IMPLEMENTATION OF THE INCLUSIVE EDUCATIONAL MODEL IN SCHOOLS *

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Abstract. *This paper deals with the potential of the school context in the process of implementation of the inclusive model of education as an integral part of reforming the school system. This work shows the significance of the legal regulations, as a base framework for the introduction of inclusion into schools. From a critical aspect, matters are analyzed and considered, regarding their potentials of the school context in the realization of the goals and tasks of inclusion. The central part of this work is about the real possibilities of schools to answer the need and the challenges of the reformation of the school system in the area of inclusive education, and in a sense, analyzing the advantages, strengths and weaknesses that comprise the everyday life in schools. Through the example and analysis of theoretical examinations and research on introducing inclusion into the school praxis up to now, the necessary changes in the school context are pointed out. Thus, we conclude that the implementation of inclusion makes for the starting grounds to create an inclusive society, wherein changes in schools are a priority.*

Key words: *school, inclusive education, children with the need for special social support.*

INTRODUCTION

In accordance with the general social reforms, after 2002 the reforms of the school system were started. Reforms in the school system in Serbia have become one of the key areas in the general social reforms because everything came from the opinion that they are of special significance for the country's development. In this context, the strategic documents quote that "education makes for the area of priority which will make economic recovery, as well as the creation of a democratic society and reintegration into an international community easier." (Kovač Cerović, Levkov 2002: 9). According to this, it is

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planned that the school system in Serbia will go through a thorough reconstruction and reorganization, in the sense of a wholesome reform on all system levels.

The goals of the reform of the school system are aimed at adapting the systems of developed European countries to suit their needs, with the end result being the creation of a unique European educational ground. In accordance with this, the main courses of the reform are aimed at the development of decentralization and democratization, improving the quality of the teaching process and learning, development of the educational materials and educational achievements, and at improving the educational infrastructure and equipping educational institutions. The processes of decentralization and democratization are tightly connected because the decentralization is about the processes of management, that is, transferring the jurisdiction from the ministries in charge to the provinces, regions, cities, communities, and schools themselves, and by this support is given to the development of the democratic processes, especially in the decision-making part (Kovač Cerović, Levkov 2002: 9).

Democratization, as one of the main courses in the reform of the school systems, is based on acknowledging two basic principles:

1. The principle of equality (righteousness, accessibility and respect for everyone's rights, no matter their sex, age, racial, ethnical or religious qualification, place of living, real estate status, capabilities and health status),
2. The principle of participation (the freedom of expressing views, choices and active participation and making decisions about and in the praxis of upbringing and education, with accepting the responsibilities (Kovač Cerović, Levkov 2002).

Within the equality principle, the changes in the school system are primarily aimed at providing access in the process of education, that is to say, we aspire to achieve higher quality education which will be accessible to all children, regardless of their individual potentials, or any other differences that exist among them. Although in many of the studies done on education in our country it has been shown that almost all the children fall within the system of mandatory education, 96% or even 100%, we must not cast aside the fact that many children, especially from the marginalized groups are not included in the regular school system. That primarily refers to children with special needs, gypsy children, children with developmental difficulties, who are considered never to have even been in the regular schooling system.

Besides the large number of children who have never officially been put into schools, as a significant problem is the raising and education of children who have formally been enrolled in schools. They mostly do not go to school and leave schools, because they are not capable of meeting the requirements that the schools, or the curriculum, sets before them. The main cause of this is considered to be the rigidness, or rather, insufficient flexibility of the school where the teaching plans and methods of work are aimed at the model child, that is, the dominant majority. In these circumstances, the children that do not fit the given model, which is often not in accordance with their developmental and educational needs, mostly leave schools or they get excluded from schools. With the aim of overcoming such problems and creating schools which are actually open to all and accessible to all, we propose a model of inclusive education, that is, education adjusted to the needs and possibilities of different students.

1. TERMINOLOGY DILEMMAS: INTEGRATION, INCLUSION,
SOCIAL AND EDUCATIONAL INCLUSION

To name the process of opening schools and their being accessible to all categories of students, different terms are used in the available literature: integration, inclusion, social inclusion, educational inclusion. Although they are often used as synonyms for the intention of pointing to the inclusion of children with special needs into the regular schooling system, there are differences in meaning.

