CONTEXTUAL FACTORS AS A PARAMETER OF THE QUALITY IMPLEMENTATION OF EDUCATIONAL INCLUSION – THE PRISM OF THE FAMILY CONTEXT AND REGULAR SCHOOL SYSTEM[1]

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Abstract

This review paper explores and defines the role of contextual factors as constructive elements in inclusive education. Quality implementation of inclusion implies changes at the level of everyday educational practice, focusing on the clear role of all key stakeholders involved in the implementation process itself. Analyzing various dimensions of context, including family environment, school systems, social climate, and political and legislative frameworks, the paper explores how these factors shape and encourage inclusive education. By reviewing relevant research, the paper identifies key aspects of context that positively influence inclusion. Exploration of their role in supporting diversity and creating enabling frameworks for people with different educational needs emphasizes the principle of accepting mutual differences in work as incentives, not obstacles. By identifying key contextual factors in order to analyze and synthesize previous knowledge, a clear framework and starting point is created in terms of organizational and programmatic preconditions for the implementation of inclusion. Synthesis of previous knowledge provides insight into the importance of contextual approach to inclusive education, emphasizing the need for further research and practices aimed at improving inclusive education in the system of regular and special educational institutions.

Keywords:
contextual factors, inclusive education, children with disabilities, preschool and regular educational system, family

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INTRODUCTION

Inclusion is the process of equal inclusion of an individual, regardless of their developmental capabilities, in social activities and community life. Educational inclusion provides children with disabilities with equal opportunities to participate in educational activities by adapting teaching content, methods, and strategies, and presents them with equal access to educational resources in order to achieve their full potential. Such an approach not only enables students with disabilities to participate in regular educational activities but also contributes to their social integration and the development of competences necessary for active participation in the community. According to UNESCO, inclusion is a dynamic approach of positive response to student diversity, accepting individual differences as an asset for learning, not a problem (Babić Pezo, A., Velki, T., 2018).

Inclusive education in the Republic of Croatia is based on legislation that protects the rights of the child, the Convention on the Rights of the Child and the Convention on the Rights of Persons with Disabilities. The Republic of Croatia ratified the Convention on the Rights of the Child in 1991, and in 2007, it ratified the Convention on the Rights of Persons with Disabilities. Therefore, the Constitution of the Republic of Croatia guarantees persons with disabilities the right to inclusion in society and equal inclusion in the education system (Croatian Parliament, 1 April 2005). According to Article 23 of the Convention on the Rights of the Child (UN, 1989), the signatory countries of the Declaration of the Rights of the Child are obliged to recognize the right of a child with disabilities to lead an active life in the community, guaranteeing dignity and independence.

The aforementioned documents ensure the right of a child with disabilities to education in accordance with developmental abilities and needs, equal inclusion in the education system, development of competences necessary for active participation in the community, and consequently, to integration in society.

LEGISLATION FOR THE INCLUSION OF CHILDREN WITH DEVELOPMENTAL DISABILITIES IN THE REGULAR PRIMARY SCHOOL EDUCATION SYSTEM

In the Republic of Croatia, there are various legal acts, strategic, general, and implementation documents that regulate the upbringing and education of children with developmental disabilities. One such document is the Education Act (OG

98/19; 64/20). This document defines students with developmental disabilities as children with various health, physical, motor, and learning difficulties, emotional problems, or social and cultural factors that can negatively affect their development. The aforementioned difficulties can prevent a child from participating equally in regular school activities, and the goal of inclusive education is to enable all students, including children with disabilities, to participate equally in the educational process. The upbringing and education of children with disabilities is based on accepting diversity and ensuring conditions for the maximum development of each student, while equalizing opportunities for achieving educational goals and ensuring education near their place of residence.

For students with developmental disabilities, the Ordinance on Primary and Secondary Education (OG 24/15) provides various types of adapted programs, including regular programs with individualized procedures, special programs for acquiring competences in everyday life activities, as well as special programs with rehabilitation procedures.

Also, the Ordinance on Teaching Assistants and Professional Communication Mediators (OG 102/18, 59/19, 22/20) allows schools to hire experts who provide additional support to children with disabilities, thereby improving access to education and enabling greater social integration of students. Laws and ordinances set clear guidelines for the implementation of inclusion, but success depends on quality cooperation between all participants, including teachers, parents, assistants, and professional services, with the aim of ensuring maximum support for students with developmental disabilities.

