог национален план за ретки болести на Република Македонија, Национална алијанса за ретки болест на Р. Македонија, <http://challenges.mk/wp-content/uploads/2013/04/Nacionalen-plan-za-retki-bolesti-broshura.pdf>

⁶ NORD, Rare diseases – Friedreich ataxia (google.com)

Most often, people suffering from a certain rare disease and their families face the same or similar difficulties that originate precisely from the rarity of the disease itself:

- Unavailable diagnosis or multi-year search for a diagnosis
- Lack of information regarding the disease itself, on where to turn for help, including a lack of qualified experts on the disease itself.
- Lack of scientific research, lack of drugs and appropriate medical devices
- High cost of existing drugs and treatment leads to impoverishment of the family and reduction of the availability of treatment
- Social consequences: stigmatization, isolation, discrimination, reduction of professional opportunities
- Lack of quality health care: exclusion from the health system, even when a true diagnosis is made
- Inequality: facing administrative obstacles in attempts to exercise the right to treatment or social protection rights⁷

Most common rare diseases appearing in Republic of North Macedonia are, morbus goshe, hereditary angioedema, lung arterial hypertension, multiple myeloma, phenylketonuria, myelodysplastic syndrome – MDS, GIST – recidivist solnatiniv, mesulate, acromegaly GEP – NET – tyrosinemia hereditary, galactosemia, fructose intolerance, a group of deposition diseases – mucopolysaccharidoses.

Problems of Students with Rare Diseases in Primary and Secondary Education

Children with rare diseases remain, in many cases, invisible at the educational level, due to the small number of affected children, limiting the type of resources available to children and teaching personnel. This situation requires comprehensive interdisciplinary and intersectoral measures between health services and educational services to articulate a comprehensive approach focused on the clinical needs of children.⁸ Children with rare diseases may spend a longer period in hospital or outpatient therapy. This period can be even longer if the child has a specific diagnosis where drug therapy and treatment options are still being investigated. The physical effects of certain rare diseases can make attending school in person difficult for both the child and their parents. For example, some of the effects of some neuromuscular disorders may include muscle weakness, developmental delays, and secondary conditions such as respiratory difficulties. This often means that children miss school days and, in some cases, are unable to meet significant learning and curriculum outcomes.⁹

Evidence in literature indicate that children living with rare diseases have reduced health-related quality of life and high levels of emotional difficulties (Cohen and Bieker 2010; Cole et al. 2013). The complexity of children's care needs means that living with a rare disease often has a major impact on their schooling and mastery of curriculum content. For children with rare diseases, school experiences such as absence from work, inaccessibility to educational facilities, missing physical education (sports) and academic activities have been reported.

Health-related stigma is another potentially negative consequence of a rare disease. Health-related stigma is a social process characterized by social exclusion, rejection, discrimination,

⁷ The National Organization for Rare Diseases of Serbia – NORBS, What is rare diseases, <https://norbs.rs/sta-su-retke-boesti/>

⁸ Berta Paz –Luirido, Francisca Negre, Begona de la Inclesia & Sebastia Verger, Influence of schooling on the health-related quality of life of children with rare diseases | Health and Quality of Life Outcomes | Full Text (biomedcentral.com), Article number 109/2020, published 18 April 2020.

⁹ Share4 Rare, How online education can help children with rare diseases | Share4Rare

devaluation, and emotional reaction as a result of one's health problem. It has a negative impact on individual and family well-being (Sentenac et al. 2011)¹⁰.

For now there isn't available a specialized center for rare diseases in Macedonia, and on health institutional level most of rare disease patients are documented and guided to the University child clinic, because rare diseases mostly occur and are discovered at early ages, just after birth or until 5 years or 15 years of age.¹¹

The challenges faced by students with rare diseases in the Republic of North Macedonia refers to the lack of a systematic approach for adequate diagnosis and treatment of children with rare diseases, lack of information about the disease itself and about getting the necessary help, lack of scientific knowledge and information, social consequences that occur in relation to school, free time with the peer group, problems that are connected to their emotional and social life. A large proportion of children with rare diseases face an uncertain course of the disease; for a large number of rare diseases, there is no adequate therapy, unavailability of specific innovative disease therapies, lack of parents' ability to cover the costs of medical treatment of children with rare diseases abroad or providing adequate available medical therapy, the need for a special regime of nutrition and care; lack of adequate follow-up monitoring for individuals with a specific disease from the specific group of rare diseases, lack of national legislation regarding rare diseases in terms of their definition, classification and provision of appropriate health, social and educational services according to the individual needs of children. Most of the families of children with rare diseases face social problems related to lack of financial resources, unemployment and poverty.

