

Classical teaching methods combined with a usage of an item response theory testing method included within an intelligent e-learning system would made significant impact on improving the educational processes. When carefully created and designed, the usage of such systems would increase students' motivation, provide specific personalized feedback and support the functional knowledge that all the students are gaining throughout the learning process. These systems might be even incorporated in platforms as LMS, or can be used in a separate mode. E-learning systems based on IRT are focused on the testing process at first look, however, they play a significant role in the course delivery as well – in a deductive individual manner, adjusting to the needs of each student. They can be designed by using various technologies, in a way to be utilized and modified depending within different contents, and thus the positive impact of their usage could have multilevel dimensions: Additional outcome is their possible adaptation for use by students with special needs, which would be a significant booster for their successful integration into educational processes. Furthermore, the gathered data can be very useful for deep analyses on various parameters (common students' gaps in acquired knowledge, time management in mastering topics, etc.). Such reliable outcomes would clearly lead to curriculum improvements and moreover, to proof based oriented education reforms.

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INCLUSIVE CULTURE AS A PEDAGOGICAL DIMENSION OF SUCCESSFUL EDUCATIONAL INCLUSION

Abstract: Educational inclusion, understood as a philosophy, aims to promote access to education for all children, as well as strategies that should contribute to the promotion of an inclusive society. The paper, starting from emphasizing the importance of inclusive pedagogy” and the welfare of the child, points out the importance of inclusive culture as a key dimension in achieving

quality educational work and inclusive institutions. This dimension has its implications in creating a secure, stimulating community, in which everyone is respected and which is the foundation for the greatest achievements of all community members. It develops shared inclusive values, which are passed on to all new employees, children, parents, guardians and members of the local community. Since inclusive culture has visible and invisible elements as well as assumptions that we notice and those that we do not notice, it is an important factor in participation but also exclusion, discrimination and isolation of students. Therefore, the study and development of an inclusive culture of educational institutions presupposes scientific and professional answers and views on the importance of the inclusion of all children in the regular educational system. It is a process that is created, improved and developed every day in the life of the educational institutions, and those who are directly and indirectly participate in them contribute to its development.

Keywords: Educational inclusion, Inclusive culture, School, Preschool education

Introduction

Current globalization changes that have affected all spheres of society certainly refer to changes in the definition of educational goals. The changes are reflected in the emphasis on education for democracy, cooperation, tolerance and respect for diversity (Kostović et al., 2011). Today, inclusion, as one of the key principles of a democratically oriented society, is an imperative. In this sense, inclusion is the answer to one of the biggest problems today, which is the exclusion of a large number of people from the economic, social, political and cultural life of the society in which they exist. The use of the term “inclusion” became particularly frequent with the development of the concept of “quality education for all”. Accordingly, some authors (Karagiannis, Stainback & Stainback, 2000) define inclusion as a philosophy based on the understanding that everyone has equal rights and opportunities. Inclusive education refers to the practice of including all children – regardless of talent, difficulty, socio-economic background or origin – in a regular educational system where it is possible to respond to all their individual needs. In the direction of achieving a higher level of quality in the work of educational institutions, an important dimension is an inclusive culture (Booth&Anisow, 2002). The importance of studying the degree of formation of an inclusive culture determines not only the indisputable impact of education on the state of society’s culture, but also the need to study the cross-cultural specificity of educational institutions (Denisova et al., 2019). Inclusive culture presupposes a clearly defined socio-political inclusive orientation that implies inclusively set common value systems. These values are reflected in adopted documents, social action and education itself. By promoting inclusive values, the capacities of society and schools are strengthened for constructive changes that lead to the development of the entire society and schools towards an inclusive culture (Ivančić & Stančić, 2013). In the scientific discourse, the concept of inclusive culture is unequivocally connected with the tasks of developing an inclusive society and is attracting the attention of a large number of researchers.

Right to Education and Inclusive Social Context

In the current development of human society, it is easy to see changes in the attitude of the majority towards different individuals or social groups, and primarily towards people with disabilities. What is encouraging, it seems, is that the final stage of a very long road is under way from harsh rejection, segregation, through integration to finally reach inclusion. Consideration of the issue of children’s rights, and therefore of children with developmental difficulties, became the subject of interest of the United Nations (UN) in the middle of the last century. The Universal Declaration of Human Rights, which stipulates that everyone has the right to education, was adopted in 1948. This document was followed by a series of international declarations, conventions and plans that finally operationalized the basic principles of rights, including those of persons

with developmental disabilities. For understanding ideas about inclusive education, the most important UN document is the United Nations Convention on the Rights of the Child (Hrnjica, 2007). The rights from this convention apply to all children without discrimination on any basis.