Program support includes various rehabilitation and educational programs implemented in schools with the consent of the Ministry of Science, Education and Youth. The Expert Committee also establishes specific procedures for adjusting the educational process based on the psychophysical state of students, as stated in the Ordinance on the Process for Determining the Psychophysical State of Children and Students and the Structure of Expert Committees (Official Gazette 67/14, 63/20).

The National Framework Curriculum for Preschool, General Compulsory and Secondary Education (MoSES/2011) and the Education Act (Official Gazette 68/18, 98/19, 64/20) are aimed at building an inclusive education system that fosters more effective education of all children, including children with developmental disabilities. Encouraging learning adaptation and evaluating the achievements of students with disabilities allows the creation of an inclusive society, reduces discrimination, and contributes to greater economic efficiency of the education

system. For successful inclusion, cooperation of all participants in the educational process is necessary, with an emphasis on the competences for the implementation of inclusive education. Therefore, it can be concluded that an effective response to inappropriate and discriminatory attitudes towards children with developmental disabilities can be provided by inclusively oriented (regular) schools. The goal of the educational process in the primary school system in the education of children without disabilities as well as those with developmental disabilities is to encourage holistic development, nurture the strengths of each child, recognize their developmental opportunities, and meet their needs.

In order to achieve a high level of quality in educational inclusion, in addition to theoretical considerations and partial practical solutions, mutual cooperation of all participants in the educational process is necessary. The goal of the educational process in the primary school system in the education of children without difficulties as well as those with developmental difficulties is to encourage holistic development, nurture the strengths of each child, recognize their developmental opportunities, and meet their needs. In order for professional staff in the primary school education system to respond appropriately to the needs of children with developmental difficulties, it is necessary for them to have the competences to implement inclusion.

CULTURE OF AN EDUCATIONAL INSTITUTION – PRESCHOOL AND REGULAR SCHOOL PERSPECTIVE

The culture of an educational institution is defined by a system of values, beliefs, and traditions that have been built over time by all stakeholders in the educational/teaching process, facing various challenges. School culture is characterized by the expectations of the individual, the values they represent, and the thoughts and behaviors within the community. The role of stakeholders in the educational process is to build an institution in which everyone feels accepted and welcome, which becomes especially prominent when children with developmental disabilities enter the regular education system.

It is necessary to emphasize that quality inclusive education implies much more than the basic elements of a child's presence in the education system. Inclusive culture belongs to the pedagogical dimension of the school and implies the role of teachers and other professional school employees in nurturing and supporting inclusion, which ultimately contributes to laying the foundations of inclusion in

the entire society.

The transition from family to early and preschool education is a significant process that causes fear and insecurity in children and parents. A successful transition is based on respecting the rights and developmental specificities of the child and the support and understanding of all participants, especially for children with developmental disabilities. The interaction of all participants in the transition process is a predictor of the child's successful inclusion in the educational community (Miočić, 2019). In order for a child to adapt to a new environment, it is necessary to understand the child's specific difficulties, as well as the problems that the child and their family encounter on a daily basis. The relationship between educators, teachers, and parents has a crucial role in the child's adaptation and inclusion in society. In this transactional process, mutual trust and cooperation are essential. Parents of children with developmental disabilities are often not prepared for the challenges of raising and educating their child and need professional support. Activities organized by experts, such as counseling, educational meetings, and joint activities, can help in this process. The partnership between families and educational institutions is based on continuous communication and coordination of work with the child's needs (Kraft-Sayre and Pianta, 2000). Fröbel emphasized the importance of the connection between the preschool and primary school systems, which is also confirmed by recent research (La Paro et al., 2000; Miočić, 2023). Active involvement of parents in the child's transition from preschool to school has a positive impact on their socio-emotional development and academic success (Griebel and Niesel, 2003; O'Kane et al., 2013). Individualized transition programs that provide support to parents and enable cooperation between educators and teachers are recommended for children with disabilities. The goal is to facilitate the child's adaptation and provide the necessary support from the moment they are enrolled. Parents of children with disabilities highlight four main problems when starting school: lack of communication with the school, exclusion from decision-making, a feeling of unacceptance, and lack of information about the child's progress (Miočić, 2022; Janus et al., 2007). The issue of (non) cooperation between kindergartens and schools is not specific only to children with disabilities. In Croatia, there is no regulation regulating this cooperation, and the preschool and school curricula are not harmonized. Although the Education Strategy (2014) emphasizes the importance of continuous support for children and cooperation between institutions, specific guidelines for implementation are lacking.

