



**INCLUSIVE
STRATEGIES AND
METHODOLOGIES
FOR IMPROVING
LEARNING AMONG
STUDENTS WITH
SPECIAL NEEDS**

Maja Mitevaska-Poceva

ABSTRACT

Education changes the lives of all people around the world, opening opportunities and potential for development and change. Children need a quality education that will help them reach their full potential and increase their chances of becoming happy, healthy, successful, and useful members of society. Children need a quality education that will help them develop into polite, self-confident, critical, and well-integrated beings in society. Most of all, children need quality education that is easily accessible to all. Inclusive education is an educational approach that strives to include all students, regardless of their differences and needs. This paper explores inclusive strategies and methodologies for improving learning for students with special needs, focusing on the various ways in which teachers can adapt their teaching practices to create a supportive and inclusive school environment. The need for inclusion in education and the search for ways to best implement it have been particularly relevant in the last 20 years and are visible in the adopted international documents that advocate quality education for all and the various professional movements for their revival in practice. Traditional education, “equal” for all, proved unable to provide quality education for all. It is therefore necessary to adapt it to the needs of different groups and individuals. Inclusive education implies that all children are included and accepted, with particular attention to children who may be marginalized, discriminated against, or excluded from the educational system. They are included in regular classes and are provided with adequate conditions for learning, progress, and participation in the life of the school.

Keywords: Education, Inclusion, students with special needs.

1. INTRODUCTION

The right to education for all children is established in several international agreements and documents and confirmed by many legally binding and non-binding instruments. From there, states have an obligation to respect, protect, and fulfill the right of all students to education. Inclusive education is based on the human rights-based approach defined by the United Nations Convention on the Rights of Persons with Disabilities and the United Nations Convention on the Rights of the Child, which are accepted by the Republic of North Macedonia. Legislation and policies are aimed at creating inclusive schools that respect and promote the rights of students with special needs. In this context, teachers and schools face the challenge of developing and implementing effective inclusive strategies and methodologies that will ensure successful and meaningful educational experiences for all students.

Inclusive education represents one of the most significant evolutions in the modern education system, striving to ensure equal access to quality education for all students, regardless of their abilities and needs. In recent decades, inclusive education has developed in response to the need to create a fairer and more just society, where every student has the right to an education that respects and encourages his or her potential.

Inclusive education is a process through which the different needs of children, young people, and adults are met and answered. It implies increasing participation in learning, in school and the community through reasonable adaptation of educational content, application of different approaches, and strategies to enable quality education for all.

The basis of inclusive education is the belief that all children can learn and have the right to be educated alongside their peers, in an environment that supports their individual needs. This concept requires changes and adaptations in teaching practices, teaching content, school organization, and approach to learning, to ensure the active and full involvement of students with special needs in the regular educational process.

The purpose of this paper is to explore the different strategies and methodologies used in inclusive education and their impact on the learning of students with special needs. Through theoretical analysis and empirical research, best practices and approaches that can be applied in inclusive classrooms will be identified. A special focus will be placed on differentiated teaching, the use of assistive technology, collaborative learning, and individual educational plans (IEP), as key elements of successful inclusive education.

The theoretical framework of the paper discusses the basic concepts and theories of inclusive education, including the constructivist approach, Vygotsky's sociocultural theory, and Gardner's multi-intelligence. These theories provide a basis for understanding the needs of students with special needs and ways of meeting them in inclusive classrooms.

The research will include a combination of qualitative and quantitative methods of data collection and analysis, to get a complete picture of the effectiveness of different strategies and methodologies. The sample will include teachers, students, and parents from several primary and secondary schools in Macedonia, to obtain relevant and contextual knowledge.

The conclusions of this research will contribute to the improvement of inclusive education through recommendations for teachers, schools, and educational policymakers. At the same time, they will serve as a basis for further research and development of inclusive strategies and methodologies that will ensure quality education for all students, regardless of their differences.

2. LITERATURE REVIEW

Quality education is the right of every child. The Convention on the Rights of the Child (CRC) and the Convention on the Rights of Persons with Disabilities (CRPD) clearly state the goal of guaranteeing quality education for all children and the importance of providing the necessary holistic support to develop each child's potential. Quality education can only be achieved when every child, including the most marginalized and excluded children, is in school and attends quality inclusive education that provides the learning they need in life.

The United Nations (UN) strongly supports inclusive education as a basic right of every child, to achieve equal access to quality education for all. According to the UN, inclusive education not only accepts students with different abilities and backgrounds but also promotes social justice and equity in the education system.