Most often, students with rare diseases from primary and secondary education, in addition to health problems, depending on the type of disease, symptomatology and the changing clinical picture, most often have problems related to regularity in attending classes, transportation to school, provision of specialized services in the community, the need for educational support for mastering of the curriculum of subject programs, organizing their free time, the possibility of visiting extracurricular activities and informal education, the need for psycho-social support for students and their parents, reduced acceptance by the group of peers, occurrence of stigmatization, isolation and discrimination in certain communities.

Rare diseases not only influence the individual diagnosed with one, but also influence their families, custodians and society as whole.

Methodology

The main goal of the research is to gain knowledge about social problems parents and their children face while the children are attending primary and secondary education.

Specific objectives of the research:

- Gaining knowledge about students with rare diseases for social problems they face during their schooling.

- Gaining information about the parents of students with rare diseases for social problems they face during their schooling.

The empirical research was conducted on the basis of application of quantitative methodology, for that purpose the survey technique was used for which two instruments were prepared:

¹⁰ E.E. Adama, D. Arabiat, M.J. Foster, E. Afrira-Yamoah, K. Runions, R. Vithiatharan & a. Lin Full article: The psychosocial impact of rare diseases among children and adolescents attending mainstream schools in Western Australia (tandfonline.com), Accepted 07 Feb 2021, Published online: 22 Feb 2021.

¹¹ Предлог национален план за ретки болести на Република Македонија, Национална алијанса за ретки болест на Р. Македонија, <http://challenges.mk/wp-content/uploads/2013/04/Nacionalen-plan-za-retki-bolesti-broshura.pdf>

a structured questionnaire for students with rare diseases and a structured questionnaire for the student's parent.

A sample of research are 24 students with rare diseases who attend primary and secondary education and their 35 parents of the students with rare diseases.

Results

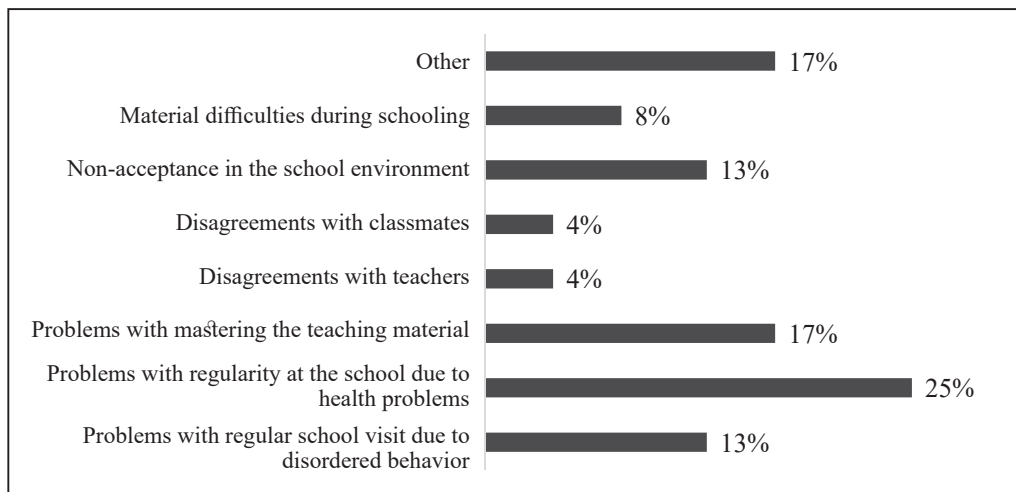
From a total of 24 students with rare diseases from primary and secondary education who were included in the survey, the following results were obtained:

- 41.6% partially feel safe in school
- 61, 9% have got attendance problems
- 50% lack of financial means for living
- 33, 3 feel discriminated, of which 44.4% feel upset about their health condition.
- A total of 45.8% of students socialize with their peers outside of school activities, and 25% of students partially socialize.

The survey covered a total of 35 parents of children with rare diseases from primary and secondary education.

