COMPARISON OF TEACHERS’ ATTITUDES TOWARDS INCLUSIVE EDUCATION IN BOSNIA AND HERZEGOVINA AND EUROPEAN UNION

Alma DIZDAREVIC1
Amila MUJEZINOVIC1
Haris MEMISEVIC2

1University of Tuzla, Faculty of Education and Rehabilitation, Department of Special Education and Rehabilitation, Bosnia and Herzegovina
2University of Sarajevo, Faculty of educational sciences, Department of educational and rehabilitation, Bosnia and Herzegovina

Abstract

The goal of this study is to compare the attitudes of teachers from Bosnia and Herzegovina (BIH) and teachers from five European Union (EU) countries (Austria, Croatia, Italy, Slovenia and Germany) towards the inclusive education of students with special educational needs. The sample for this study is comprised of 110 teachers from Bosnia and Herzegovina and 110 teachers from EU. The attitudes were examined by using a questionnaire that was adapted from the Index for inclusion. The final interview protocol consisted 20 questions, which had an excellent internal consistency, Cronbach’s alpha of 0.98. A Chi square test was performed to test the differences in attitudes. The results of this study indicated highly positive attitudes towards inclusive education of EU teachers and positive attitudes of BIH teachers. EU teachers had more favourable attitudes than teachers in BIH on 18 of 20 questionnaire items.

Corresponding address:
Alma DIZDAREVIC
University of Tuzla, Faculty of Education and Rehabilitation, st. Univerzitetska 1, Tuzla, Bosnia and Herzegovina
E-mail: alma.dizdarevic@untz.ba

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Introduction

Inclusive education is the educational imperative worldwide and has been set as an important target of educational reforms in many countries. Inclusive education as an idea was launched in the Salamanca Statement and Framework for Action and refers to a form of schooling in which the support required by a child with special educational needs (SEN) is brought into the mainstream classroom in order to ensure effective education (1). This trend towards inclusive education is supported by a number of international legal documents, most notably by the United Nations Convention on the Rights of People with Disabilities (2). Article 24 of the Convention explicitly requires from the states to ensure inclusive education system at all levels, but there are still enormous difficulties in the provision of inclusive education among many countries. In many countries, students with SEN are still being educated in separate schools, and more and more schools are accepting the challenge of teaching students with special needs as much as possible within the regular classroom context (3). Ideologically, integration and mainstreaming has been replaced by the inclusion movement (4), while integration was more or less based on the idea that the child needs to be ready for being placed in a regular classroom, the inclusion puts pressure on the children’s right to be educated among a peer group and the school needs to be ready to serve everyone with or without disabilities. However, both of these concepts are often used interchangeably when discussing the education of pupils with

These findings were discussed in the light of previous BIH and international researches. The paper ends with a discussion for the challenges and possibilities for improvement of the inclusive education in BIH.

Keywords: Inclusive Education, Special Educational Needs, Attitudes, Teachers
Inclusive education in EU and it is often misunderstood by the

Inclusive education has been the main topic regarding inclusive education in BIH and EU countries first. Thus, the aim of this study is to compare the attitudes of teachers from Bosnia and Herzegovina (BiH) and teachers from the European Union (EU), where we wanted to find out whether these cultural differences have an impact on accepting inclusive education between teachers. But prior to describing the study, we are going to briefly state the current situation regarding inclusive education in BIH and EU countries first.