Inclusive school culture is achieved through three dimensions: creating an inclusive culture, creating inclusive policies, and developing inclusive practices

(Ivančić, Đ., Stančić, 2013).

Creating an inclusive culture involves building a community of inclusive values such as cooperation and a safe and stimulating environment, while creating an inclusive policy is based on building a school for all children with a special emphasis on supporting and accepting diversity. The development of inclusive practice refers to providing material and professional resources, and to educational institutions and local communities, necessary for the organization and implementation of various forms of learning and the implementation of the teaching process (Ivančić, Đ., Stančić, Z., 2013).

Society plays a significant role in the quality of inclusion, which Bouillet (2010) agrees with, stating that a difficulty or special need is not just a medical term or description of a health condition, but a social construct. Also, Karamatić Brčić (2013) believes that the goals of education arise from society and culture, with each individual society having its own ideology from which a certain system of values and norms emerge that teachers transfer to school.

The concept of inclusion encompasses a wide range of aspects relevant to its understanding and action, from laws and regulations enacted by individual states to the culture and value system of a society and local communities. In the context of this paper, the focus is on educational inclusion in a broader and narrower sense. According to Karamatić Brčić (2013), educational inclusion in a broader sense refers to the inclusion of people at risk of social exclusion and marginalization, while in a narrower sense educational inclusion emphasizes the right of a child to education in the regular education system, in accordance with their individual capabilities. In order for inclusion to fully take root not only in the education system of the Republic of Croatia, but also in society as a whole, cooperation between all stakeholders is necessary (Sunko, 2006; Bouillet, 2010). In the last century, people with developmental disabilities were viewed through the prism of difficulties and developmental disabilities, so they attended special schools and were placed in special institutions, which resulted in segregation and stigmatization (Bouillet, 2010; Sunko, 2006; Krampač-Grljušić, Marinić 2007; Zrilić, Brzoja, 2013). In addition to segregation, the planning and implementation of educational work was based on students' developmental difficulties and labeling, focusing exclusively on teaching according to the developmental difficulty, without taking into account the student's potential and without starting from a holistic understanding of the child (Sunko, 2006).

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Essential features of inclusion encompass learning according to a model (Bach, 2005), changing attitudes, opinions, and prejudices of the environment that are based on traditional methods of teaching children with disabilities and meeting their needs (Krampač-Grljušić and Marinić, 2007). As stated by Karamatić Brčić (2013), in order for the inclusion of a child with disabilities in the regular education system to be successful, it is necessary to employ competent professional staff in accordance with pedagogical standards and to ensure appropriate spatial conditions and didactic and methodological equipment. In addition, the pedagogical dimension of inclusion particularly emphasizes a positive attitude of all participants in the teaching process towards students with disabilities, as well as the belief in their learning abilities in appropriate pedagogical, didactic, spatial and material conditions.

According to Batarelo Kokić et al. (2009), there are financial, structural, socio-cultural, and political difficulties in the implementation of inclusion in the Republic of Croatia. Under the category of financial difficulties, the author lists the inability to provide material resources for education and training for appropriate work with children with disabilities, while in the category of structural difficulties the limitations of rural areas are mentioned (school transport, inadequate or non-existent infrastructure for people with disabilities with a special emphasis on teaching aids). Insufficient focus on legal acts and legislation related to inclusive education and centralization with a special emphasis on the decentralization of the curriculum is classified as a political difficulty. However, in addition to all the aforementioned challenges, special attention should be paid to the discrepancy between legislation and its application in practice (Sunko, 2006; Batarelo Kokić et al., 2009).