Chart 1

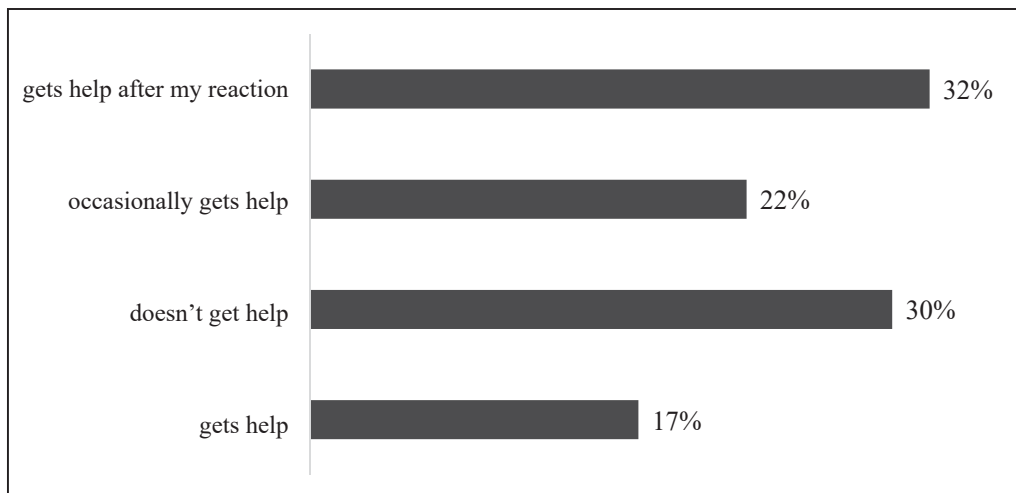
What problems are most often pointed out by parents of students with rare diseases in primary and secondary education?



To the question asked on chart number 1, a total of 25 % of the parents stated that they have problems with regular school visit due to disordered behavior, 17% have problems with mastering the teaching material and 13% with problems with regularity at the school due to health problems.

Chart 2

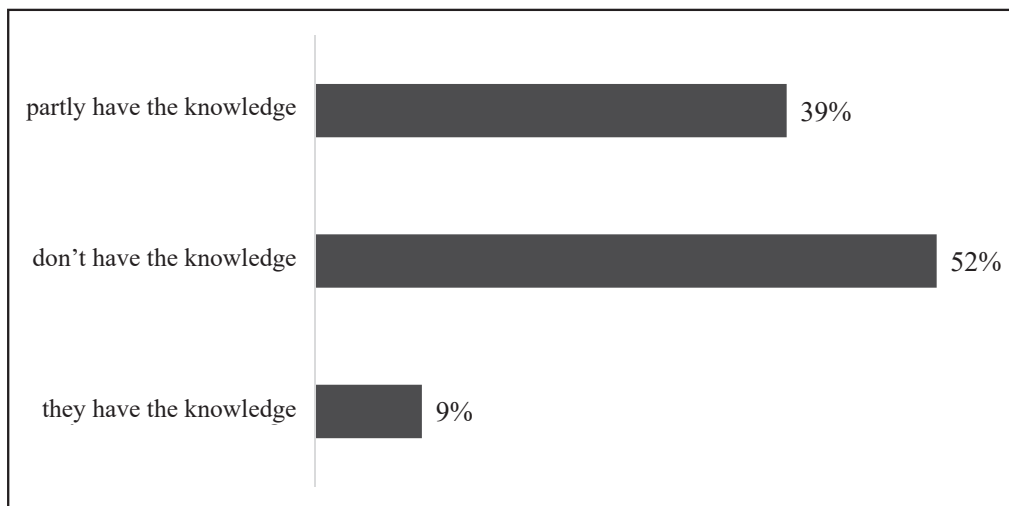
The support that students with rare diseases receive from the teaching staff in primary and secondary schools



A total of 32% of the surveyed parents declared that they receive help for certain problems of their children after their reaction, while a total of 30 % do not receive the necessary help.