The first international document containing ideas about a radical change in the educational system and its orientation towards the child and his nature and needs is the World Declaration on Education for All (1990). The UN standard rules on equalizing educational opportunities for children with disabilities affirms equal rights to education for all children, and furthermore promotes education within an “integrative school environment” within the “regular school system”. In the implementation of the rules, it is necessary to change the school system, as well as the environment itself, to become acceptable and accessible to everyone, which will contribute to changing the role of teachers in the education process. The UN’s standard rules on equalizing opportunities for people with disabilities clearly show that the rights of people with disabilities should be realized through a policy of inclusion.

The Salamanca Declaration (UNESCO, 1994) adopted by the World Conference on the Education of Children with Special Needs to Advance the Goals of Education for All clearly states that all children have unique educational needs and have the right to attend their local schools: they should be designed educational systems and implemented educational programs that would take into account the wide variety of these characteristics and needs; those who have special educational needs must have access to regular schools that should accept them in the educational process centered on the child and that can respond to these needs. After a very big and important step taken in Salamanca, the World Declaration on Education for All and Framework for Action (2000) was adopted in Dakar, when the World Forum on Education was organized, where the key goals of “Education for All” were formulated. The most important goals are (UNESCO, 2000): to expand and improve the care of children and their education, especially for children from vulnerable and marginalized backgrounds; ensure that by 2015, all children enroll in primary school and receive quality free primary education; ensure equal satisfaction of the educational needs of all young people and adults. Numerous international documents emphasize the education of all children as a basic right, and quality education for all children as a priority area and protection from discrimination on any basis, i.e. respect and appreciation of diversity. The mentioned documents also emphasize the acceptance of the school and the environment that should remove barriers and obstacles so that the school is accessible to all children from vulnerable groups, a flexible school system and curriculum, an educational system that adapts to children and that should respect the different educational needs of all children for the sake of development inclusive society (Velišek-Braško, 2015). Teachers, who are the main bearers of that process, play a special and key role in the realization of the priority areas of international documents that promote inclusive education.

Since 2009, in the Republic of Serbia, the importance of the development of inclusion in the education system has been promoted at all levels, and important legal and strategic frameworks have been adopted. The Law on the Basics of the Education System in 2009 (Sl. Glasnik, br. 72/09) defined that all children have the right to basic education, regardless of individual differences. From the mentioned Law, the necessary rules that facilitate its implementation in practice arose – the Rulebook on detailed instructions for determining the right to an individual educational plan, as well as the Rulebook on additional educational, health and social support for children and students, which helped to regulate the areas of work that showed certain deficiencies in practice. The Strategy for the Development of Education in Serbia until 2020 (Education Development Strategy, 2012) as an important strategic document that emphasizes raising the quality of education in the broadest sense. Specifically when it comes to inclusive education, according to this document it is understood that all children have the legal right to quality education and upbringing regardless of social, economic, health, regional, national, linguistic, ethnic, religious and other characteristics. However, despite the declarative and very well-founded normative, the

realization of the right to quality education is still not ensured for all students (Milošević&Maksimović, 2022). Quality education is related to the education and empowerment of teachers as key actors of all educational reforms. That is, to the extent that teachers are empowered, trained and sensitized for inclusion and acquire the necessary competencies, to that extent the goals defined in international and domestic documents will be achieved. The importance of the mentioned aspects is evidenced by a large number of researches both in the domestic and international public.

