**Dali su redovne škole spremne za totalnu inkluziju učenika sa**

**smetnjama u razvoju**

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**Sažetak**

Inkluzivno obrazovanje (IO) ima višestruko značenje, od uključenja učenika sa smetnjama u razvoju u redovne škole do transformacije celokupnog obrazovnog sistema. U stručnoj literaturi, trenutno se ne raspravlja o tome šta je inkluzija i zašto je potrebna, već je ključno pitanje kako to postići (Evropska agencija za posebne potrebe i inkluzivno obrazovanje, 2014). Međutim, iako je inkluzivno obrazovanje globalno priznati cilj obrazovanja (UNESCO, 1994), implementacija IO nije onakva kako bi se očekivalo. U školama širom sveta još uvek postoji otpor inkluzivnoj praksi. Inkluzivno obrazovanje zahteva tri ključna faktora - uglavnom na nacionalnom nivou, ali i na evropskom i međunarodnom nivou: 1. Politička volja, 2. Dubinska sistemska promena obrazovanja u cilju povećanja kapaciteta obrazovnog sistema i 3. Redefiniranje i reorganizacija postojećih i potrebnih ljudskih i finansijskih resursa (European Parliament’s Committee, 2017).

Efekat inkluzivnog obrazovanja sve dece sa smetnjama u razvoju treba i empirijski potvrditi. Kako bi privukli pažnju javnosti, političari često obećavaju mnogo, kao na primer uvođenje totalne inkluzije. To se trenutno dešava i kod nas. Cilj ovog rada je da se utvrdi da li pored političke volje, i same škole su spremne za inkluzivno obrazovanje svih učenika sa smetnjama u razvoju. Napravljena je retrospektivna analiza svih istraživanja o inkluzivnom obrazovanju u našoj zemji poslednih deset godina. Moze se zakljuciti, da uprkos inkluzivnom zakonodavstvu mi se i dalje se suočavamo sa značajnim preprekama u sprovođenju IO. Neke od prepreka uključivanju učenika u redovne škole su: arhitektonske barijere, nedostatak obuke, nedostatak nastavnog materijala, nedostatak vremena, loša podrška države i roditelja, loše radno okruženje i poteškoće u pružanju podrške učenicima sa smetnjama u razvoju, loša saradnja sa drugim nastavnicima i stručnim službama. Generalno, može se zaključiti da postoi veliki jaz između formulacije i realizacije inkluzivnog obrazovanja u našoj zemlji.

*Ključne reči:* inkluzivno obrazovanje, redovne škole, učenici sa smetnjama razvoju

**Are regular schools ready for full inclusion of students with**

**disabilities**

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**Abstract**

Inclusive education (IE) has multiple meanings, which range from the placement of students with disabilities in regular classrooms to the transformation of the entire educational system. In literature, the current debate is no longer about what inclusion is and why it is needed; the key question is how it is to be achieved’ (European Agency for Special Needs and Inclusive Education, 2014). Although inclusive education is a globally recognized goal for education (UNESCO 1994), the implementation of an IE agenda has not proceeded as expected. There is still resistance to inclusive practice in schools throughout the world. Inclusive education requires three key changes - mainly at national, but also at European and international levels: 1. Political will, 2. An in-depth systemic change in the focus on education to increase the capacity of the education system and 3. Re-definition and the re-organization of the existing and requiring human and financial resources (Committee of the European Parliament, 2017).

The effect of inclusive education of all children with disabilities should be empirically validated. To attract public attention, politicians often promise a lot, as is done in the case of full inclusion. This is currently happening in our country as well. This paper aims to determine, despite the supportive inclusive legislation, that regular schools are ready for inclusive education for all students with disabilities. A retrospective analysis of all research on inclusive education in our country for the last ten years have been made. It can be concluded that despite inclusive legislation, we still face significant obstacles in the implementation of IE. Some barriers for full inclusion in schools are architectural barriers, lack of training, shortage of teaching materials, lack of time, poor governmental and parental support, poor working environment and difficulties in supporting pupils with disabilities, poor collaboration with other teachers and special staff. In general, it can be concluded there is a big gap between the formulations and realizations of inclusive education in our country.

*Key words:* inclusive education, regular schools, pupils with disabilities