Chart 3

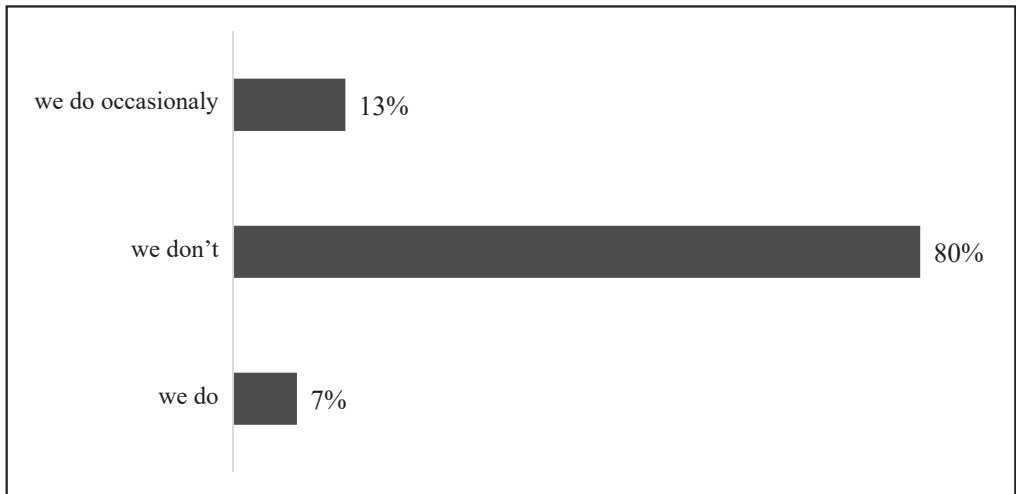
The knowledge that teaching and professional staff have about students with rare diseases



This question was answered by 52% of the respondent parents who believe that they do not have basic knowledge about children with rare diseases, and 39% of them believe that they have little knowledge about children with rare diseases.

Chart 4

The psycho-social support that students receive from the professional team in primary and secondary schools



A total of 80% of respondents answered they don't receive psycho-social support from the professional teams in primary and secondary schools, while 13% receive occasional psycho-social support, and 7% of parents receive psycho-social support from the professional teams.

Conclusion

Rare diseases are diseases affecting a small number of people compared to the general population and special problems occur due to their low rate of frequency. Rare diseases are complex lifelong conditions that often require a multidisciplinary approach.

Although most inherited diseases are rare diseases, not all rare diseases have a genetic basis. There are very rare infectious diseases, as well as autoimmune diseases and rare types of cancer. A large number of children with rare diseases in our country, face health, social and educational problems. Due to the fact that for a large number of people with rare diseases, a problem arises regarding their diagnosis, thereby making it difficult to include these people in appropriate therapy.

Rare diseases are complex lifelong conditions that usually require a multidisciplinary approach. World health analyzes that also apply in our country show that 75 percent of rare diseases attack children. The first symptoms appear after birth or in early childhood. For more than 95 percent of rare diseases, there is no registered therapy or treatment protocol. The most common consequence of rare diseases is permanent disability (mental or physical, or both). Despite their mutual diversity, people with rare diseases and their families face the same or similar difficulties that originate precisely from the rarity of the disease itself. Taking into account the variable symptomatology itself, the clinical picture that constantly varies in certain rare diseases, children, i.e. students from primary and secondary schools, face a series of problems related to: diagnosis of the disease and information about the disease itself, frequent absences from the school due to the changing state of health, lack of therapy, reduced educational support for students in primary and secondary education, psycho-social support for students and their parents, poor material condition of the students' families, stigmatization, isolation and discrimination within school environments and in the community.

In terms of overcoming the social problems faced by students with rare diseases and their parents, obtaining adequate social support in the school environment and outside of it, in the community, it is necessary to include the social workers as a professional profile in primary and secondary education.

From the results obtained from the survey of the students and their parents, we received certain insights that should be directed in the area of the need for multi-sectoral action in providing health, social and educational services that will meet the individual needs of students in primary and secondary

schools, greater psycho-social support by the professional teams in schools to the students and their parents, providing greater professional support to the professional teams in solving the current problems of the students, the need to increase the awareness of the teaching and professional staff in primary and secondary schools about children with rare diseases, increasing public awareness among students and parents for acceptance and inclusion of students with rare diseases in all social streams and reducing discrimination and stigmatization towards these people.