The authors attribute this to the failure to ensure prescribed working conditions, which is also supported by research results. Specifically, the results obtained from the research conducted by Batarelo Kokić et al. (2009) showed that in addition to inadequate material conditions, teachers stated that during their studies they did not acquire sufficient knowledge about specific teaching forms which are necessary for working with children with developmental disabilities, and consequently lack competences to implement inclusive education (Batarelo Kokić et al., 2009, Karamatić Brčić, Petani, Miočić, 2020). From the pedagogical perspective, the difficulties in implementing inclusion can be removed and overcome by acquiring knowledge and developing the necessary competences of teachers.

The inclusion of a child with disabilities in the regular education system encourages inclusive values based on the awareness of individual differences and the focus on creating and implementing teaching units in accordance with individual capabilities of each student (Karamatić Brčić, 2013). All stakeholders play a significant role in the implementation of legal acts regulating the rights of all children/students with developmental disabilities.

THE ROLE OF STAKEHOLDERS IN THE INCLUSIVE EDUCATION PROCESS

The fundamental principles of inclusive education are ethics, interdisciplinary approach, professionalism, and teamwork of all stakeholders. Therefore, it is necessary to emphasize that a major role in inclusive education is played by interdisciplinary competence of professional school staff (teachers, professional associates, principals) and external stakeholders (school doctors, external associates), as well as their cooperation with parents/guardians to the benefit of the child.

Principals play a significant role in the implementation of legal acts regulating the rights of all children/students with developmental disabilities. The role of the principal is to encourage and support the development of an inclusive school culture and its quality implementation during the educational process, to cooperate with professional associates and teachers in finding appropriate pedagogical, programmatic, and organizational work models, and to ensure material conditions for their implementation. In order to achieve a high level of quality of inclusion and ensure the necessary resources for the educational/teaching process, in addition to cooperation with professional school staff, the cooperation of the principal with

the local community plays a significant role.

The role of the teacher is to plan and implement educational activities, methods, and forms of work in accordance with the child's developmental capabilities, and to create an environment that will encourage the development of each child's full potential. Also, in cooperation with the school's professional associates, the teacher develops and implements individualized learning materials, produces necessary school documentation with the aim of monitoring the developmental and educational progress of the student, and creates an expert opinion and proposals for further activities, types, and forms of work and support for the student with difficulties. In addition, the role of the school's professional associates is to plan, implement, and evaluate preventive programs in order to provide timely and appropriate support to all students. This approach seeks to reduce students' risky behavior, develop competences for successfully solving everyday problems and learning, and strengthen protective factors in order to try to prevent the development of new disorders. Accordingly, scientifically based individual and/or group professional interventions aimed at students and their parents/guardians are planned, organized, and implemented. Special weight is given to the protection of children's rights, emphasizing the importance of accepting diversity, mutual understanding, tolerance, and educational inclusion, not only in school but also in the wider community.

In order for a student with developmental disabilities to progress during their education, it is necessary to create a curriculum within which the child's special characteristics, i.e., the specifics of their developmental disabilities, as well as their individual needs will be taken into account. In order to determine the appropriateness of the planned curriculum and the quality of its application during the teaching/educational process in relation to an individual student with developmental disabilities and to the possible need for changes and adjustments, its evaluation is necessary. The procedure and elements for an evaluation of educational achievements of students in relation to educational outcomes of subject curricula are established by the Ordinance on the Manner, Procedures, and Elements of Evaluation of Primary and Secondary School Students (Official Gazette 100/21; , 43/20; 82/19; 112/10). The assessment of the student's achievements and the adoption of educational outcomes is carried out descriptively or numerically, in accordance with the educational program they attend/are included in/enrolled in. In addition to the adoption of educational outcomes, adopted educational values and their attitude towards work and set tasks play a special role in the evaluation of students with disabilities. The primary role of professional staff at the educational institution

that the student attends is to develop their self-confidence and sense of progress in order to make good use of acquired competences and develop new ones, and to encourage students to actively participate in classes and extracurricular activities.

It is necessary to emphasize that the methods/models, procedures, and elements for an evaluation of the achievements of students with difficulties and student behavior, regardless of whether individual programs or special curricula are implemented with them, should be designed and applied by teachers taking into account the characteristics and difficulties of each student. Any errors made by the student when performing individual activities or presenting knowledge and understanding educational material, which may be a consequence of a developmental disability, should be corrected, but it should in no way affect the final evaluation of the student's work or grade. In this case, the assessment of the student's achievements should be assessed descriptively.