The UN also supports Sustainable Development Goal 4 (SDG 4) of the 2030 Agenda, which calls for inclusive and equitable quality education for all children. Through this goal, the UN encourages countries to improve their education systems, invest in teacher training, and create policies that facilitate the inclusion of students with special needs.

In this context, the UN's view is that inclusive education is key to achieving a society where all children, regardless of their abilities, can realize their potential and feel accepted and valued. Disability is not uncommon and is part of human diversity. It is estimated that 15% of the world's population has a disability, a percentage expected to grow due to poor health care and nutrition in early life, an aging population, and violent civil conflicts. Disability affects not only individuals but also their families and caregivers. Children with disabilities face multiple forms of discrimination that lead to their exclusion from society and education. Education is one of the most effective ways to break the cycle of discrimination that children with disabilities and their families often face.

In the last few decades, there has been a huge transformation of the attitudes and conceptual paradigms underlying the inclusion of people with disabilities, from a medical and protective model to a model that is social and inclusive and focuses on the rights, equal opportunities, and full participation of people with disabilities in the social and economic life of society. In 2008, the UN adopted the Convention on the Rights of Persons with Disabilities (CRPD), and many countries have signed and/or ratified it, whereby each state recognizes the rights of persons with disabilities to family life, education, health, rehabilitation, work and employment, social protection, participation in cultural life, relaxation, and sports. It obliges countries to provide inclusive education at all levels, emphasizing that persons with disabilities have the right to access education in regular schools, rather than in special institutions. The UN believes that inclusive education allows children to develop in environments that encourage socialization, tolerance, and acceptance of diversity.

In the last few decades, inclusive education has become a priority in many education systems around the world, including national systems that strive to provide equal opportunities for all students. The development of inclusive strategies is supported by numerous international documents, such as the United Nations Convention on the Rights of Persons with Disabilities and the World Health Organization (WHO) World Report on Disability, which recommend the creation of educational environments that are accessible and adapted to all students (United Nations, 2006; World Health Organization, 2011).

According to Ainscow (1999) and Slee (2001), inclusion implies not only the physical presence of students with special needs in regular schools but also active participation in the teaching process, where every student has access to appropriate methods and resources for learning. This means that teachers need to use differentiated strategies, such as Individualized Education Programs

(IEPs), that are tailored to the specific needs of students.

Inclusive education is a process through which the different needs of children, young people, and adults are met and answered. It implies increasing participation in learning, in the school and the community through reasonable adaptation of educational content, application of different approaches, organization, and strategies to enable quality education for all. Inclusive education implies that all children are included and accepted, with particular attention to children who may be marginalized, discriminated against, or excluded from the educational system. They are included in regular classes and are provided with adequate conditions for learning, progress, and participation in the life of the school.

Inclusive education is based on the human rights-based approach defined by the United Nations Convention on the Rights of Persons with Disabilities and the United Nations Convention on the Rights of the Child. The Bureau for the Development of Education (BRO) in Macedonia has clear attitudes and initiatives in the direction of improving inclusion in the education system. The main goal of BRO is to provide equal conditions for education to all children, including those with special needs, through integrated and inclusive strategies in regular schools.

BRO recommends applying Individual Education Plans (IEP) for each student with special needs, with a focus on individualized strategies and adapted teaching methods. Teaching staff should receive support and training to become familiar with inclusive practices and approaches, as well as to use assistive technology that can help students with physical, cognitive, or sensory barriers. BRO also recommends increased cooperation between parents, teachers, and professional associates to create a supportive environment in schools. The importance of changing the perceptions of other students and parents through educational campaigns to raise awareness of inclusion and create a friendly and tolerant school community is emphasized.

In his paper “Promoting Inclusive Education: Strategies for Supporting Students with Special Needs in Regular Classrooms”, DR. Pinakshiben Bhagavanbhai Patel writes: “Inclusive education is an approach to teaching and learning that provides equal educational opportunities for all students, regardless of their background, abilities, disabilities or differences.” Promotes diversity, equity, and accessibility within educational settings by fostering a supportive environment that values and respects the unique characteristics and strengths of each student. It believes that inclusive education aims to remove barriers to learning, provide accommodation and support services as needed, and actively engage all students in the learning process. This approach emphasizes collaboration between educators, parents, and the community to create an environment where every student feels welcome, supported, and included in the educational experience.