Bibliography

- Berman, J. J. (2014). *Rare Diseases and Orphan Drugs: Keys to understanding and treating the common diseases*, 1st edition, Academic Press.
- Cohen JS, Biesecker BB. Quality of life in rare genetic conditions: a systematic review of the literature. *Am J Med Genet.* 2010; 152A:
- Cole, Theresa, Fiona McKendrick, Penny Titman, Andrew J. Cant, Mark S. Pearce, Catherine M. Cale, David Goldblatt, and Andrew R. Gennery. (2013). "Health Related Quality of Life and Emotional Health in Children with Chronic Granulomatous Disease: A Comparison of Those Managed Conservatively with Those that Have Undergone Hematopoietic Stem Cell Transplant." *Journal of Clinical Immunology* 33 (1): 8–13.
- Chichivaliev, S, Angelovska, V. (2017). Practices AND THEIR IMPACTON THE QUALITY OF LIFE OF PEOPLE WITH OF RARE DISESES, Comparative analysis and the situation in the Republic of Macedonia, Polyesterday, Skopje.
- EURORDIS-RARE DISESES EUROPE (2021). Key principles for newborn screening.
- Patients Stories, brochure, NGO Life with challenges, Skopje.
- Предлог национален план за ретки болести на Република Македонија, Национална алијанса за ретки болест на Република Македонија, брошура, Живот со предизвици, Скопје.
- Programs for treating people with rare diseases in the Republic of North Macedonia for 2021, Ministry of Health.
- Meral Özgüç Rare Diseases (2015), Integrative PPPM Approach as the Medicine of the Future, SpringerThe Law on Health Care ("Official Gazette of the Republic of Macedonia") no. 20/19.
- Nicolas, S. (2013). *Rare diseases Challenges and Opportunities for Social Entrepreneurs*, Routledge.
- Saves rjetke bolesti Republike Srpske I Dragaana Stanković, (2020). *Moje pravo ne smije biti rjetkost*, Atlantik bb, Banja Luka.
- Sentenac, Mariane, Aoife Gavin, Catherine Arnaud, Michal Molcho, Emmanuelle Godeau, and Saoirse Nic Gabhainn. 2011. "Victims of Bullying Among Students with a Disability or Chronic Illness and Their Peers: A Cross-national Study Between Ireland and France." *Journal of Adolescent Health* 48 (5): 461–466.
- The Law on Health Care ("Official Gazette of the Republic of North Macedonia") no. 101/19, 153/19, 180/19 and 275/19.
-
-

Contents

Foreword	3
WELCOMING SPEECHES	5
<i>Prof. Dr. Elizabeta TOMEVSKA-ILIEVSKA</i>	
<i>Prof. Dr. Ratko DUEV</i>	
<i>Mr. Kiril PECAKOV</i>	
<i>Prof. Dr. Nikola JANKULOVSKI</i>	
<i>Mr. Jeton SHAQIRI</i>	
<i>Prof. Dr. Stevo PENDAROVSKI</i>	
PLENARY SPEAKERS	17
<i>Prof. Dr. Natasha ANGELOSKA GALEVSKA: Methodology of Pedagogy – Pillar of Pedagogical Science</i>	17
<i>Prof. Dr. Tonča JUKIĆ: Slow Pedagogy and Contemporary Teaching Strategies</i>	23
<i>Prof. Dr. İrfan ERDOĞAN: Educational Policy and Reforms</i>	31
PAPERS OF THE PARTICIPANTS	35
<i>AJDINI Merita</i>	
Math's Games as a Mechanism for Successful Learning in Elementary Classes	36
<i>ALEKSOVA Gordana, DIMITRIEVA-GJORGJIEVSKA Marina: Distance Learning</i>	41
<i>ALEKSOVSKA VELICHKOVSKA Lence, GONTAREV Seryozha, POPOVSKI Luka: Effects of Innovative Tandem Hours on Physical Education on Motor Capacity of Children in Elementary School Level</i>	49
<i>ANGJELESKA Natasa, BLAZHEVSKA Aleksandra: New Teaching Practice for the New Era</i>	58
<i>ANĐELKOVIĆ D. Slađana, VRAČAR Maja: Professional Development of Teachers within the Concept of Education for Sustainable Development</i>	67
<i>ATANASOV Petar: Interculturalism and the Ethnic Challenges in the Primary Education in North Macedonia</i>	75
<i>BADAREVSKI Bobi: Gender Sensitive Education as a Prerequisite for Comprehensive Sexuality Education</i>	83
<i>BAJRAMOVIĆ Zlatan: Security Challenges in Education Process on Faculty of Political Sciences in Sarajevo During Pandemic of COVID-19</i>	90
<i>BAJRAMOVIĆ Zlatan, PODŽIĆ Vahid: The Role of the Department of Foreign Languages in Military Education of Armed Forces of Bosnia and Herzegovina</i>	97