Interpretation of Terms Inclusive Education

Although inclusion can be defined in different ways, depending on the context and the participants in the process, it represents a complex phenomenon that today has the status of a moral imperative in all educational institutions. Viewed in a broader sense, inclusion refers to the process that ensures that everyone, regardless of experience and life circumstances, can realize their potential (Mišković, 2013). Reducing inequality, increasing social cohesion, the balance between the rights and obligations of the individual are the basic determinants of an inclusive society. Placed in an educational context, inclusion is viewed in a narrower sense as one of the aspects of an inclusive society in which children participate and contribute, regardless of gender, ability, ethnicity or difficulty. The primary idea of an inclusive education system is to increase the availability of education to every child and at the same time create conditions for quality education in accordance with the needs and abilities of the child. Education that is based on the right and an approach to education that is focused on the child and his specific needs is called inclusive education in professional literature (Muškinja et al, 2011). In the literature, there is a wide range of different ways of defining inclusive education, so it is important to note that there is no consensus of authors and one generally accepted definition of inclusion. Numerous authors (Ilić, 2009) have approached the definition of inclusion in different ways, and in addition, its meaning has changed throughout history. Inclusion is characterized by a sense of belonging, but not physical closeness, which is what the earlier term “mainstreaming” was focused on. Inclusion means that children of different abilities learn, play and work together. Successful inclusion is reflected in the active involvement of all children, they have access to places to play and work, and they have options that they can choose for themselves. Inclusion is a process, not a place. One person cannot be responsible for the functioning of inclusion; it requires a group effort of the wider social community (Inclusion Resources for Early Childhood Professionals, 1997). Stubbs (2009) defines inclusive education as the opportunity for all children to access appropriate, relevant, accessible and effective education within their community. This education begins in the family home, and includes formal, informal and all forms of community education initiatives. For Rouse and Florian (1996), an inclusive school is an organization that addresses the problem of diversity with a shared mission that emphasizes learning for all students. Suzić (2008) states three approaches to defining inclusion: define inclusion as the most general concept and process; define inclusive upbringing and education, define inclusion as a humane process of including children with special needs in regular schools and overall social life. In the broadest sense of the word, inclusive education refers to the practice of including all students regardless of talent, difficulty, socio-economic background, or origin – to regular schools and classes where it is possible to respond to all their individual needs (Karagiannis, Stainback&Stainback, 2000). Inclusion is a term that expresses the willingness to educate every child as optimally as possible in a school or class. This means approaching child support services, not taking the child to such services. Inclusive education is aimed at ensuring access to appropriate, relevant, accessible and productive education for all children within their community (Oljača& Kostović, 2014).

Quality education for all children includes the successful education of children with developmental disabilities in the regular education system. This requires adapting kindergartens and schools to each individual, because the education system should be open to all children. Inclusive

education is the process of meeting the needs of the child in the educational process, that is, an educational system in which the focus is on adapting the school program, not the child. In this way, it is possible for people with developmental disabilities to participate equally in the life of the community, in order to foster tolerance in the wider social community, in which every person should be respected and accepted as a human being. Through inclusive education, in the broader sociological community, a philosophy of life is adopted based on the belief that all people have equal rights, regardless of individual differences, that is, inclusion is the acceptance of the fact that differences are a normal expression of human nature (Cerić, 2004). Inclusion must be seen as a constant search for better ways of responding to diversity and the modern paradigm of education.

Inclusive Culture

Consistent application of the inclusion concept requires system change in terms of programs, methods, expectations and other factors. The implicit and explicit school curriculum can contribute to the development of this concept of an inclusive school, specifically the entire ethos of the school, teachers' attitudes and beliefs, culture, teaching methods and forms of work, etc. In the modern approach to the culture of education, an inclusive culture stands out, which, along with all other quality factors, implies respect for the diversity of all children in the educational system (Education for All). Education for all, which according to UNESCO (2004) belongs to the priority program of education, is aimed at all children and implies the importance of implementing inclusion in education (Booth & Ainscow, 2002). This equalizes the rights of all members of the social community to education, regardless of their national, religious, cultural, social or other diversity identity (Ivančić & Stančić, 2013).

The inclusive culture in this work mainly refers to the establishment of such a value system within the school community that leads to the acceptance and support of the so-called diversity. "inclusive values". This dimension leads to the creation of a safe, stimulating community, which accepts and cooperates, in which everyone is respected and which is the foundation for the highest achievements of all community members. The inclusive development of the school represents a continuous process whereby there are permanent changes in the organizational structure, teaching process and pedagogical approach and finally changes in the system of professional training of teachers (Booth & Ainscow, 2002). Numerous researchers indicate that school culture is of great importance for achieving quality educational work (McLaughlin & Talbert, 2006; Opfer & Pedder, 2011). Through an inclusive culture, the teacher promotes individual differences and encourages democratic values, develops a sense of community, cultural fluency and mutual support among students (Smith & Barr, 2008). In addition to developing an inclusive climate and culture, the permanent training of teachers is also important for the successful implementation of inclusive education. The success of the implementation of inclusive education depends on the teacher's ability to recognize the personal and social importance of students who need additional support and take responsibility for the quality of the teaching process (Allday et al., 2013; Milošević & Maksimović, 2022).