EDUCATIONAL WORK IN AN INCLUSIVE SCHOOL/CLASS

In the system of education of children/students with developmental disabilities, reasonable accommodation implies ensuring access to the school environment, appropriate educational programs/curriculums and forms of schooling, professional support, and pedagogical and didactic adjustments in accordance with the developmental characteristics and individual needs of the student in order to enable his/her participation in the educational process on an equal basis with other students and thus prevent his/her discrimination on the basis of disability. The principle of reasonable accommodation implies the tendency for students to become independent in the school environment. Ensuring reasonable accommodation for a student with developmental disabilities does not relieve the student of the obligation to perform tasks and acquire competences according to the appropriate educational program/curriculum determined for him/her, but only the adjustment of the manner of their achievement. By developing inclusive educational practices, teaching activities are planned and carried out in accordance with the curriculum of a particular subject in relation to the entire class that the child with disabilities masters with the support of the teacher and, if necessary, a professional school associate.

All children/students with and without developmental disabilities during all levels of education encounter various forms of transition processes, such as transition from

one educational context to another, from one activity to another, from class to subject teaching, from classroom to classroom, from primary to secondary school education system, from school to hospital. In addition to the above transitions, children/students with disabilities may encounter transitions of different types of curricula or transitions from regular to separate class/program. The changes that the child/student encounters can result in stress and thus prevent their quality participation in everyday activities and interaction with the environment. In order to alleviate stress and facilitate the child's easier adaptation to the new environment, its demands, and expectations, it is necessary to prepare the child/student and provide continuous individual support and assistance. In order to respond to the needs and capabilities of the child/student during the transition process, cooperation between all stakeholders is necessary, as is mutual exchange of information about his/her cognitive and socio-emotional development and the characteristics of the family context.

Before including a child/student in the educational process, school professionals plan forms of support for the student, plan and implement appropriate activities, methods, and forms of work in accordance with/within the educational program/curriculum, based on the collected documentation and data. In order for a child/student with developmental disabilities to be able to follow the educational/teaching process in the regular educational system, it is necessary to adapt the teaching model and forms. Therefore, individualized curricula, which contain the guidelines for optimal forms and content of educational support for students with disabilities (Guidelines for Working with Students with Disabilities, MZO 2021), are created when developing and planning individual activities and content, their implementation in everyday educational work, and an evaluation of the learning and teaching process of students with developmental disabilities. The guidelines inform professional staff about essential components of the individualized curriculum, additional learning resources, and the personal role in working with a child/student with developmental disabilities. During the implementation process, the individualized curriculum can be changed and improved according to the individual child/student and his/her capabilities/competences. Exclusive adaptation of the student to the educational system is not expected, but rather the adaptation of the system to the needs and capabilities of the child/student is suggested. The planning and implementation of the educational/teaching process is based on the development of socio-emotional skills and the acquisition of competences that the child/student will use in everyday life.

The goal of inclusive education is to provide equal educational opportunities and an equal learning environment for every child/student.

In addition to the adaptation of the educational/teaching process, an important segment in the child/student's easier transition from one context to another is the support and advisory work with parents/guardians, which is necessary in order to best respond to the set expectations/outcomes of a particular subject. Cooperation and partnership between professional staff and parents is a long-term process that requires compromise, respect, and a high level of mutual understanding. During the child's/student's involvement in the educational/teaching process, the parent/guardian should be familiar with all information about his/her progress, any difficulties he/she encounters, and his/her rights and obligations. Otherwise, there may be consequences that can be harmful and unproductive, especially for a child with disabilities, but also for students without disabilities.

THE ROLE OF FAMILIES IN INCLUSIVE EDUCATION

Inclusive education aims to create an educational environment that accepts and supports all students, regardless of their differences, including students with special educational needs, intellectual disabilities, developmental difficulties, disabilities, or socio-economic and cultural barriers (Ainscow and Miles, 2008). Families play a key role in this approach, as their participation can significantly impact students' educational outcomes and experiences. According to research, the involvement of families and local communities plays a crucial role in achieving quality education for all students (Cologon, 2014; Henderson and Mapp, 2002). Family takes on multi-directional interaction and acts as a communicator between schools and family units, so the main goal is to provide social and emotional support to family members, teach them necessary skills, and contribute to children's development in different ways (Bağçeli Kahraman, 2018).