<i>BILAL Sonaj, KRSTESKA-PAPIĆ Biljana: Intercultural Transformation of the Educational Process</i>	105
<i>BUZAR Mirsad, BAŠIĆ Ilarija: Opportunities and Challenges of Educating Migrant Children in Bosnia and Herzegovina</i>	109
<i>CHALOVSKA Sonja, PECEVA Vesna, LAZOVSKI Aleksandar, IGNJATOVA Milena: Innovative Models for Motivating and Connecting the Community for Better Early Childhood Development</i>	119
<i>CSISZÁRIK-KOCSIR Ágnes, GARAI-FODOR Mónika: The Importance and Scope of Financial Education in a Project Perspective and in the Shadow of the Pandemic, Based on the Results of a Primary Research</i>	123
<i>DELICHEVA DIZDAREVIKJ Jasmina, HRISTOVSKA Irena: Horizontal Learning – Professional Development of Teachers</i>	131
<i>DIMITRIEVA-GJORGJIEVSKA Marina: Evaluation and Assessment of Students Achievements</i>	140
<i>DIMITROV Ivan, PETKOVA Iliana: Terminal Values for Students with Pedagogical Profile of Education</i>	145
<i>DIZDAREVIKJ Vedran: Jerome Bruner on Literature: Concerning the Importance of Narratives for Education</i>	151
<i>DUBOVICKI Snježana, KOMESAROVIĆ Zoran: Creativity in Teaching Mathematics</i>	159
<i>DURCHEVSKA GEORGIEVA Gabriela, CHONTEVA Zaneta, PALCEVSKA Simona: Preschool Education and Parent Involvement in Children's Activities as Determinants of Students' Performance in Mathematics in the 2019 TIMSS Survey</i>	166
<i>GALEVSKA Elena: Opinions of Students toward Vaccination</i>	174
<i>GARAI-FODOR Mónika</i>	
<i>CSISZÁRIK-KOCSIR Ágnes: Opportunities for Volunteering Education at University – Empirical Experiences from an International Project</i>	180
<i>GENCHEVA Keti, BAKOEVA Yanitsa: Intercultural and Multicultural Education</i>	184
<i>GJUROVSKI Marjan, MARKOSKI Goce: Informal Education – Opportunity for Successful Career Development</i>	188
<i>HOČEVAR Andreja, KOVAČ ŠEBART Mojca, LUKAN Mojca: Where do Changes Lead in Identifying and Ensuring the Quality of Early Childhood Education and Care in Slovenia?</i>	194
<i>IKONOMOSKA Angela: Analysis of the Curricula and Textbooks for I and IV Grade in Primary Education</i>	201
<i>ILIEVSKI Vladimir, TRAJKOV Ivan, ANCEVSKA Zaklina: Social Problems of Students with Rare Diseases in Elementary and Secondary Education</i>	209
<i>ILIKJ PESHIKJ Milena, ANGELOSKA GALEVSKA Natasha: Influencing Factors in the Process of Assessment and Grading of Students with SEN and Mainstream Population</i>	218

<i>JANCEV Mitko: Ecological Research and Education for Sustainable Development of the Municipalities</i>	224
<i>JEVTIĆ Bisera, JEVTIĆ-TRIFUNOVIĆ Nevena, MILOŠEVIĆ Danijela: Educational and Advisory Work in the School Community: Teacher Perspective</i>	232
<i>JOVANOV Marjan, JAKIMOVSKI Antonio: Archaeological Evidence for Education in Ancient Macedonia</i>	238
<i>KAMCEVSKA Biljana, PALCEVSKA Simona: Challenges and Creative Solutions for Learning Through a Holistic Approach in Early Child Development</i>	245
<i>KARADAKOVSKA Marija: The Status of the School Subject Macedonian Language for the Students from Different Communities in the Second Educational Period of the Elementary Education</i>	250
<i>KAROVSKA RISTOVSKA Aleksandra, FILIPOVSKA Maja: Universal Design in Learning and Response to Intervention: Essential Elements in Inclusive Education</i>	256
<i>KESKINOVA Angelka, AVIROVIC BUNDALEVSKA Irena, RADULOVIC Makedonka: Adaptation of Students to Distance Learning During the COVID 19 Pandemic</i>	265
<i>KITANOVA Irena: Comprehension Reading as Part of a Text Interpretation</i>	272
<i>KLASHNINOVSKI Aleksandar, MAKESKA Anja Marija, RADENKOVIC Darjan, KASTRATOVIKJ Ema, PESOVSKI Ivica: Personality Traits and Career Decisions</i>	276
<i>KOLAK Ante, MARKIĆ Ivan: Representation of Educational Challenges during the COVID-19 Pandemic in Croatian Research on Education</i>	284
<i>KOTEVA-MOJSOVSKA Tatjana: Holistic Dimension of Child Oriented Pedagogy – Contemporary Approaches in Early Learning</i>	295
<i>KRSTANOSKA Marija: Tutoring Pupils from the Roma Population in Primary Education</i>	301
<i>KUDLÁČOVÁ Blanka: Historical-Educational Research: Past, Present, Future</i>	307
<i>LAMEVA Beti, NAUMOVSKA Elizabeta: The Influence of Socio-economic Factors on the Students' Achievements from RNM in TIMSS 2019</i>	315
<i>MEHMEDBEGOVIĆ-SMITH Dina</i>	
<i>The Role of Teachers in Supporting Plurilingualism in Diverse Contexts: Insights from London</i>	324
<i>MIRCHEVA Vesela: Evaluation of School – age Students Through a Portfolio</i>	332
<i>KOVAČ ŠEBART Mojca, KOVAČ Miha, MAŽGON Jasna</i>	
<i>Study Habits of Students in Relation to University Teachers' Expectations</i>	338
<i>NIKIČIĆ Igor: Professional Learning Communities in Schools</i>	347
<i>NIKODINOVSKA BANCOTOVSKA Suzana: Initial Education and Professional Training of Teachers through Pedagogical Faculties</i>	355