In our literature, the two most frequently used terms to name the process of enrolling children with special needs in regular schools are *integration* and *inclusion.* By integration we mean the process of including children with developmental issues into regular schools, whereat no changes will be implemented in schools themselves, and by this, the child is expected to adjust to the terms and demands of the school. Integration means that the child should be prepared and changed so it can be included in educational institutions, first in a regular kindergarten, then a regular school. The central activity in this process is aimed in the direction of changing the child, its preparation to be a part of an institution, while on the other hand, the institutions are not expected to change in any way so as to ease the process of adaptation of these children. According to the understanding of some authors, that is the greatest weakness of the integration process, because the child is the one that is expected to change, that is, to adapt to the demands of the institution (Vujačić 2005: 488).

The term inclusion on its own stands for inclusion, use and in the wider sense of the word it is used to name the process of the democratization of a society, and to recognize and give support to the groups that are in any way marginalized. In the more narrow sense, this term stands for the changes in education, and its use was started when the concept of "quality education for all" came to pass.

By the term inclusion, here we name the process which first of all stands for the changes in the educational institutions made with the aim of accepting children with special needs and their easier adaptation into the school context. Thus, inclusion is a process where emphasis is on the acknowledgment of the child's specificities and individual needs, on the partnership with the child and its parents alongside the active participation of the teacher. It is considered that the strengthening of the inclusion process is affected by the general process of democratization in society, and especially factors generating from:

- The domain of human rights
- The domain of social surroundings of children with developmental issues
- The domain of upbringing and education.

Factors from the domain of upbringing and education which lend support to the process of inclusion are the following:

1. The environment of peers with no developmental issues is extremely motivating for a child in all aspects of growth.
2. All pedagogical innovations can be realized within the inclusive model.
3. There is no proof that children with no developmental difficulties are neglected in this working model (Stanković Đorđević 2002: 152).

To quote Bouillet (Bouillet, 2009), inclusive education can be thought of as a philosophy and an educational strategy which makes it possible for everyone, no matter the dif-

ferences, to have equal rights to participate and be completely socially included in the society they belong to. Seen from this point of view, inclusive education is nowadays a mandatory, integral, and inseparable part of the educational process. All in all, inclusive education stands for the specific preparation and adaptation of the existing school system to the specific needs of the students that come from marginalized groups or that have, in their growth, had some issues. The main goal of inclusive education is to give a chance to all children, no matter the differences among them, to be a part of the regular schooling system. In this context, it is insisted that all children should be enrolled in the educational institutions, and this, unlike the process of integration, implies a specific preparation and adaptation of the existing school system to the needs of the students which have had some issues in their growth process or come from socially and culturally deprived environments.

The idea of inclusive education itself is based on a deeply rooted humanistic orientation which can be seen in the works of pedagogy classics – Komensky, Rousseau, Pestalozzi – who pointed out the significance and the need for the education meant for all children. Although, in praxis nowadays, positive sides of inclusive education have been noticed, it still cannot be said that it is entirely accepted. Implementation of this process in praxis points to the existence of various obstacles, starting with those on the local community level, to those in the existing educational system. Different obstacles and weaknesses in the implementation have influenced the process of inclusive education to slow down, and to make its realization more difficult. That is exactly why the school today faces many challenges in the course of implementing changes which would grant the easy introduction of inclusion, as one of the key courses of the reform.

On another note, social inclusion is a wider term than educational inclusion and it stands for the movement being socially included where the accent is put on the attitude towards differences (intellectual, physical, cultural, lingual). In the official documents, these recommendations are written, so as to further develop social inclusion:

- Social inclusion brings good to all, not just endangered groups. It helps to create a better social environment and truly nurture the principle of equal possibilities.
- Social inclusion of children with developmental difficulties should be illustrated by successful examples from praxis.
- The examples of good praxis are not only that, but also a good opportunity to learn something.
- We should treat invalidity in a positive way. Emphasis should be placed on something the children can and want to do, and not on what they cannot do.
- Children are not only at the receiving end of help, but they also actively contribute to their own development (the Law on the Fundaments of Education, 2009).

The terms social and educational inclusion are inseparably connected and mutually conditioned. If there is a tendency in a society to develop the inclusive approach in all sectors, it is inevitable that the sector of education also be included in it. On the other hand, social inclusion can be seen as a part of inclusion in education because these processes are realized in the school, which is by its nature and in its essence a humane social community. Seen from such a point of view, social relations in schools, the relationships between teachers and peers are of great importance to the development of inclusive education because accepting children with special needs, is to a great extent dependent on the social context. In this area, contemporary schools are facing new challenges which implicate making changes, that is, changing the traditional teaching methods. Changes in

schools are necessary in all areas of school life and work, also in official documents, like the curriculum and school program, as in the sphere of better preparation, that is, making schools more sensible environments so as to accept children with the need for special social support.