The inclusive system of education increases the availability of education for every child, and at the same time creates conditions for quality education that will meet the needs and abilities of every student. The inclusive approach in education should enable essential and substantive changes in schools, that is, the existence of inclusive schools. It implies the material, financial, and personnel readiness of schools to respond to the needs of completely different students in regular education. For this purpose, it is necessary for all students to be provided with curricula and aids that will be adapted to individual capacities and needs and will correspond to their affinities. Here comes to the fore the need to take into account the complete personality of the student, to arrive at that aspect that is specific to the student himself.

In order to build an inclusive school, the educational process must be based on the model of multi-level support interventions. This model includes interventions in the curriculum and curricula, teaching strategies, activities, and materials, as well as continuous monitoring of the process of implementing the interventions.

One of the key strategies for inclusion is differentiated teaching, which according to Tomlinson (2001) is the basis for creating a successful inclusive environment. This strategy is based on the

need to adapt teaching goals, methods, and materials according to the individual abilities of each student, in order to provide support for students with special needs while maintaining the quality of learning for all students in the class.

According to research by Florian and Black-Hawkins (2011), the use of cooperative and collaborative teaching methods, such as group work, plays an important role in creating an inclusive classroom. These methods strengthen the social integration of students with special needs, helping them engage in collaborative activities with their peers and develop communication and problem-solving skills. One of the key themes in Florian and Black-Hawkins' research is the idea that inclusion is not just about students with special needs, but about all students. They argue that inclusive classrooms should provide access to quality education for every student, regardless of their abilities. They suggested that teachers should adapt their strategies and be flexible, rather than relying on one unified approach. Schools should work to create an environment where every student can feel included and supported. They also warned against potential misconceptions about inclusion, such as believing that all students with special needs have the same needs or that all problems can be solved with special help. Instead, they recommend approaches that are based on the individual needs of each student.

Technology, as a key part of inclusive strategies, is also the subject of several studies. For example, according to research by Rose and Meyer (2002), digital tools and educational software have great potential for individualizing the teaching process and enabling access to teaching content for students with different types of disabilities, such as auditory, visual, or motor disorders. Rose and Mayer emphasize the importance of flexibility in approaches to learning. Students should have access to a variety of tools and resources that will support them in their learning process, and teachers should be prepared to adapt methods according to students' needs. Rose and Mayer's research strongly supports the use of technology in inclusive education. Technology enables many ways to individualize instruction, such as interactive programs, learning software, and communication tools.

Within inclusive education, research by Mitchell (2014) emphasizes the importance of collaboration between teachers, special educators, and families of students with special needs. This collaboration is essential to creating successful individual learning plans that support students' personal and academic development. Mitchell emphasizes that teachers need to be well-trained and prepared to work in inclusive classrooms. Ongoing professional development is crucial to enable teachers to develop strategies and methods for working with diverse learners.

However, many studies point to the challenges that educational systems face when implementing inclusive strategies. Teachers often face a lack of training and resources to work with students with special needs (Sharma et al., 2008), and many schools lack adequate infrastructure to enable these students to fully participate in the teaching process.

In the school itself, it is necessary to build capacities for the development of an inclusive climate and the provision of systematic support to the entire educational staff, to achieve the appreciation of diversity, promote equality and non-discrimination, and create conditions and opportunities for learning and progress for everyone. a student.

The literature on inclusive education also points to the importance of systemic support from institutions to successfully implement inclusive strategies. The development of policies and programs at the national and local level is a key factor in creating inclusive schools, which provide equal access to education for all students, regardless of their individual needs.

Although children with disabilities have the same rights as all other children, historically, they have been among the most excluded from the education system. Children with disabilities are significantly less likely to enroll in school than their peers without disabilities. To illustrate, here are the results of several studies:

- A study in the Philippines found that having a family member with a disability increased the likelihood of 7- to 16-year-olds never going to school by 25 percent, compared to 13 percent in Uganda.
- A 2008 study in the United Republic of Tanzania. showed that children with disabilities who attended primary school progressed to a higher level of education at half the rate of children without disabilities.
- Study in Iraq in 2006. found that 10 percent of 6- to 9-year-olds without a disability had never attended school, but as many as 19 percent of those at risk of hearing impairment and 51 percent of those at higher risk of intellectual disability had never attended school.
- A study in Thailand found that almost all 6- to 9-year-olds without disabilities attended school in 2005/06, while 34 percent of those with walking or mobility impairments had never attended school.
- A 2004 study in Malawi found that a child with a disability was twice as likely to never attend school as a peer without a disability.