Recent studies have systematically provided proof of the significant role that families have in children's education, especially when it comes to children with special needs. Key information about children's needs, interests, and behaviors are consistently provided by parents and caregivers (Ainscow and Miles, 2008). Family members successfully complement teachers' knowledge about their children, which enables a better understanding and adaptation of the teaching process (Arce, 2019). Numerous studies have established a crucial role of family participation in education because families can provide information that allows educational strategies to be adapted to the specific needs of students, especially

for students with developmental disabilities (Bağçeli Kahraman, 2018; Cologon, 2014; Garcia and Rios, 2014). Furthermore, the support that families provide in educating children, especially those with special needs, is threefold: it complements teachers' knowledge about the specific condition of the child, identifies specific educational patterns necessary for children with special needs to gain academic success, and contributes to the overall quality of educational support and process. With the help of the family, school practices can be designed to better align with students' needs (Bolivar, 2006; Epstein, 2011; Escribano and Martínez, 2016; Rasbash et al., 2010; Simón and Barrios, 2019; Vigo and Soriano, 2015). Moreover, involving parents in the educational process not only improves the academic success of students but also fosters their emotional development (Henderson and Mapp, 2002). This is especially important in inclusive education, where students' needs are often more complex and require tailored approaches.

Involving families in education can improve students' self-confidence and their motivation to learn. This connection between family and school can result in greater engagement and a sense of responsibility for education among all parties involved (Gahwaji, 2019).

Inclusive education not only promotes educational adaptation but also social integration of all students. This includes both school as an institution for teaching and sharing knowledge and family because it is in this context that children develop their concept of diversity. Therefore, supporting and involving families is one of the responsibilities of an inclusive school (Doménech and Moliner, 2014). Connecting school and family builds a strong relationship between the two environments, promoting trust, mutual understanding, and exchange of information, and providing opportunities and developing new skills. It is important to emphasize that the child's first social and cognitive learning begins in the family environment, which is the first school of human and social values of relationships and coexistence (Arce, 2019; Haciibrahimoglu, 2022).

UNESCO (2009) stated the importance of an active role of families in all aspects of the educational process, including the planning, implementation, and evaluation of educational activities. Inclusive education should not only be part of the school system; it should aim for a broader social inclusion instead, encouraging the holistic development of each child (Ainscow and Miles, 2008). Research indicates that including family members in the educational process can help children with special needs to overcome challenges and provide them with the additional support they need for educational success. In order to have successful inclusive education, it is crucial

to create strong and positive relationships between school and family (Bellido-Calla, 2021). Family members have a significant role in creating an educational environment that encourages students' development (Doménech and Moliner (2014). The link between school and family can improve educational strategies and outcomes, thereby contributing to the efficacy of inclusive education (Gahwaji, 2019).

Although stakeholders, educational institutions, and families recognize the importance of active family involvement in inclusive education per se, there are still numerous options for their active participation. In the inclusive educational process, the role of the family can vary, from extremely passive, in the way of just receiving information, to very active participation (Ceballos and Saiz, 2021). Some barriers can limit the ability of families to engage in this educational process, such as lack of time, resources, and information (Bryan and Henry, 2012), or even their socioeconomic status, with lower-income families often having fewer opportunities for active participation (Valdés and Sánchez, 2016). Other studies have shown that families who have children with special needs often show significantly lower levels of satisfaction with school compared to parents of typically developing children (Kováč, 2021), which can reduce their motivation for participation in the educational process. Also, differences in school satisfaction are even wider between parents living rurally compared to the ones living in urban areas (Miljević Riđički et al., 2011). Although the significant role of families in school meetings, activities, and projects has already been established, it should be further emphasized that this does not mean simply attending meetings, activities, or school groups. Principals of educational institutions must ensure the active role of the family in order to encourage parents to participate more effectively and to establish mutual collaborative partnerships (Erol and Turhan, 2018).

