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**FACTORS FOR SUCCESSFUL IMPLEMENTATION OF INCLUSIVE EDUCATION**

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**Abstract:**Inclusion in education should not be seen only through the inclusion of children with special needs in regular classes with the aim to change the unfavorable situation of persons with disabilities and slow development is already under it should involve changing environment, attitude of pupils in the educational process to the realization of special needs students in the design such of educational systems where you eliminate obstacles that prevent optimal development of potential opportunities for students.

Inclusion establishes requirements to the environment that needs to be changed, considering the needs of all children and taking into account all their diversity. Inclusion is defined as the process of identifying and responding to the different needs of students through increasing participation in learning, cultural life and community life, as well as by reducing switching to/from school.

Educational inclusion is providing education to every child and adult on equal terms, in accordance with the abilities of that person, excluding any difference. Inclusion in education, as well as requirements that expands the concept of educational integration of children with disabilities in mainstream schools, new challenges and tasks of the special, or even more regular schools.

**Keywords:** inclusion, education, children with disabilities.

Inclusive education is primarily based on a common upbringing, education and work of persons with disabilities with their peers and other members of the community in the region. This requires a permanent change in how society as a whole as well as the personality of a child with disabilities. These changes therefore relate to the creation of necessary conditions for quality implementation of inclusive education through legislation, economic and social support and personality change at these changes require changes in attitudes and beliefs and to develop positive attitudes towards people with disabilities.

That's why we always emphasize that inclusion is a multidimensional concept that includes new educational principles based on the concept of cohesion in the post-modernist society such as today's society. The new concept is the result of changes that have occurred in society, the socio-economic conditions, ideas and trends in modern society. As the base, this kind of education accepts primarily the fact that there are children who are different and that the education system and schools as their primary factor should carry out appropriate changes in the way of its functioning.

The main feature is the inclusion of its flexibility, and recognition of diversity in learning ability among students, as well as the need for constant training of teachers in the skills and knowledge that can support learning through individual programs and in a flexible manner. Therefore, as the basis Proena take a concept that involves significant changes in terms of the work program, methods of work, education and professional development of teachers.

Inclusion is usually defined as a broad program in which children with disabilities and their peers without disability jointly participate in the programming, activities (Guralnick, 2001, Odom, 2002). This is especially emphasized that the activities do not take place only in the classroom but also outside school, in the community where the child lives. Key arguments supporting the inclusion of not only educational nature but includes significant ethical and social factors (Sretenov, 2005). Inclusive education takes an inclusive society through the changes that are organized at the school level and representing the first organized form of society with kojimse children face. One of the key principles of educational law for persons with special needs and disabilities is education in the least restrictive environment (LRE-least restrictive environment) both required to be as far as possible all persons with impairments and disabilities ages 3 to 21 are educated in mainstream systems (general system) education. These principles of education of students with special needs and disabilities in the least restrictive environment are generally accepted and supported by many countries.

Suzić under inclusive education is considered to provide humane conditions for adequate inclusion of children with disabilities in classes in mainstream primary and srednjim schools (without specifying a specific university education - that can not be turned off) or the inclusion of students in all spheres of social life (Suzić, 2008 ). Barton tells of the philosophy of the concept of inclusive education, which should include the radical

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transformation of society in all its segments, as well as essential priorities in the implementation of the system of values and policies that directly or indirectly supports the practice of exclusion and discrimination (Barton, 1998).

The term inclusive education is usually related to the education of children with disabilities in regular schools, together with their peers (Karna-Lin, 2003). But the concept of inclusive education can be used when talking about education on Woodward abilities (gifted children), although rarely used as such in the international literature. Some authors (Garguilo 2006) seek to reconcile the two concepts through the inclusion process requires an adequate place for children with disabilities and for gifted children.

From inclusive education is expected to change the system, not a child, which involves the use of various methods to adequately respond to the different needs of children, depending on their capacity and the dynamics of development. Individual differences among children should be recognized in the process of inclusion. So the UNESCO program Education for All, as well as inclusion represents the transformation of people's attitudes, school system and society as a whole (UNESCO, 2000). In 1994 Salamanca was defined as *a process of inclusion reaction and addressing the needs of all students, through participation in learning, cultures and communities and all man exclusion in education and out* (CSIE, 2008). *Students should have a central place, a school can become a place to investigate and resolve common problems. At school, children should be free to develop intellectually, emotionally and socially. This is where forms of segregation should not exist* (Dmitrović, 2011). So on one hand we have a school system with specific requirements (like an *average child*), on the other hand, many children who are not custom school that required by law to attend. CRPD *states that member states shall ensure an inclusive education system at all levels and lifelong learning* (The United Nations Convention on the Rights of Persons with Disabilities, 2006: 16) but there is a problem, and the question arises as clear guidelines of what constitutes dates inclusive a what is the term inclusive education system, that is what he actually should be. The concept of *inclusion* is doomed to failure if it does not recognize the necessary changes both in educational and social systems of the Member States of the UN. Many authors even express concern that the very notion of inclusion in danger of becoming just an empty buzzword because the discussion of inclusion moved to create the myth of inclusion that should enlightening the society while hiding real (im) possibilities of children with disabilities.