**BiH контекст**

Inclusive education has been the main topic of educational reform for the last 15 years in BIH and it is often misunderstood by the stakeholders in this field. It is safe to say that the inclusive education in BIH is still at its earliest stages. The main topic of education reform in BIH is the implementation of inclusive education. Positive attitudes are therefore considered to play a significant role in successful implementation of this educational change. Much of the research conducted in EU countries found that teachers hold positive attitudes towards inclusion of students with special educational needs in regular schools and they possess the knowledge and strategies for effective teaching of all children. They suggest that education experts should stop focusing only on deficits and shift to the possibilities and the abilities, identification and utilisation of the individual’s strengths, encouraging the factors that can lead to a successful life and career. Slightly positive attitudes of teachers towards inclusion are also noted in BIH. In contrast, more recent reviews of 26 studies show that the majority of teachers hold neutral or negative attitudes towards the inclusion of students with special needs in regular primary education, where training, experience with inclusive education, and pupils’ types of disability were reported to be related to teachers’ attitudes. Therefore, the aim of this study is to compare the attitudes of teachers from Bosnia and Herzegovina (BiH) and teachers from EU countries first.
BiH is currently under the influence of this trend, and it is important to note that the recommendation of the Commission regarding education of a child with disability is not mandatory and the parents make the decision which school their child will attend. Unified monitoring of inclusive education and data of children with special education needs does not exist in BiH, but there are some available data within international projects and previous researches. In the Federation of Bosnia and Herzegovina 4,144 students in primary schools were classified as students with special education needs (11). In the Republic of Srpska 945 students in primary schools were classified as students with special educational needs with the required documentation, but only 61.69% of them are being educated by individual educational program (IEP) and there are more than 1,698 students with special education needs without the required documentation and 85.22% of them have not IEP (12).

Nowadays, more and more parents opt for the inclusive education although they are aware of the obstacles in the regular schools. The regular system of education suffers from a range of subjective, objective and organizational shortcomings and the majority of BIH schools are unprepared for the new role in inclusive education. Some of these obstacles have been pointed out in earlier research and refer to issues such as the number of students in the class, support from special education teachers, support of the school management and access to
грия (13). Сё уште не постојат точни податоци колкав процент ученици со посебни образовни потреби посетуваат посебни училишта, а колкуума се вклучени во редовните училишта. Сепак, според Извештајот за прогрес во БиХ, постој мал прогрес во областа на образованието и потребни се значајни напори со цел да се подобри сегашиот систем. Причини за недостаток на прогрес се фрагментарниот систем на одговорности на кантонално ниво и нивото на енитети кои работат засебно и некоординирано.

**EU контекст**

Имплементирањето на инклузивното образование е висок приоритет на агенда на повеќето земја, членки. Во изминатите 30 години, Австрија направи значаен напор во опфатот на инклузивното образование, така што инклузијата навистина беше постепен процес (14). Сега, изборот меѓу инклузивно образование во редовно училиште и образование во посебно училиште главно зависи од одлука на родителите (15). Степенот на инклузија значително варира во деветте сојузнини држави во Австрија, со пречна стапка на инклузија од 60% (17). Од 1980 година Хрватска ги имплементираше образовните реформи и ги усови Нацionalнито рамковен курикулум и Државните образовни стандарди (18) кои што ја подобрија училишната практика што сега е усогласена со Европските стандарди. Направени се големи напори да се обезбеди соодветно образование за учениците со посебни потреби во редовните училишта преку постепено воведување мобилни професионални тимови и помошници на наставниците (19). Сепак, некои автори посочуваат дека сё уште постојат спротивни ставови за инклузијата (20). Јаталдийскиот модел на инклузивно образование е едностран и повеќе од 40 години претставува еден од најпрогресивните политики и иновативни практики во образованието во Европа (21). Овој модел цели на тоа дека сите ученици со попреченост тргашт принудени

**EU context**

Implementing inclusive education is high priority on the agenda of most Member States. Over the past 30 years, Austria made a significant effort in embracing inclusive education, so the transition to inclusion was actually a gradual process (14). Currently, the choice between inclusive education in a regular school and education in a special school mainly depends on the parents’ decision (15). Inclusion rates varies considerably between the nine federal states of Austria (16), with average inclusion rate of 60% (17).

The inclusion of children with special needs in regular schools begun in 1980, in 2008, Croatia implemented educational reforms and adopted The National Curriculum Framework and the State educational standards (18) which improved school practice that is now aligned with European standards. Great effort has been made to provide adequate education for students with special needs in regular schools through progressive introduction of mobile professional teams and teaching assistants (19). But, some authors indicate that there are still opposed attitudes towards inclusion (20).