Therefore, although very important, the quality of teachers' work is only one assumption for the development of inclusive school practice. Inclusive school practice can develop only if it is followed and supported by the development of inclusive policy and inclusive culture, which means that at the level of the school, the school system, but also the social system as a whole, a (re)orientation towards the values of inclusion is necessary (Ratković, Hebib & Šaljić, 2017). The school institution is complex and the quality of the practice of school work is conditioned by numerous factors that come from the features and way of acting and functioning of the institution itself, but also from the features and way of functioning of the school and social system as a whole. For this reason, in the description of the inclusive school, as well as in the analysis of the school's level of inclusiveness (assess whether and to what extent the school is inclusive), attention should be

focused on all dimensions of the inclusive school, and not only on the practice of school work. In the publication *Index for Inclusion*, three dimensions of an inclusive school are distinguished: inclusive policy, inclusive culture and inclusive practice (Booth & Ainscow, 2002). The first two mentioned dimensions of an inclusive school can be seen as a framework for development and/or as prerequisites for the development of inclusive school practice.

School culture as a concept is derived from the concept of organizational culture, which refers to the features of the organization that shape the behavior and actions of individuals, ensure stability and order in the functioning of the organization, the commitment of the members of the organization to achieve the goals of its action and the productivity of the organization (Hebib & Žunić Pavlović, 2018). The components and elements of the school as an institution that make up the school culture can be observed at different levels: the first level consists of the elements of the school structure and the processes of school work and life that are visible and clearly manifested; the second level is the adopted common system of values and common beliefs related to the concept and strategy of school work; the third level refers to the perception, opinion and feelings of actors of school work, which represent the foundation of their actions and the values they adopt (Hebib, Antonijević & Ratković, 2019). Starting from the definition of the term school culture and inclusive school culture, we could define it more concretely by listing the following elements through which we can identify, monitor and analyze this phenomenon: the level of development of the common orientation of school employees towards inclusive education; the level of acceptance of the philosophy and basic values of inclusive education by school employees; the attitude of practitioners towards inclusive education; school climate, the atmosphere in which school work takes place; the quality and level of development of cooperative relations and teamwork in the school and between the school and the students' parents and the local community; level of achievement of participation of all actors of school work in teaching and school activities.

One of the most important ways to build a strong and supportive school network is communication: communicate effectively, communicate quickly and communicate often (Chen, 2019). Clear, open, honest and timely communication between school leaders and staff, staff and students, staff and family and between students is vital for a positive school climate. School leadership will need to invest efforts in communication channels and norms, including the use of digital platforms and applications for communication between parents and teachers. A school that welcomes input and dialogue ensures that everyone feels safe, included and has the opportunity to have their voice heard. Inclusive schools provide their staff, students and families with formal opportunities to give their feedback and suggestions, ensuring that it is heard and act on them.

Organizational culture is quite difficult to change. Obstacles in organizational changes that school systems face should be highlighted. Those factors include the failure of previous attempts at change, the lack of funding even for traditional educational needs, and the absence of leadership in the area of cultural competence. Community calls to action, skillful leadership, and community organizing are essential (Dessel, 2010).

The Role of the Teacher in the Implementation of Inclusive Education

Although inclusion has been at the center of international education policy for the last three decades and represents a key reform ambition, the process of inclusive education is accompanied by certain doubts, uncertainty and conflicting opinions. At the same time, there is strong support for the inclusion and achievement of the social goals of upbringing and education, with an extremely positive attitude of the participants in the educational activity. In addition, it is noted that the sensitization of teachers, as well as the development of professional skills, is the result of teaching in an inclusive environment (Begeny & Martens, 2007; Waldron & McLeskey, 2010). On the other hand, the counter arguments of the opponents of inclusive education are that the regular education system is not adequately prepared for the implementation of inclusion and

that it is very difficult to achieve. Tension inevitably occurs within and between three levels of the system: at the macro level of the functioning of the educational system, at the level of the school as an organization, and at the level of the individual (Đermanov et al., 2012)

The creation of inclusive education systems, guided by international documents and conventions, brought new roles to teachers in regular schools. Given that teachers are recognized as key actors in inclusive educational practice, a better understanding of their perspective can provide information that is important for the quality of inclusive teaching. Therefore, countries that strive to improve the quality of educational inclusion in regular schools, while respecting their own social and cultural context, should investigate how teachers see different aspects of inclusive education, and also how they evaluate their own competencies for working in an inclusive school (Knežević Florić et al., 2018).