<i>NIKOLOVSKA Frosina, DIMITRIJEVSKA Nadica: The Role of Local Self-government in the Development of Education</i>	361
<i>NIKOLOVSKI Damjan: Is Macedonian Society Ready to Meet the Needs of People with Dyslexia?</i>	368
<i>NIKOLOVSKI Marjan, DIMITRIJEVSKI Maksim: The Role of Local Self-government in Dealing with the Consequences of the Pandemic – COVID 19 in Education</i>	374
<i>OSMANOVIĆ ZAJIĆ Jelena, MAKSIMOVIĆ Jelena, NOVAKOVIĆ Aleksandar: The Quality of Online Teaching During the COVID-19 Pandemic</i>	384
<i>PESOVSKI Ivica, KLASHNINOVSKI Aleksandar, MAKESKA Anja Marija: The Effect of Frequent Testing on Student Performance</i>	394
<i>PETKOVA Dimitrinka: Challenges in Communication between Teachers and Teenager Students</i>	400
<i>POP-ARSOVA Maja, ANASTASOVSKA Irena: The Challenges of Tandem Teaching in Physical and Health Education from the Aspect of the Grade Teacher</i>	404
<i>POPOVSKA Jasmina: Educating Phronesis and Phronesis for Educators: Two Neo-Aristotelian Perspectives</i>	409
<i>PROTNER Edvard: Empirical Pedagogical Research between the Two Wars – the Case of Slovenia</i>	415
<i>RADEKA Igor: Pedagogy without Teleology</i>	423
<i>RADOVANOVIĆ Vesna, KOVAČEVIĆ Jasmina, JACHOVA Zora, RISTOVSKA Lidija: Social Distance of the Parents of Students with Typical Development towards Students with Disabilities in Inclusive Education</i>	429
<i>RADOVIĆ Vera, OVESNI Kristinka, KOSTADINOVIĆ Danijela: The Competence-Based Development of Teachers in Vocational Education</i>	435
<i>RAJSKÝ Andrej: From Normative Moral Education to Education of a Philiatric Moral Character</i>	443
<i>RAUNIK KIRKOV Maja, MAKASEVSKA Vesna, ADEMI Lulzim, GOLLOB Rolf: Practical Work through the Attitudes of Students – Future Teachers</i>	452
<i>RÉKA Saáry: Analyzing Perception of Security from a Psychological Perspective</i>	457
<i>RIZOVA Elena: Re-thinking Education in the Context of Lifelong Learning</i>	464
<i>SADIKU RAMADANI Diana, ARNAUDOVA Violeta</i> Need for Professional Training in Teachers from Primary Education – as a Component of Professional Development	469
<i>SESAR Mara: The Importance of Early Career Guidance in Elementary School</i>	475
<i>SHEHU Florina: The Teacher through the Prism of Effective Pedagogy</i>	482
<i>SHERIF Miftar Emel: Skopje Madrasas in the Ottoman Educational System (XV-XVI Century)</i>	487