Italian model of inclusive education is unique and presents one of the most progressive policy and innovative practice in education in Europe for over 40 years (21). This model proposes that all students with
ba da бидат включени во редовните одделе-
нија. Денес, во Италија, околу 98 % од уче-
ниците со посебни образовни потреби го
поминуваат целниот ден или поголемиот дел
(најмалку 80 %) од денот во училиниците за
општо образование (22). Иако италијан-
ското начело „integrazione scolastica” се
чини дека пренира идеален контекст за раз-
вој на инклузивни училишта, други автори
покажуваат дека наставниците и учениците
со посебни образовни потреби во редовни-
те училишта сè уште имаат тешкотии во
училицата и сè уште постојат проблеми
околу дефинирањето, разбирањето и интер-
претирањето на концептот инклузивно
образование (23).
Во Словеніја, концептот на инклузија е
формално признат со усвојување на Актот
за поставеноста на децата со посебни по-
треби од 2000 година. И таму сè уште некои
ученици со посебни потреби се едуци-
раат во посебни училишта или институции,
dодека други посетуваат редовни училиш-
tа, а исто така, многу тешко е да се добие
објективна статистика за учениците со по-
себни потреби што посетуваат редовни
училишта (24). Неодамнешните истражува-
ња посочуваат дека некои ученици во
образовната инклузија, како што се неопходната
опрема, пристап до различни образовни
програми и форми на помош близу до домот
на детето или соодветна мрежа меѓу градин-
kите, училиштата и другите институции
(25).
Националната правна рамка, како Основ-
ното право (Grundgesetz), Општествениот
код (Sozialgesetzbuch) и 16-те закони за об-
разование во Германија се законски обврzu-
вачки документи што го поддружуваат инк-
лузивното образование (26). Германија е
високоразвиена европска социјална држава
со напреден образовен систем којшто вклу-
чува исклучително сегрегиран сектор за по-
себно образование (27). Системот на посеб-
ните училишта во Германија има долга ис-
торија, а сегрегацијата е заснована на инте-
лектуалните можности поврзана со учи-
лишните наставни програми, на образовен
систем ориентиран кон хомогеност, со те-
жок ефект на социјалната сегрегација на
маргинализираните групи во германското
disabilities should be included in regular
classes. Today in Italy about 98% of students
with special educational needs spend all or
most (at least 80%) of their day inside the
general education classrooms (22). Although
the Italian policy of “integrazione scolastica”
appears to create the ideal context for the
development of inclusive schools, other
authors show that teachers and students with
special educational needs in regular school
are still experiencing difficulties in
classrooms and the issues of defining,
understanding and interpreting concept of
inclusive education are still present (23).
In Slovenia, the concept of inclusion is
formally recognized with the adoption of the
Placement of Children with Special Needs
Act in 2000. There are still some students
with special needs who are educated in
special schools or institutions, while others
attend regular schools. Also, it is very
difficult to obtain objective statistics of
people with special needs attending regular
schools (24). Recent research has pointed to
some of the obstacles of educational
inclusion such as necessary equipment,
access to a variety of educational programs
and forms of assistance close to the homes
of the children, or adequate networking among
the kindergartens, schools, and other
institutions (25).
Legal national framework such as the Basic
Law (Grundgesetz), the Social Code
(Sozialgesetzbuch) and 16 Laws of
Education in Germany are legally binding
documents which support inclusive
education (26). Germany is highly developed
European welfare state with an advanced
educational system that includes an
exceptionally segregated special education
sector (27). The special schools system in
Germany has a long history and the
segregation is based on the intellectual
outcome related to the school curriculum, on
the homogeneity-oriented educational
system, with a severe effect on the social
segregation of marginalized groups of the
The goal of this study is to compare the attitudes of teachers from BIH and teachers from EU (Austria, Croatia, Italy, Slovenia and Germany) towards inclusive education. We assumed that there might be some differences in attitudes due to policies and practices in the countries where inclusive education has longer tradition than in BIH.

**Methods**

**Participants**

The participants in this study were 110 primary school teachers from BIH and 110 primary school teachers from five EU countries: Austria (25 teachers), Croatia (24 teachers), Italy (19 teachers), Slovenia (30 teachers) and Germany (12 teachers). Relating to gender, there were 94 (85.5%) female teachers from BIH and 95 (86.4%) female teachers from EU. The mean age of BIH teachers was 36.4 years (professional experience 15.6 years), and EU teachers had a mean age of 43.4 years (professional experience 17.5 years). The sample was convenient (30) and was drawn in 2014 within the international project “ETHOS-ethical education in pre-primary and primary school for sustainable and dialogic future” financed by the EU and EACEA. The questionnaire was translated from English into German, Italian, Croatian, Bosnian and Slovenian so as to be accessible to the teachers in all of the participating countries.