2. THE INCLUSIVE MODEL IN THE SCHOOL CONTEXT

In school praxis so far, children with special needs have been undergoing schooling in special schools, or special classes have been formed in regular schools. Besides this, a number of children, mostly children with physical issues, were included in the regular schooling system. This kind of state of things is a result, first and foremost, of the dominance of the medical model where the difficulties are seen as a problem of individuals caused by illness, trauma, or by some other medical reasons. In this model, the medical nature of the difficulties is accentuated, a diagnosis is formed which marks this person as different which in most cases leads to the person being excluded from the immediate social surroundings. As help and support for these persons, the process of rehabilitation is developed, and its task is to change the person so as to be able to better fit into the set concept of 'normal'. If the process of rehabilitation does not bring the person to the stage which is socially acceptable, the person is isolated from society and sent to an institution where she or he becomes a resident for a shorter or a longer period, and not seldom, permanently. With the general changes in society, we have overcome this model, although it is still current among a greater number of defectologists who are working in special schools.

With the reform changes in the school systems, a great amount of attention is paid to the process of inclusion. Although, inclusion is mostly considered the inclusion of children with developmental difficulties into the regular school system, inclusion in school praxis stands for something more than this: education which is in the function of the students, their developmental and educational needs, but also the inclusion of the child into a social context of the community it lives in.

By introducing inclusive education, the school becomes open for all students, especially students coming from groups suffering from discrimination. In this context, all students no matter the differences among them, become equal members of the school society and they are provided with equal conditions for studying and development. All in all, inclusive education is such a model where children with special needs can under the same conditions receive education as their peers. In the inclusive mode, equal conditions are provided for work with such children, by adapting the environment where the child learns in all aspects to the child and its needs: physical (space, furniture, work materials, technical aids) and social, by providing a positive social environment where these students are accepted by their peers, teachers and other employees in schools. If the obstacles are removed, which make it impossible for these children to learn and socially participate, a positive atmosphere is created, students gladly stay in schools, there is a social acceptance present and a general feeling of belonging to the group, which makes adaptation and accepting school tasks and demands easier.

The introduction of the inclusive model into educational institutions is supported by the official strategic documents designed by the government of the Republic of Serbia, and the most significant among them is surely the Law on the Fundaments of Education,

2009. This law, in accordance with the base courses of the reform, decentralization and democratization, defines with more clarity the need and duty to introduce inclusion in all educational institutions.

In this law there are a number of regulations which support the introduction of the inclusive model in kindergartens and schools. The law is adjusted to the international conventions and is the base for realizing the right to education for all children, especially children from marginalized groups. In the part of the law concerning promoting fairness in education, the following is pointed out: "realization of educational work in accordance with the set goals and tasks, is done by developing tolerance, strengthening trust, nurturing friendships and camaraderie, by preventing the behavior violating the right to be different, by respecting children's rights" (the Law on the Fundaments of Education, 2010, article 3). Similarly, it is said that, in the educational institutions, the realization of the right to quality education and the protection of children against discrimination, violence, maltreatment and neglect is guaranteed (the Law on the Fundaments of Education, 2009, article 44, 45).

By means of the aforementioned legal regulations, we have clearly shown our country's resolve to support inclusion, indiscrimination, and other important principles, which it had abided by due to international agreements. It started with the application of this law during the 2010/2011school year, when the school praxis started applying regulations which guaranteed an improvement in the educational quality, inclusion and antidiscrimination for the most vulnerable children, including the poorest, gypsy children and children with developmental difficulties.

Under the law on the basis of the educational system, two other matters have been more closely defined which support the introduction of the inclusive model into schools: the creation of the IEP (Individual Educational Plan) and the possibility of hiring pedagogue assistants. In schools, the proposition to create the Individual Educational Plan can be set by the teacher, lecturer, expert associate or a student parent. It is necessary to disclose the reasons for the creation of the IEP and proof of the work carried out with the child up to that moment. The proposition is submitted in written form to an expert team for inclusive education in the school. The team for inclusive education is formed by the school headmaster and consists of: the class head teacher or the homeroom teacher, the parent or caretaker of the child, an expert associate of the school, and if the need should arise, a pedagogue assistant and an outside expert recommended by the parents.