When you mention the term inclusive education generally refers to a regular school and individualized tutoring. According to some authors (Shea & Bauer, 1997), inclusion means that all children, regardless of ability to belong to the regular education system. This means that all children should be included in regular schools and that the operation should be designed to meet the needs of all students in the class. According to some authors (Grenot-Scheyer et al., 1996), inclusion involves a mesh, a flexible system in which the starting point is that all the children can learn that all children are different from each other in terms of interest, the ability, ethnic origin, preceding experience and knowledge.

Hrnjica says there are several principles that lead to satisfactory quality inclusive education. On that first of all see principle affiliation of all children, inclusive education should be based on the idea that every child and every family are valued equally and deserve the same opportunities (Hrnjica et al.2004). Vujacic believes that planning at least one common object may represent a good example of inclusive practices (Vujacic, 2011). Inclusive education is part of a broader strategy of a society that promotes inclusive development, with the aim to create a world of peace, tolerance, sustainable resource use, social Ravda, where we are met and everyone's basic rights and needs. Artiles, Kozleski, Dorn and Christensen (2006) argue that the inclusion of far-reaching idea that concerns all students. They suggest that the inclusion focuses on the transformation of school culture, namely that: 1. Increase access to (or presence) of all students (not only marginalized and vulnerable groups); 2. Educate school osblje to accommodate all students; 3. Maximum participation of students in all areas of operation; and 4. Increase achievement of all students.

The results of numerous studies show that despite the contradictions of inclusion, that the inclusion of children with disabilities and difficulties in educational work with their peers proved promote their social competency and peer acceptance (Freeman & Alkin, 2000), although there are some studies that increased social interaction between regular populations and populations with special needs and disabilities. In contrast to these studies, we have research that claims to be in inklizuvnom education appears more problems such as behavioral disorders in children with special needs and disabilities (Sucuoglu & Ozokcu, 2005), and for children with intellectual disabilities on the other hand states that the inkluiji more express their implusivnost, nervousness, anxiety and easy frustraciju and aggressive behavior (Papoutsaki, gene, & Kalyva, 2013). It is alleged that these problems occur in large numbers due odbojanjaod by regular population or because of loneliness in an inclusive classroom. Under loneliness means unpleasant experience when there is a quantitative and qualitative difference between the existing and desired social relations (Perlman & Peplau, 1981: 31). This loneliness can become a cause

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of poor academic performance and problems in social and emotional adjustment, such as anxiety, depression and various psychosomatic illnesses.

Many studies indicate that students with disabilities, especially developmental disorders, learning disabilities and autism have more problems with loneliness and lack of pleasure in peer relationships compared to the regular population (Osterman, 2000).

Among children the same age there are large individual differences in the characteristics that are important to a child's ability to work, his behavior and a sense of belonging at school (physical, mental, differences by promotions, knowledge, chronological age, educational level).

There is a growing presence of attitudes among the authors of the need for training of teachers who can not be successful without the partnership of both Hoban (2004) believes the plan is based on four aspects: 1. Conceptual links between university curricula; 2. Relationship between theory and practice in the school and university environment; 3. Socio cultural ties between the participants in the program; and 4 different connections that are helping to shape the identity of each student. Zanimljivi emphasize the conclusion of this website that claims to the socio-cultural dimension, which includes the other three, highlighting the social interaction among participants as well as one that allows the program to be dynamic and change according to the relevant cultural and political needs.

Actual inclusion is the only one that through all phases of operation and evaluation sees the existence of cooperation between families, local communities and relevant educational institutions. Without their true and real interactions can not talk about inclusion, and in this case it is not only the parents of children with disabilities and their inclusion, but also with parents of children who do not have some kind of disability. The introduction of a code of practice for the identification and assessment of the educational needs of children with special needs or disabilities is an obligation for all schools and countries that have adopted inclusion as a model of education. Only then becomes a teacher coordinator working with children with disabilities in cooperation with other members of the inclusive team has a leading role in determining strategies that would enhance the achievement of a child with special needs and disabilities.

Well-established and established a partnership between teachers and parents build a stable base and thus increase the quality of education in the given segments that are equally available to parents and students. Therefore, this kind of cooperation should be fostered and continuously promote, in school and in the community. Such a partnership should lead to a good IEP to be based on: 1. A real understanding of the needs of the individual; 2. Being prepared in accordance with the real interests and abilities of students; 3. Prediction realistic harmonies child development; 4. Taking care of school resources; and 5. Involving parents in certain phases of work on the IEP as well as in its realization.