Successful inclusive education involves establishing strong connections between educational institutions and families. The best partnerships are based on mutual trust, respect, and constant communication (Pavlović Breneselović and Krnjaja, 2017). These relations foster better collaboration in planning and implementing educational activities, which can improve children's educational outcomes significantly (Jeremić et al., 2023). For families it is very important to be active participants in children's educational activities as that can enhance their sense of belonging and responsibility for their children's education. By providing support that is aligned with the school's educational goals, such as helping with learning at home, participating in school activities and providing emotional support, families can significantly help with the implementation of inclusive education (Bağçeli

Kahraman, 2018). The effectiveness of inclusive education depends on strong and stable cooperation between families and schools, which can consequently improve students' educational outcomes and experiences (Cologon and Mevawalle, 2018) and foster positive development and child safety (Miškeljin et al., 2021).

The role of the family in inclusive education is inestimably important for a successful educational process. Most of all, active family participation is crucial for improving educational outcomes and student experiences, providing the support and information needed to adapt educational strategies. Even though there are challenges in ensuring active family participation, building strong partnerships between families and schools can help overcome these barriers and significantly foster the inclusive educational process.

CONCLUSION

Mutual cooperation of all participants is crucial to the educational process in order to achieve a high level of quality in educational inclusion. The goal of the educational process in the primary school system in the education of children without difficulties as well as those with developmental difficulties is to encourage holistic development and the development of the strengths of each child, to recognize their developmental opportunities, and to meet their needs. School culture is characterized by the expectations of the individual, the values they represent, and the thoughts and behaviors within the community. It is necessary to emphasize that quality inclusive education implies much more than the basic elements of a child's presence in the education system.

The fundamental principles of inclusive education are ethics, interdisciplinarity, professionalism, and teamwork of all stakeholders. The role of the teacher is to plan and implement educational activities, methods, and forms of work in accordance with the child's developmental capabilities, and to create an environment that will encourage the development of each child's full potential.

The goal of inclusive education is to provide equal educational opportunities and an equal learning environment for every child/student. In addition to the adaptation of the educational/teaching process, an important segment in the child/student's easier transition from one context to another is the support and advisory work with parents/guardians, which is necessary in order to best respond to the set expectations/outcomes of a particular subject.

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Kontekstualni čimbenici kao odrednice kvalitetne provedbe obrazovne inkluzije kroz prizmu obitelji i redovnog školskog sustava

Sažetak

Ovaj pregledni rad istražuje i definira ulogu kontekstualnih čimbenika kao konstruktivnih čimbenika inkluzivnog obrazovanja. Kvalitetna provedba inkluzije podrazumijeva promjene na razini svakodnevne odgojno-obrazovne prakse, s fokusom na jasnu ulogu svih ključnih dionika uključenih u sam proces provedbe. Analizirajući različite dimenzije konekstualnih čimbenika, uključujući obiteljsko okruženje, školske sustave, društvenu klimu te političke i zakonodavne okvire, rad istražuje kako ti čimbenici oblikuju i potiču uspješnu implementaciju inkluzivnog obrazovanja. Pregledom relevantnih istraživanja, rad identificira ključne aspekte kontekstualnih čimbenika koji pozitivno utječu na inkluziju. Istražujući njihovu ulogu u podržavanju različitosti i stvaranju poticajnih okvira za osobe s različitim obrazovnim potrebama, ističe se načelo prihvaćanja međusobnih razlika u radu kao poticaja, a ne prepreka. Analizom i sintezom dosadašnjih znanja identificiranjem ključnih kontekstualnih čimbenika stvara se jasan okvir i polazište u kontekstu organizacijskih i programskih pretpostavki za provedbu inkluzije. Sintezom dosadašnjih spoznaja daje se uvid u važnost kontekstualnog pristupa inkluzivnom obrazovanju, naglašavajući potrebu daljnjih istraživanja i praksi usmjerenih na unapređenje inkluzivnog obrazovanja u sustavu redovnih i posebnih odgojno-obrazovnih ustanova.

Ključne riječi:
kontekstualni čimbenici, inkluzivno obrazovanje, djeca s teškoćama u razvoju, predškolski i redovni obrazovni sustav, obitelj