The individual educational plan is realized within the common activities in groups of preschool children in kindergartens, or within classes in schools. The teacher is expected to include measures and activities, which are proposed in this plan, into the planned activities and to apply an individualized way of work. In extreme cases, according to the needs of the child, the Individual Educational Plan can also be applied outside of the educational institution. A significant role in the realization of the IEP is played by the inter-departmental board, which, in cases when it is necessary, approves additional financial means with the goal of giving additional educational, medical and social support to the student. The realization of the IEP, and its effects, is followed from within the institution by a team of specialists for inclusive education, and the external measurement is done by an educational advisor. Based on the achieved results, giving out additional support to the student is determined, changes and add-ins are implemented, that is, the IEP is adapted according to the progress and development of the student. The decision on any further

applications, changes and add-ins of the IEP is made by the pedagogic board, at the proposition of the specialist team for inclusive education.

The Law on the Fundaments of Education foresees two types of assistance in the area of inclusive education: personal and pedagogic. In our educational praxis there are only sporadic experiences with the implementation of these types of support. Pedagogue assistants are adequately professionally trained to give out extra help and support to children who have the need for special social support. The general goal of this assistance is to enable those students who need special support to have "a full and quality inclusion into all curricular and extra-curricular activities, and the assistants should plan and provide along with the school team any support that contributes to the overcoming of barriers in school life" (Zavišić, Milojević, 2011: 31).

Pedagogue assistants help teachers in their everyday work, develop a cooperation with the parents and the local community with the goal to help children realize their right to receive education and overcome the hardships they face during their schooling. Within the "Education for All" project, started by the Ministry of Education, and financed by the European Union resources, pedagogue assistants have in this last period been employed in preschool institutions and schools.

In the beginning, the main assignment of the pedagogue assistants was to give out help and support to gypsy children, but later on the project was widened to include other categories of children from marginalized groups, children with any form of incapability, children that come from poor families or minority communities. It is irrefutable that the role of pedagogue assistants is of great importance, which is confirmed by the results of some of the studies conducted in the USA, England, Australia, Italy, Sweden (Giangreco & Doyle 2007, Farrell, Balshaw, Polat 1999). In this sense, the authors' recommendations that they should rely on assistants when including children with special needs are very significant, and constantly reevaluate their own experiences with the aim to adjust everything to the goals of inclusion and bettering their own work (Hancock, Swann, Marr, Turner 2001, Roberts, Dyson 2002).

The Law on the Fundaments of Education, the legal regulations and codes which regulate inclusive education, have the goal to lessen the exclusion of children from regular education, or to make such exclusions impossible. Besides the legal support it is important that the educational institutions, kindergartens and schools to be dedicated to recognizing and giving out adequate responses to the needs of children and young who have developmental difficulties or come from deprived environments.

With the aim of developing the inclusive model of education it is necessary that there are adequate conditions provided in the school itself, related to the physical and social environment. In the physical aspect it is necessary that:

- The school rooms are accessible and adjusted to the needs of all students;
- The school is equipped with necessary aiding technology, meaning, the schools should have the necessary equipment whose use would enable children and the young ones with disabilities to successfully meet the school's requirements.

To adapt the physical surroundings to children with special needs, removing architectural barriers and the adaptation of space is required. It is of special significance to the children that have some forms of disability, because this would allow them to independently participate in the school's activities, on equal grounds with the other children.

Obstacles or barriers could be high pavements, doorsteps, stairs, narrow entrances, narrow doors, inaccessible entrances, busy streets. It is very important that all the rooms in the school (toilets, lounges, classrooms, labs) are accessible to all children, and especially children using wheelchairs. Also, it is advisable that the rooms in the school should be equipped with functional furniture, which can be adjusted to all the children's needs (Hrnjica et al., 2007: 80).

The matter of furnishing is tightly connected to the matter of having adequate aiding technologies, or so to say, aiding means and tools for specific categories of individuals with disabilities. The application of aiding technology gives a chance to children with a specific degree and type of disability to have ease of access to information, with the goal of fully developing their capabilities and keeping their potentials, which makes students develop a sense of safety and self-confidence. All in all, aiding technology consists of all the tools and systems that give possibilities to individuals with disabilities to realize a greater degree of independence and self-reliance and eases fulfilling specific demands set in the schools. Contemporary schools are usually equipped with obvious means and didactic materials. However, for introducing the inclusive model it is necessary to also get specific additional teaching tools which are meant exactly for the children with some sort of disability. It could be computers with speech cards, machines that make embossed pattern pictures, audio books and books in Braille, tactile pictures and cards for children with visual disabilities, adapted keyboards for children with motor dysfunctions, various holders etc. Besides that, indicate the significance of the social aspect in schools, especially pointing out that the social support has an incredible effect on the good adaptation of children with special needs to the school context. According to this, in terms of the social aspect, the demand is that the school should comply with what Zavišić and Milojević propose:

- The school should support the atmosphere and the way of organization that enables children and the young to get to know each other, to have possibilities for personal development, contact, socialization and integration into the community;
- The school is obliged to provide full support which is necessary so all children could receive a wide, quality and balanced education. And especially, the individual educational plans which are realized in schools must be based on the needs and possibilities of the students;
- The schools have a duty to give out complete information and promote active participation of children and the young with special needs in the everyday life and work of schools;
- It is important that the schools give their attention to the readiness and capabilities of teachers, that is, they should make professional development and additional special training possible in the area of work with special categories of children (Zavišić, Milojević, 2011).

For the introduction of the inclusive model of education, of extreme importance are the demands the school must fulfill from the social aspect. Firstly, the school environment is expected to be sensible towards differences, towards accepting the children with certain specifics and characteristics. Making the school environment into a more sensible one is a very complicated and complex process which demands that "the general atmosphere in schools concerning the relationships contributes to the development of an adequate social behavior of students. If the school nurtures the spirit of cooperation, togetherness, helping and humane relationships, positive conditions are established for the social and intellectual devel-

opment of students" (Stanisavljević Petrović, Cvetković, 2011: 1410). In that context, the school environment can be motivating for the personal development of children with the need for special support, or for establishing contact with their peers, and with this, important tasks connected to the socialization and integration are fulfilled. In the process of gaining knowledge, individual educational plans are especially important, and by realizing those, all children who have problems or difficulties with learning are allowed to progress at their own pace, according to their own potentials.

An important task of the schools, following the goal to successfully implement the model of inclusive education, is to adequately prepare and train the teaching squad, and the rest of the staff. In this area it is necessary for the school to provide conditions for the necessary specialization of the teachers for working with children with special needs. Some research shows that the teacher is the key factor in accepting the inclusive educational model, and that there is a need for additional specialization of the teachers in this area (Đević, 2009, Angelides et al., 2006). In the research of Kovačević and Radovanović the attitudes of teachers towards inclusive education were questioned. On a sample of 126 homeroom teachers and other teachers in elementary schools, only 5.6% of the teachers stated they would support inclusive education, while the support increases to 45,2% in the cases where pedagogical and psychological service is strengthened by bringing in experts in special education and rehabilitation. The data from this research undoubtedly shows that the teachers do need expert help and support, and also the need to complete pedagogical and psychological services by bringing in experts specially prepared to work with children with special needs (Kovačević, Radovanović, 2006).

The need to bring in school defectologists is also shown in the results of research conducted in special schools within the "Phenomenology of obstructions and disabilities in development" project, which showed that 80,4% teachers from specials schools in Belgrade think that regular schools should hire defectologists. The questioned teachers in 8,9% of the cases consider that it is fair to include children with growth disabilities into normal schools with no special preparations, while 53,8% say that inclusion is possible only under the condition that the teachers and the school environment is prepared for such work. In the same research it was found that the teachers themselves, 83% of them, consider that, to work with these children, it is necessary to have additional education at the Faculty of Special Education and Rehabilitation (Arsenović, Pavlović, Eškirović, Jablan, 2005). The results of the research of Stanisavljević Petrović and Lukić point out that the teachers need help in their work with children with special needs. On a sample of 100 teachers from three elementary schools in Nis, it was confirmed that the teachers are often in situations to ask for help in the realization of activities with the children with growth disabilities. The feedback shows that 89,93% of the teachers ask their colleagues for help, 6,7% of the teachers expect psychologists to help, while only 3,39% teachers ask the pedagogue for help and support. This research once again confirmed that the teachers need expert help and support in the work with children with growth disabilities, which is related to the acceptance of adequate experts, and to the additional specialization of the teachers themselves (Stanisavljević Petrović, Lukić, 2010: 171).