Evaluation of the main motivating factor for students to continue learning and further progress in the profession, skills and skills. The evaluation provides an understanding of the degree, the pace and quality of student progress, the overall perception of success over a certain period and the beginning of the formation of future goals in working with students. It should be borne in mind objectivity in estimates kaja must exist because the evaluation can give a wrong picture about the success of students, that is, to non-objective picture of his abilities and opportunities that may lead to bias or unrealistic expectations among parents about the progress of their child. A particular problem is the inadequate assessment which may arise as a difference in the quality of the achievements of students who have an identical score or are rated by different methods. In these cases, by the teacher (or class master) has a specific responsibility to ensure objectivity of evaluation of the evaluation of the pupils. Of course, there are specific cases where an inclusive team or professional team, decides and estimates evaluation of each student in order to meet the criteria set at the beginning of making the IOP. These estimates are made periodically (or as needed) if it comes to assess the fulfillment of the set outcomes for each child, or to determine whether a child is progressing in education and how the overall development of the child. The assessment evaluation partnership with the parents of the children is critical to child development itself in education (Farrell, 2012).

Families of children with disabilities are quirky family after the internal relationships and dynamics, according to the analysis of the interaction-symbolic approach, which affects its function. Such families have specifics within each of these functions. Specifics of families of children with disabilities, biologically speaking, to have offspring that are more difficult to develop, the family is exhausted from the additional engagement and this may be one reason why many people do not opt for a larger number of children. Special educational needs of these children, as well as specific ways of realizing their basic needs, require higher material costs and the institutional and outside the family. There are specifics in emotional relationships in families of children with disabilities, including children and parents.

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Inclusive education allows parents to actively participate in the education of their children and the share of assets in the local community and the school. In this way it is grown and continues to develop a culture of belonging to a community, actively participate in its work and the development of tolerance and acceptance environment towards their child. Parents of children with special needs and disabilities should accept this attitude, because participation in the community, school work, and in general in the education system raises the level of tolerance and a sense of belonging and the child. At the end of the whole society in this way involves the promotion of tolerance and acceptance of the basic principles of human, especially children's rights. A child with disabilities must be considered taking into account the needs of all family members and understanding of the relationship between each member. If takvav relationship does not exist, because of all the aggravating circumstances, there is a danger that the family becomes dysfunctional. Therefore, the important role of all social institutions, especially educational, to support and assist in the implementation of each of the functions of the family. Involving parents in the work of the study we did not practice, but in Western countries is not uncommon to see parents sit with your child at the table in kindergarten. The advantage of such a vision is assisting in the fact that parents are involved and well informed about the educational work in the institution. In this way, the parent acquires more insight into the educational process and the same requirements and be easier to help the child better align its requirements with the requirements of kindergarten and kindergarten teacher.

In the past, parents are positioned as potential beneficiaries of a form and content of cooperation educational institution offering. (Bogosavljević, 2006). Educational when designated as the main initiator and creator of cooperation, while parents take a position that carries fewer rights in decision-making. An appreciation of everything that children learn at home, and then all things originated from the family, is a good basis to further upgrade his education. How nursery school and include children with disabilities and their families, cooperation with families on a new dimension and a special character. Parents of children with disabilities are more tightly bind to the educators of their children and are willing to become partners in the design and implementation of educational programs.

The new role of parents is not sufficiently developed, and it is important to educate and empower parents to their position of partner in the learning process of their children. It is necessary to provide support to parents by providing information about legal opportunities to exercise their rights and the rights of their children. It is particularly important to clearly define the role of parents as a team member in order to give the maximum contribution to the development and implementation of individual education plans of their child.

Major role in the implementation of inclusion with other students in the classroom, students who do not have disabilities. They can greatly contribute to a positive climate in the classroom and feel friendship and acceptance. Špelić and Zuliani (2011) in its work drawing on the results of various studies showing that children with disabilities noted the positive results of the development of social and interaction skills and a sense of acceptance and of students without disability comes to the development of a greater understanding of the experiences and construction positive attitudes, greater tolerance and acceptance of children with disabilities. Through friendly relations with students with disabilities other students develop a sense of their own importance and value of this ability to improve its relationship to its own limitations and disabilities.

## CONCLUSION

People with disabilities are often stigmatized in society. A large number of people rejecting people with disabilities and knows how to behave towards them. We should lend a hand to people with disabilities, especially children with disabilities and involve them in the community in which they primarily belong. Can not seem to accept the fact how important inclusion for children with disabilities, but also for children who have disabilities. First of all, an opportunity to socialize with peers where children in other peers see role models for skills and behaviors. It develops greater self-esteem due to stay in a regular group, in addition to benefits and other children in the program. Children learn new social skills, recognize their own abilities and knowledge that an individual can overcome their difficulties and thus achieve success.

Inclusive education means joint education of all children, allowing parents of children with disabilities can enroll their children in the nearest nursery or school. In this way it is possible that every child is included in the quality education in the regular education system in the company of their peers in their natural environment. This requires adapting the kindergarten / school every individual, because the education system should be open to all children.

The main objective of educational inclusion is not only the integration of children into mainstream školea, but also to ensure a number of other conditions that make a continuous process in which educational and environmental needs of children with special educational needs will be met. For the successful implementation of inclusion

emphasis has focused on several actors (students, teachers, directories, professional associates and parents) and other stakeholders (local government, other institutions in cooperation with the school, the educational policy of the country) who are not hierarchically placed. Today, the concept of inclusive education in some countries the basic principle that recognizes the different models of education, which is constantly evaluated and improved in terms of increasing the overall quality of educational practice.

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