<i>SOTIROSKA IVANOSKA Kalina: Psychological Educational Innovations: Do Students Successfully Face Failures and Challenges?</i>	492
<i>STEFANOVSKA Divna, AJDINSKI Goran: Preparing the Regular Primary Schools with Inclusion of all Students with Disabilities</i>	499
<i>STEVANOVSKA Violeta, ANASTASOVA Gordana: Professional and Career Orientation of Students in Primary School</i>	505
<i>STOJMENOVSKA Irena, GAVRILOV Goce, KOSTADINOV Bojan: The Impact of Intelligent Learning Management Systems in Improving Educational Processes</i>	513
<i>TANČIĆ Nataša, PAVLOVIĆ Aleksandra: Inclusive Culture as a Pedagogical Dimension of Successful Educational Inclusion</i>	520
<i>TASEVSKA Alma: Parental Programs for Quality Childhood</i>	528
<i>TASEVSKA Daniela, DYANKOVA Gergana, DERMENDZIEVA Sofiya: Personal Growth and Dynamics of Identity in a Multicultural Educational Environment</i>	535
<i>TODOROVSKA Marija: Learning to Learn (Wisdom): Introducing Students to Philosophy</i>	542
<i>TODOROVSKA Marija, POPOVSKA Jasmina, DONEV Dejan, DJEPAROSKI Ivan, DIMISHKOVSKA Ana: The Didactic Goals of the Philosophy Courses in the Macedonian High School Curriculum</i>	550
<i>TOMEVSKA-ILIEVSKA Elizabeta, JANEVSKA Maja: Use of Literary Contents in Teaching in Macedonian Language</i>	558
<i>TRAJKOVSKA Martina: Didactic-Methodical Design of Teaching Materials for the Program Areas Initial Reading and Writing and Language</i>	567
<i>TRAJKOVSKI Vladimir: Supporting Pupils with Autism Spectrum Disorder in Educational Settings</i>	574
<i>TROSHANSKA Jasmina, KINGSDORF Sheri, PANČOCHA Karel, NOLCHEVA Meri: The Opinion of the Mainstream School Teachers on the Content of the Autism Training: the A-class Project</i>	580
<i>V'CHKOVA Zorka, V'CHKOVA Nadica: The Impact of the Television Shows on the Culture of Students' Communication</i>	587
<i>VELKOVA-MANOVSKA Klaudija: The Necessity of Implementing Education for Sustainable Development in Early Childhood</i>	594

EDUCATIONAL CHALLENGES AND FUTURE PROSPECTS: CONFERENCE PROCEEDINGS

International Scientific Conference “75th Anniversary of the Institute of Pedagogy – Educational Challenges and Future Prospects”, Ohrid, 16-18 May 2022

© 2022 Institute of Pedagogy, Faculty of Philosophy, Ss. Cyril and Methodius University in Skopje

Editors

ANGELOSKA GALEVSKA Natasha

Faculty of Philosophy, Institute of Pedagogy

Ss. Cyril and Methodius University in Skopje, Macedonia

TOMEVSKA-ILIEVSKA Elizabeta

Faculty of Philosophy, Institute of Pedagogy

Ss. Cyril and Methodius University in Skopje, Macedonia

JANEVSKA MAJA

Primary school “Ismail Kemal” Skopje, Macedonia

BUGARISKA BRANKA

Ars Lamina, Skopje, Macedonia

Published by

Ars Lamina – Publications

Institute of Pedagogy / Faculty of Philosophy, Ss. Cyril and Methodius University in Skopje

Skopje 2022

Design and pre-press

Ars Lamina

Printed by

Evropa 92, Kochani

Print run

250 copies

Web: www.pedagogy.fzf.ukim.edu.mk

CIP - Каталогизација во публикација Национална и универзитетска библиотека “Св. Климент Охридски”, Скопје

37(062)

INTERNATIONAL scientific conference “75th anniversary of the Institute of pedagogy - Educational challenges and future prospects (2022 ; Ohrid)

Educational challenges and future prospects : conference proceedings / International scientific conference “75th anniversary of the Institute of pedagogy - Educational challenges and future prospects” Ohrid, 16-18 May 2022 ; [editors Angeloska-Galevska Natasha ... и др.]. - Скопје :

Ars Lamina-publications : Faculty of philosophy, 2022. - 608 стр. ; 24 см

Други уредници: Ilievska-Tomevska Elizabeta, Maja Janevska , Bugariska Branka

ISBN 978-608-267-675-3 (Ars Lamina-publications) ISBN 978-608-238-221-0 (Faculty of philosophy)

а) Образование -- Предизвици и перспективи -- Собири

COBISS.MK-ID 58566661