**Instruments and procedure**

Data were collected using a questionnaire that was adapted according to the Index for inclusion (27, 31). Quantitative data about
teachers’ attitudes towards inclusive education were obtained. Teachers were asked to respond to each statement by using a Likert type scale from 1 (strongly disagree) to 3 (strongly agree) and “Need more information” with 0 point. The answers 2 (agree) and 3 (strongly agree) were merged in a single category for the purposes of the analysis. The final interview protocol consisted 20 questions, which had an excellent internal consistency, Cronbach’s alpha of 0.98. The questionnaire was filled by teachers in Bosnia and Herzegovina, Austria, Croatia, Italy, Slovenia and Germany. Each of the six partners: Association Petit Philosophy (Croatia), Kirchliche Pädagogische Hochschule Graz (Austria), Friedrich-Alexander-Universität (Germany), Research centre Amitie (Italy), University of Ljubljana (Slovenia) and Inova4t (BiH) contacted the primary educational institutions in their respective countries to obtain the sample of respondents. 300 questionnaires were distributed in total, and 220 questionnaires were included in the study, while the rest of the questionnaires were excluded because of incomplete data.

**Statistical analysis**

Data were presented descriptively through the percentages of answers for all items. For testing differences in attitudes between BIH and EU teachers, we have performed 20 individual Chi square tests. An alpha level of 0.05 was used for all tests. All data were analysed with the computer program SPSS v.13 for Windows.

**Results**

The results of the previous research about attitudes towards the inclusion of students with special education needs are mainly positive, but show an unclear picture: from neutral to negative or even contradictory (32). This international examination recognized the differences between teacher’s attitudes in BIH and EU, distinguished them, explained them and provided a review. The frequencies of answers, along with Chi square tests are presented in table 1.
**Table 1.** Survey responses of BIH and EU teachers on attitudes towards inclusion questionnaire