An important precondition for implementing the inclusive model of education in the school system is the openness of the school towards the local community. The school, as a basic institution for upbringing and education and as a humane social community, has to be open to its immediate local surroundings. The openness of the school is a precondition

for realizing the right of all children to receive education, no matter the individual differences, or the differences predetermined by the social-cultural milieu, and also, for successful integration into the social life (Stanisavljević, Petrović, 2010: 130). Similar to this, Hrnjica points to the necessity of connecting the school to the institutions of the local community, like the important institutions in the area, cultural institutions, non-government and other organizations. Cooperation with health institutions is especially significant, as much as the work with institutions for social work and different forms of cooperation with special schools (Hrnjica et al., 2004). Praxis that has taken its effect in certain cities where there is daily care founded by the parents, non-government organizations or local authorities, shows that the support of the local community can be of extreme importance. The main goal of their organization is to socialize the children with special needs, which is done through the means of various activities with the inclusion of parents or other interested parties from the local surroundings.

Although different views are present in the public, it cannot be denied that the legal regulations set the framework for the development of the inclusive educational model - by announcing a law and subordinate acts which support the inclusion policy. However, there is a matter still open for discussion regarding how much the school, and society as a whole, is ready for the process of inclusion. With the goal to further develop the inclusive model, it is necessary to "promote the idea of inclusive education, to prepare and train educational workers for work with students with special needs, to develop and implement individual educational programs, to remove physical barriers and to adapt the space of the institutions to suit the needs of all the users: to provide financial means necessary for the realization of demands that the school is faced with, to provide measures and means to support the student standard etc." (Hebib, Spasenović, 2011: 380).

CONCLUSION

With the current reform of the school system the grounds have been set for the introduction of the inclusive model into the educational institutions. From the legal side, a legal framework has been set which supports inclusion, human rights and no discrimination. Based on the analyses of the reform changes in terms of introducing inclusion, there can be no word of great achievements and significant breakthroughs; however, it can be said that there is a good basis for further development of the inclusion process on the level of the entire society, and with this, in the educational institutions.

However, in the educational praxis, the implementation of the inclusive model is still in its infancy, and the entire process is followed by obvious faults in the area of preparedness of the school itself, especially in the area of the preparedness of the teachers. The aforementioned studies show that the school is not yet prepared enough or adequately equipped for work with children with special needs. The unsatisfactory degree of aiding technology, architectural barriers, unadjusted school space and furniture are just some of the causes for the slow implementation of the inclusive model of education into the everyday life and work of schools. On the road to the efficient inclusion in the context of schools, teachers have an extremely important role and significance, thus initial education of teachers is necessary, and so is the enriching of the system of specialization with the materials which would adequately prepare the teachers for the realization of educational

inclusion. It is necessary to think in this direction even when other school staff is in question, whose presence is necessary if we wish to realize educational inclusion, first and foremost the defectologists and pedagogue assistants. Better preparedness of schools is necessary for the further realization of the started activities in the area of inclusive education: the adjustment of teaching plans and programs to suit children with special needs, the work on creating and developing the IEP, the work of expert teams with the goal to improve the working conditions and to improve the work with children.

In the implementation of the inclusive educational model, it is necessary to work on removing some obstacles related to society as a whole: the low level of awareness of the society when disability is in question, insufficient knowledge and consciousness, fear of change and prejudice, and insufficient financial support for adequate equipping of schools, lack of support from institutions and development councils. With the goal to create an inclusive society, it is expected for the work on this problem to be intensified in the next period.

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IMPLEMENTACIJA INKLUZIVNOG OBRAZOVNOG MODELA U ŠKOLI

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Rad se bavi potencijalima školskog konteksta u procesu implementacije inkluzivnog modela obrazovanja, kao sastavnog dela reforme školskog sistema. U radu se ukazuje na značaj pravne regulative, kao polaznog okvira za uvođenje inkluzije u škole. Sa kritičkog aspekta analiziraju se i razmatraju pitanja vezana za potencijale školskog konteksta u ostvarivanju ciljeva i zadataka inkluzije. Centralni deo rada posvećen je realnim mogućnostima škole da odgovori na potrebe i izazove reforme školskog sistema u delu inkluzivnog obrazovanja, u smislu analiziranja prednosti, snaga i slabosti koje čine školsku svakodnevicu. Kroz prikaz i analizu teorijskih razmatranja i dosadašnjih istraživanja o uvođenju inkluzije u školsku praksu, ukazuje se na neophodne promene u školskom kontekstu. Implementacija inkluzije u vaspitno obrazovnim ustanovama čini polaznu osnovu za kreiranje inkluzivnog društva, pri čemu su promene u školi prioritet.

Ključne reči: *škola, inkluzivno obrazovanje, deca sa potrebom za posebnom društvenom podrškom.*