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CHALLENGES AND PERSPECTIVES
OF INCLUSIVE
EDUCATION



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professional development of preschool teachers that would enable the development of their competences to work in inclusive education.

We were interested in whether there are differences in the perception of preschool teachers regarding the contribution of professional training in the field of inclusive education in relation to different categories of children who need additional help.

Table 1. Preschool teachers' evaluation of professional training contribution in work with children who need additional support

	It did not help me in work	It slightly helped me	Cannot estimate	It helped me	It significantly helped me
Children with disabilities	-	8.7%	19.3%	59.3%	12.7%
Children from socially non-stimulating environment	0.6%	17.3%	26.7%	44.7%	10.7%
Gifted children	4.7%	18%	18.7%	48.7%	9.3%

The findings, presented in Table 1, indicate that more than half, 59.3%, of the surveyed preschool teachers, recognize that their professional training helped in working with children with disabilities. A somewhat smaller number (48.7%) said that it helped in working with gifted children and 44.7% confirmed help in working with children from socially non-stimulating environments. A small number of teachers are able to recognize significant help in working with children, in all three categories.

Furthermore, when it comes to the contribution of various forms of professional training in working with children with disabilities, the results show that most of the surveyed preschool teachers (44%) believe that participation in projects related to inclusive education significantly helped them in their work, while only 3.3% of teachers recognized participation in professional meetings and conferences as helpful. When it comes to working with children from socially non-stimulating environment, the results show that most of the surveyed preschool teachers (30%) believe that the experience of working in preschools significantly helped in their work, followed by counseling and peer support (24.7%). Similar findings were obtained about the work with gifted children. In fact, most of the teachers surveyed (40%) believe that work experience in preschools significantly helped in their work. The second most important factor in improving the quality of preschool teachers' work in this area is counseling, peer support (35.3%), then support of professional services in preschools (27.3%). When it comes to participation in professional meetings and conferences, only 4% of preschool teachers recognized this as a source that significantly helped in working with gifted children.

AUTHORS' BIOGRAPHIES



AUTHORS' INDEX





Nikoleta Gutvajn



Milja Vujačić

Nowadays inclusive education is seen as a priority field in development of the system of education for children with disabilities. The authors use relevant research materials and apply modern methodology. Each article shows long-term research interest of its author, reflecting their scientific interests and priorities. The edited book can be recommended not only to researches and educators, but also to students, undergraduates, graduate students, who only begin their path in science and in need of expanding research horizons.

Professor Nikolay M. Borytko (from review)

This book as a whole provides information on several countries in the wider Balkan area, for which there is limited relevant information available and communicates both commonalities and diversity. The mission of inclusive education is propelled throughout the entire book and many of the challenges discussed, are of interest of wider readership. It is certainly a useful book for anyone who is interested in inclusive education.

Professor Susana Padeliadu (from review)

The chapters follow the framework of the scientific papers with clear objectives, adequately described methodology of the studies, consist of clear descriptions of results with discussion and conclusions and also include information how results may affect the practice. Reader of the book will also find the review of relevant literature in the field of inclusive education.

Professor Marija Kavkler (from review)

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