<table>
<thead>
<tr>
<th>Варијабли / Variables</th>
<th>Регион / Region</th>
<th>Се согласувам / Agree</th>
<th>Не се согласувам / Disagree</th>
<th>Потребни ми се повеќе информации / Need more information</th>
<th>$\chi^2$ (2)</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Секој треба да се чувствува добродојден / Everyone is made to feel welcome.</td>
<td>BIH EU</td>
<td>87 / 106</td>
<td>79.1 / 96.4</td>
<td>23 / 2</td>
<td>20.9 / 1.8</td>
<td>0 / 2</td>
</tr>
<tr>
<td>2. Учениците си помагаат едни со други / Students help each other.</td>
<td>BIH EU</td>
<td>91 / 107</td>
<td>82.7 / 97.3</td>
<td>19 / 2</td>
<td>17.3 / 1</td>
<td>0 / 0</td>
</tr>
<tr>
<td>3. Кадарот соработува мегу себе / Staff collaborate with each other.</td>
<td>BIH EU</td>
<td>97 / 109</td>
<td>88.2 / 99.1</td>
<td>13 / 1</td>
<td>11.8 / 0.9</td>
<td>0 / 0</td>
</tr>
<tr>
<td>4. Кадарот и учениците се однесуваат со почит едни кон други / Staff and students treat one another with respect.</td>
<td>BIH EU</td>
<td>71 / 110</td>
<td>64.5 / 100.0</td>
<td>20 / 0</td>
<td>18.2 / 0</td>
<td>19 / 0</td>
</tr>
<tr>
<td>5. Постои партнерство мегу кадарот и родителите/наставниците / There is a partnership between staff and parents/carers.</td>
<td>BIH EU</td>
<td>62 / 104</td>
<td>56.4 / 94.5</td>
<td>36 / 3</td>
<td>32.7 / 2.7</td>
<td>12 / 3</td>
</tr>
<tr>
<td>6. Кадарот и управата добро работат заедно / Staff and governors work well together.</td>
<td>BIH EU</td>
<td>70 / 99</td>
<td>63.6 / 90.0</td>
<td>27 / 10</td>
<td>24.5 / 9.1</td>
<td>13 / 1</td>
</tr>
<tr>
<td>7. Сите локални заедници се вклучени во училиштето / All local communities are involved in school.</td>
<td>BIH EU</td>
<td>82 / 99</td>
<td>74.5 / 90.0</td>
<td>18 / 11</td>
<td>16.4 / 10.0</td>
<td>10 / 0</td>
</tr>
<tr>
<td>8. Постојат големи очекувања за сите ученици / There are high expectations for all students.</td>
<td>BIH EU</td>
<td>90 / 97</td>
<td>81.8 / 88.2</td>
<td>15 / 11</td>
<td>13.6 / 10.0</td>
<td>5 / 2</td>
</tr>
<tr>
<td>9. Кадарот и управата, учениците и родителите/стаф и ученици имаат иста филозофија за инклузијата / Staff and governors, students and parents/carers share a philosophy of inclusion.</td>
<td>BIH EU</td>
<td>91 / 101</td>
<td>82.7 / 91.8</td>
<td>13 / 8</td>
<td>11.8 / 7.3</td>
<td>6 / 0</td>
</tr>
<tr>
<td>10. Учениците поделено се вреднуваат / Students are equally valued.</td>
<td>BIH EU</td>
<td>95 / 108</td>
<td>86.4 / 98.2</td>
<td>15 / 2</td>
<td>13.6 / 1.8</td>
<td>0 / 0</td>
</tr>
<tr>
<td>11. Кадарот и учениците се однесуваат едни кон друг како хумани суштества, како и како имател на 'улога / Staff and students treat one another as human beings as well as occupants of a 'role'.</td>
<td>BIH EU</td>
<td>90 / 110</td>
<td>81.8 / 100.0</td>
<td>15 / 0</td>
<td>13.6 / 0.0</td>
<td>5 / 0</td>
</tr>
<tr>
<td>12. Кадарот бара отстранување на барнерите за учење и учество во сите аспекти на училиштето / Staff seek to remove barriers to learning and participation in all aspects of the school.</td>
<td>BIH EU</td>
<td>91 / 108</td>
<td>82.7 / 98.2</td>
<td>13 / 2</td>
<td>11.8 / 1.8</td>
<td>6 / 0</td>
</tr>
<tr>
<td>13. Училиштето тежи куминимиране на сите форми на дискриминација / The school strives to minimize all forms of discrimination n.</td>
<td>BIH EU</td>
<td>95 / 107</td>
<td>86.4 / 97.3</td>
<td>15 / 3</td>
<td>13.6 / 2.7</td>
<td>0 / 0</td>
</tr>
<tr>
<td>14. На новоот наставен кадар му се помага да се вклопи во училиштето / All new staff are helped to settle into the school.</td>
<td>BIH EU</td>
<td>89 / 106</td>
<td>80.9 / 96.4</td>
<td>21 / 4</td>
<td>19.1 / 3.6</td>
<td>0 / 0</td>
</tr>
</tbody>
</table>
15. Училиштата овозможуваат физички пристап во зградата за сите учење / The school makes its buildings physically accessible to all people.

<table>
<thead>
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<th>BIH</th>
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<th>BIH</th>
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16. На сите нови училици им се помога да се вклучат во училиштето / All new students are helped to enter the school.

<table>
<thead>
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<th></th>
<th>BIH</th>
<th>EU</th>
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<td>93</td>
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17. Активностите за развој на кадарот ми помагаат на кадарот да одговори на различностите на учениците / Staff development activities help staff to respond to student diversity.

<table>
<thead>
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<th>BIH</th>
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<td>9.1</td>
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<td>10.9</td>
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<td></td>
<td>21.6</td>
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18. Политиките за посебни образовни потреби се инклузивни политики / Special educational needs policies are inclusion policies.

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19. Наменето е притисокот за дисциплински исключувања / Pressures for disciplinary exclusion are decreased.

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20. Заплашувањето е минимализирано / Bullying is minimized.

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Анализа на варијаблите

Тврдењата во овој практиски може да се анализаат низ четири фактори. Овие фактори ги вклучуваат ставовите за инклузивната филозофија; соработка и партнерство; политици, исключувања, заплашување и прифаќање нови ученици / кадар и отстранување на бариерите.