The effectiveness of inclusive education and the quality of inclusive practice are subject to continuous evaluation of a number of factors. The results of numerous empirical studies confirm the impact of the professional competence of teachers acquired during initial education, as well as their greater willingness to participate in professional development programs for work in inclusive classes at school. Today, teachers are faced with increasingly complex demands and expectations of all other actors in the education profession, parents of students, and the increased number of inclusive students. A particularly sensitive area of inclusive education is educational work in classes that include children with developmental disabilities and learning problems. Supporting the development and academic success of each child in most elementary schools becomes a challenge for teachers due to limited material, spatial and personnel resources, the number and multiple criteria according to which children are categorized as inclusive students, then, numerous reasons for not engaging pedagogical assistants, unplanned professional development of teachers. The attitudes of all actors in the educational process are important for the success of the inclusive process, and the attitudes of teachers are especially important, as they largely determine the success of inclusive practices in school (Avramidis et al., 2000; Hrnjica, 2007; Suzić, 2007). Along with the positive attitude of teachers, previous research confirms the thesis that teachers with concrete experience in implementing an inclusive program and formal competencies acquired through INSET programs expressed significantly more positive attitudes and readiness for further training. It certainly encourages further work on the development of teacher competencies, and at the same time justifies the efforts made so far. Consequently, special attention is paid to the sensitization and professional preparation of teachers to work in an inclusive school, since it is known from practice that the implementation, effects and sustainability of the idea of inclusion crucially depend on the acceptance of inclusion by teachers on the one hand, and inseparably on a properly designed program initial teacher education and then professional training programs (Avramidis et al., 2000; Vujačić, 2005; Subban & Sharma, 2006).

Discussion

Just as the school is part of the wider society, the culture of the school will reflect those wider social values. The school, as a temporal culture in the sense that its members enter and leave at certain times of the day, and spatially limited or focused around school buildings and grounds, is an arena of negotiation and renegotiation of how these values, assumptions and beliefs are collectively articulated and demonstrated in practice. In this sense, the key to improving the inclusive nature of schools is to reflect on the core values of the school culture and collectively explore, negotiate and experiment with the expression of those values in the school.

Although the school organization is influenced by social structures, as an organization it has emergent properties of its own, and is capable of developing in response to its internal dynamics. School culture can change when ambiguities in practice and policy are resolved by confident,

forceful, persistent people who succeed in persuading themselves and others to adopt new practices that introduce change. Thus, it is possible for the staff to reconstruct the organization of the school to meet the needs of the students within it. This will require staff to communicate, problem solve and respect each other and their students. Teachers will have to move beyond the boundaries of traditional school organizations and practices.

This means a modern school requires a new approach to leadership and management with the introduction of changes and innovations in material, organizational, programmatic and personnel structures. The implementation of inclusion in education at the level of school practice becomes the daily task of all participants in the educational process at school. The basis of the school's inclusive culture lies in the acceptance and appreciation of diversity as an incentive in work. Inclusion does not mean equalizing all differences, but respecting the differences of individuals. The value of educational inclusion is enabling the acquisition of knowledge, skills and habits for life and work, in accordance with the individual capabilities of individuals, and the acquisition of competences for implementing inclusion at school becomes the basis for modern management of an educational institution.

Inclusive culture as a pedagogical dimension of successful educational inclusion leads to the creation of a safe, stimulating community, which accepts and cooperates, in which everyone is respected, which is the foundation for the highest achievements of all community members. It develops common inclusive values that are passed on to all new employees, students, parents and members of the school administration. The principles and values of an inclusive school culture guide decision-making on school policy and every moment of practice in classrooms, so that school development becomes a continuous process.

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PARENTAL PROGRAMS FOR QUALITY CHILDHOOD

Abstract: Parenting has a different treatment then and now. In the past, people spontaneously prepared for parenthood. The model according to which they were brought up had a strong influence, which was difficult to change due to the strong cultural tradition. Today the situation has changed. The need for systematic support of parents by professionals is clearly stated. With