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Milja Vujačić

CHALLENGES AND PERSPECTIVES  
OF INCLUSIVE  
EDUCATION







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# CHALLENGES AND PERSPECTIVES OF INCLUSIVE EDUCATION

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Table 2 presents the results of the Kruskal-Wallis tests used to determine whether there were differences in the three dimensions of inclusive competences according to preschool teachers' work experience. The results indicate that there are statistically significant differences in the case of knowledge ( $H=8.000$ ,  $P=.046$ ) and in the case of skills ( $H=8.865$ ,  $P=.031$ ). When knowledge is in question, the results show that preschool teachers with 11-20 years of work experience consider themselves to possess the most knowledge. The results are not surprising, since after the "Placement of Children with Special Needs Act" in 2000 Slovenian teachers and preschool teachers, were systematically involved in a variety of in-service training on inclusive education. The preschool teachers with 11-20 years of work experience were at the beginning of their career and were more open-minded towards "new" than their more experienced colleagues.

Similar conclusions can also be drawn for the skills. Preschool teachers with 11-20 years of work experience consider themselves to be the most skilful in inclusive education ( $\bar{R}=80.68$ ) They are followed by the most experienced preschool teachers ( $\bar{R}=65.49$ ), whereas the results for the two other groups are similar ( $\bar{R}=54.05$  for the 0-10 group and  $\bar{R}=56.87$  for the 31-40 group).

Even though the analysis showed there were no statistically significant differences in attitudes on the basis of mean rank, we can claim that there is the same trend in perceived attitudes according to work experience. The result was expected, since it has been previously established that attitudes depend on knowledge and skills (e.g. Avramidis et al., 2000; Brownell & Pajares 1996; Emam & Mohamed, 2011; Kukanja Gabrijelčič & Čotar Konrad, 2015; MacFarlane & Woolfson & Clarks, 2013; Schmidt & Čagan, 2011).

**Table 3. The Kruskal-Wallis test for examining differences in perceived competences according to in-service training (in the last 3 years)**

	No in-service training	Up to 16 lessons	Few times a year	Continuously		
Dimension					$H(3)$	$P$
Attitudes	58.64	64.06	56.79	74.40	1.532	.675
Knowledge	53.88	66.57	57.41	88.20	6.320	.097
Skills	53.38	65.98	62.15	83.10	5.151	.161

Legend: —average rank, H-Kruskal-Wallis test, P—statistical significance

Using the Kruskal-Wallis test we wanted to determine whether there were differences in the three dimensions of inclusive competences according to in-service training. As it is shown in Table 3, the results of all performed Kruskal-Wallis tests indicate that there are no statistically significant differences in perceived inclusive competences between the preschool teachers who attended some form of in-service training and those who did not. The results are surprising since there is much evidence showing the importance











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# AUTHORS' BIOGRAPHIES

















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# 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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