Првиот фактор се однесува на ставовите на наставниците за инклузивната филозофија. Се состои од следниве тврдења на наставниците: 1. Секој треба да се чувствува добредојден. 2. Учениците си помагаат еден со друг. 9. Кадарот и управата, учениците и родителите / старателите ја споделуваат филозофијата за инклузија и 13. Училиштето тежне да ги минимализира сите форми на дискриминација. На сите овие тврдења, освен на тврдењето 9, наставниците од ЕУ имаа статистички значајни поповолни ставови од наставниците во Босна и Херцеговина (p<0,01). На тврдењето 9 имаше тенденција за поповолни ставови на наставниците од ЕУ, ама оваа разлика не беше статистички значајна (p=0,071).

Вторниот фактор се однесува на ставовите за соработката и партнерството. Се состои од следниве тврдења на наставниците: 3. Кадарот соработува меѓу себе. 4. Кадарот и учениците се однесуваат со почит едни кон други. 5. Постои партнерство меѓу кадарот и родителите / старателите, 7. Сите локални за-

Variables analysis

Items in this questionnaire could be analysed through four factors. These factors include attitudes towards inclusive philosophy; collaboration and partnership; policies, exclusion, bullying and acceptance of new students/staff and barriers removal. The first factor refers to teacher’s attitudes towards inclusive philosophy. It is consisted of the following questionnaire items: 1. Everyone is made to feel welcome, 2. Students help each other, 9. Staff and management, students and parents/carers share a philosophy of inclusion and 13. The school strives to minimize all forms of discrimination. To all these items, except on the item 9, teachers from EU had statistically significant more favourable attitudes than teachers in Bosnia and Herzegovina (p<0,01). On item 9, there was tendency for more favourable attitudes of teachers from EU but this difference was not statistically significant (p=0,071). The second factor is addressed to attitudes towards collaboration and partnership. It is consisted of the following questionnaire items: 3. Staff collaborate with each other, 4. Staff and students treat each other with respect, 5. There is partnership between staff and parents/carers, 7. All local communities are involved in school and 6. Staff and
management work well together. On all these items teachers from EU had statistically significant more favourable attitudes than teachers in Bosnia and Herzegovina (p<0.01). The variable with highest percent of positive attitudes in EU sample was for the item “Staff and students treat one another with respect” with complete agreement of EU teachers.

The third factor gives an opportunity to examine the attitudes towards policies, exclusion and bullying. It is consisted of the following questionnaire items: 8. There are high expectations for all students, 10. Students are equally valued, 11. Staff and students treat each other as human beings as well as occupants of a „role“, 18. Special educational needs policies are inclusion policies, 19. Pressures for disciplinary exclusion are decreased, 20. Bullying is minimized. On all these items, except on item 8, teachers from EU had statistically significant more favourable attitudes than teachers in Bosnia and Herzegovina (p<0.01). The EU teachers completely agreed with the item: Staff and students treat each other as human beings as well as occupants of a „role“. The item for which the difference between the EU and BIH teachers was not statistically significant is: There are high expectations for all students.

Finally, the fourth factor refers to attitudes towards acceptance of new students/staff and barriers removal. It is consisted of the following questionnaire items: 12. Staff seek to remove barriers for learning and participation in all aspects of the school, 14. All new staff are helped to settle into school, 15. “The school enables physical access in the building to all people, 16. All new students are helped to settle into the school, 17. Staff development activities help staff to respond to student diversity. On all these items, teachers from EU had statistically significant more favourable attitudes than teachers in Bosnia and Herzegovina (p<0.01). The EU teachers completely agreed with the item All new students are helped to settle into the school.
Дискусија

Целта на ова истражување беше да се споредат ставовите на наставниците од БиХ и од ЕУ за инклузивното образование. Иако двете групи тежеат кон позитивни ставови за инклузијата, повеќе наставници од ЕУ имаа популозни ставови во споредба со наставниците од БиХ.

Заклучоците од ова истражување се слични на результатите од другите истражувања спроведени во Австрија, коишто посочуваат дека ставовите на наставниците за инклузијата на учениците со попреченост, се позитивни, а исто така и подобрени со текот на времето (33). Неодамнешно кроскултурно истражување за идните ставови на наставниците за повеќекратните аспекти на различноста откри дека вкупните ставови за луѓето што се разликуваат од нив се „предоминантно прифатливи“ во однос на попреченоста, полот и посебните таленти, со над 80% позитивни ставови на наставниците ученици (34). Во Хрватска се испитувани ставовите на наставниците од основното и средното образование за инклузија на ученици со ПОП, и заклучено е дека генерално двете групи имаат позитивни ставови за инклузијата; сепак наставниците од средните училишта покажале поголема волја да работат со ученици со ПОП; тие се посветени за важноста на инклузијата во социјализацијата на овие ученици, а мал дел од нив ги доживуваат како вознемирувачки (35). Во едно неодамнешно истражување во БиХ, ставовите на наставниците за инклузија на ученици со посебни образовни потреби се генерално позитивни: 51.66% од наставниците имаат позитивни ставови за инклузијата; 30% од наставниците се неодлучни, додека само 18.33% од наставниците имаат негативни ставови за инклузијата на учениците со посебни образовни потреби (36). Споредувајќи ги ставовите на наставниците за инклузија во редовното образование во шест земји - САД, Германија, Израел, Гана, Тајван и Филипини, најмногу поддршка изразуваат наставниците од САД и Германија (27). Позитивните ставови на наставниците од САД се објаснуваат со прогресивната училишна легислатива, додека позитивните ставови на германските наставници се

Discussion

The goal of this study is to compare the attitudes of teachers in BIH and teachers in EU towards inclusive education. Although both groups of teachers tend to have positive attitudes towards inclusion, more teachers from EU had more favourable attitudes compared to BIH teachers.

The findings from this study are similar to the results of other studies conducted in Austria, which point out that the attitudes of teachers towards the inclusion of students with disabilities are positive; and, moreover, improved over time (33). A recent cross-cultural study on future teachers’ attitudes towards multiple aspects of diversity found that overall attitudes towards people who differed from them were ‘predominantly acceptable’ regarding disability, gender and special talents; with over 80% of the participating teachers holding a positive attitude (34). The attitudes of primary and secondary teachers towards the inclusion of SEN students were examined in Croatia, and it has been ascertained that generally both groups of teachers have positive attitude towards inclusion; however, secondary teachers have shown greater willingness to work with SEN students; they were more aware of the importance of inclusion for the socialization of these students, and a minority perceived them as disturbing (35). In recent research in BIH, teacher attitudes on the inclusion of students with special needs were generally positive, 51.66% of the teachers have a positive attitude towards inclusion; 30% of teachers are undecided, while only 18.33% of teachers has negative attitude towards inclusion of students with special needs (36). Comparing teacher attitudes towards mainstreaming in six countries – the USA, Germany, Israel, Ghana, Taiwan and the Philippines, d the teachers in the USA and Germany have expressed most supportive views. (27). The positive attitudes of the USA teachers were explained by the progressive school legislation, while the
Many studies have emphasized that attitudes towards inclusive education vary from years of professional experience or experience with inclusive practice, school resources, and support for inclusive practices and type of SEN (37). In our research, the mean age of EU teachers is higher than the mean age of teachers from Bosnia and Herzegovina, which may be one reason why their views are more positive. On the other hand, regarding to the inclusion, in the national legislative inclusion exists only on paper, without ensured additional support to teachers, so the truthfulness of teachers' is questionable. Present policy development confuses the spirit of inclusion and despite some efforts to provide support to all children in the classroom, practices of exclusion and marginalization of both adults and children within the classroom still exist in the reality.

In recent research in Slovenia, secondary teachers showed more positive attitudes towards SEN students than their primary colleagues, but teachers without training for work with SEN students compared to their colleagues who had it, show a lower level of agreement regarding to support and assistance in educational work with SEN students (38).

In Italy, however, the fact that support teachers are qualified to work with children with special needs, might contribute to regular teachers' feelings of not having to be responsible for the education of children with SEN (39). In the Swedish education system, which is internationally recognized as most inclusive in the world (40), the occurrence of parallel and segregating organizational solutions has been growing on system level and the expansion of independent schools intended for pupils who need special support is contradictory to ambitions for an inclusive school system (41).
истражување спроведено во европските земји што не се членки на ЕУ покажува месни резултати. Во Србија, каде што, слично како и во БиХ, процесот на инклузија е на почеток, ставовите на наставниците се најчесто неутрални и малку негативни (42). Во истражување спроведено во Црна Гора, само 43 % од наставниците го поддржуваат концептот за инклузија (43). Овој преглед прикажува дека ставовите на наставниците од европските земји што не се дел од ЕУ и понатаму заостануваат од оние на нивните колеги од ЕУ.

Образованосто на наставниците во БиХ од неодамна ја опфаќа инклузијата како дел од опитата обука за наставници. Потребата за позитивни ставови на наставниците покажува дека ставовите и убедувањата на наставниците директно влијаат на нивното однесување со учениците и имаат големо влијание за климатата во училиницата и за резултатите на учениците. Образованото за наставници туктушто почна да ја опфаќа инклузијата како дел од општата обука за наставници. Несоодветното образование за наставници е посочено како еден од главните фактори што придонесуваат за овие амбивалентни ставови на наставниците. Во БиХ, во истражувањето од Диздаревиќ и сор. (44) 95.3 % од наставниците изјавиле дека имаат потреба од дополнителна едукација за по себи потреби и инклузивно образование.

Заклучок

Доколку сакаме да постигнеме целосно инклузивни училишта во БиХ, наставниците, кои се идентификуваат како најзначајна детерминанта за успешно инклузивно образование (45), мора со целото срце да го прифатат концептот и да веруваат во тоа. Сознанијата од овој преглед треба да се толкуваат со неколку мерки на претпазливост. Бидејќи прегледите од истражувањето беа спроведени во 6 различни земји, од методолошка страна тешко е директно да се споредат ставовите на наставниците, а тоа се должи на различните методи на ангажирање наставници, на различното процент на ученици со ПОП во поставките на општото образование и на културните норми. Нашата студија е чекор напред во таа насока, за-

A research conducted in other European countries that are not member states of EU has shown mixed results. In Serbia, where, similar to BIH, the inclusion process is at its beginnings, the attitudes of teachers towards inclusion are mostly neutral and slightly negative (42). In a study conducted in Montenegro, only 43% of teachers supported the concept of inclusion (43). This short overview shows that teachers’ attitudes in European countries that are not part of EU still lag behind those of their colleagues in EU.

Teacher education in BIH has recently begun to address inclusion as part of general teacher training. The need for positive teacher attitudes point out that teacher’s attitudes and beliefs directly affect their behavior with students and thereby have great influence on classroom climate and student outcomes. Teachers’ education has just recently begun to address inclusion as part of general teacher training. Inadequate teachers’ education has been indicated as one of the main factors contributing to these ambivalent attitudes of teachers. In BIH, in the study by Dizdarevic et al. (44), 95.3% of the teachers stated that they need additional education about special needs and inclusive education.

Conclusion

If we want to achieve fully inclusive schools in BIH, teachers, who are identified as the most important determinant for successful inclusive education (45), must wholeheartedly accept the concept and believe in it. The findings of this review should be interpreted with several precautions. Since the research overviews were conducted in 6 different countries, from the methodological side, it is hard to directly compare the attitudes of teachers due to different methods of recruiting teachers, different percentage of students with SEN in general education settings and cultural norms. Our study is a step forward in that direction.
since it is a cross-national study which is using the same methodology and the same instruments for collecting data. Comparative and international educational research is relatively popular nowadays, and quite the contrary, in the field of inclusive and special education, the comparative researches are still relatively sparse (4).

However, there are couple of limitations that need to be noted. The sample of EU teachers is not a representative for these countries at all, furthermore, it does not necessarily reflect the attitudes of teachers in their or other EU countries. Demographic variables, such as age, gender and years of teaching experience could be important, but they are not considered. The study is focused only on teachers’ self-reported information and there was no observation of schools and classrooms.

Generalisation for all EU countries is not possible. Nevertheless, this study offers important practical implications for policymakers, teachers, headmasters, teacher educators and administrators in BiH. Teachers in BiH do not have as favourable attitudes towards inclusive education as their EU colleagues. Firstly, the main reasons for this are unclear policy legislative regarding inclusive education, the lack of professional support to teachers and inadequate teacher education for work in inclusive conditions. For BiH, the research results have direct application to training teachers in subjects at the Teacher Education Faculties regarding inclusive education and children with special needs. Also, the result findings indicate that there is a more pressing need for comparative research in order to identify how some countries can learn from other to implement better and more effective strategies.

Conflict of interests
Authors declare no conflict of interests.
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