3. RESEARCH METHODOLOGY

This research focuses on examining the effectiveness of different approaches to include students with special needs in the educational process, as well as the methods that can be applied to improve their learning. The methodology that will be used in this research includes qualitative and quantitative methods for data collection and analysis, in order to obtain sound conclusions and recommendations for practical application.

The purpose of this research is to identify the best inclusive strategies and methodologies that can be used to improve learning among students with special needs in primary and secondary education. The research will consider their impact on students, teachers, and the wider school community, as well as suggest ways to improve existing practices. The main focus is on how these strategies are applied in teaching and what results are obtained from their use.

This research includes 170 teachers from 9 primary schools in the Republic of North Macedonia. 65% of the surveyed teachers are primary school teachers, that is, they work with students from I to Vth grade, and the remaining 35% are subject teachers, that is, from VI to IX grade.

The research will be guided by the following questions:

- Do they have experience working with a child with a disability so far?
- Are teachers sufficiently trained to work with students with special educational needs?
- Which inclusive strategies are most often used in the educational process for students with special needs?
- What is the experience of teachers and students in the application of inclusive strategies and methodologies?
- How do inclusive methodologies affect the learning and involvement of students with special needs?
- How do parents and other students perceive the inclusive approach?

To achieve the research objective, a combination of qualitative and quantitative methods will be used:

- Surveys and questionnaires will be used to collect data from teachers, students, and parents. Questions will be focused on experiences and perceptions of inclusive education.
- Interviews with teachers, counselors, and inclusion specialists will be conducted to gain a deeper understanding of the challenges and benefits of applying inclusive methodologies.
- Observation of school activities and classrooms where inclusive strategies are applied. Notes will be taken on the interactions between students with special needs and their classmates, as well as the methods used by teachers.

4. FINDINGS/RESULTS

After conducting this research, significant results were obtained that confirm that to implement inclusive education, it is necessary to significantly improve not only the professional achievements of teachers but also their social integration and self-esteem. As many as 85% of the surveyed teachers answered that they are not ready to work with students with disabilities. As the main reason, they cited insufficient training of the teaching staff related to this type of student, as well as insufficient teaching and visual aids that are needed for the implementation of classes with these students. Considering the structure of the class where we have more students with whom the teacher has to implement the curriculum and work, the lack of time is another problem they are facing at the moment.

The research revealed several key aspects related to the application of inclusive strategies, which can contribute to the improvement of the educational process. The results showed that 60% of teachers apply inclusive strategies, such as differentiated learning, individualized educational plans, and collaborative learning, and they record better success among students with special needs. These strategies also allow students to feel more involved and motivated to learn. 68% of the surveyed teachers declared that they had a student with a disability in their class and by applying inclusive methodologies they achieved better success and adjusted the teaching according to the needs and possibilities of each student. Despite everything from the survey questionnaire itself, it could be noted that teachers need additional training and support to adopt and apply inclusive practices at the highest level. The teachers who participated in the research emphasized the importance of teamwork with specialists and educators for inclusion as a key element for the successful implementation of inclusive strategies. They also emphasized the lack of adequate resources that also makes it difficult for them to properly implement inclusive strategies and affect the efficiency of the process.

Parents and students have different opinions about the inclusive approach to education. Parents of children with disabilities see inclusion as a positive approach, which allows their children to be part of regular school activities, socialize with their peers, and develop in an accepting and supportive environment. Inclusion enables children with special needs to receive individualized support, but also to develop their social skills and self-confidence. On the other hand, parents who do not have children with special needs are sometimes concerned that inclusion may slow down

the pace of teaching. However, research shows that with good support and cooperation, these obstacles can be overcome, and students without disabilities can develop empathy, tolerance, and understanding of diversity, which is key to building a more inclusive society.

In the Republic of North Macedonia, the researchers of the Education Development Bureau show that there is a need for more training of teaching staff, as well as education of students and parents about the benefits of an inclusive approach, to reduce prejudices and stereotypes towards students with special needs.

5. DISCUSSIONS AND CONCLUSIONS

There are three general approaches to education for children with disabilities. They are: segregation, where children are classified according to their disability and sent to a school designed to respond to that particular disability; integration, where children with disabilities are placed in the regular system, often in special classes, or a general classroom without, or with inadequate adaptation and support; and inclusion, which recognizes the need to transform school culture, policies and practices to meet the diverse needs of each student, as well as the obligation to remove barriers that impede that opportunity.

UNICEF defines inclusive education by the widely accepted definition proposed by UNESCO: “a process of treating and responding to the diversity of needs of all students by increasing participation in learning, culture, and community, as well as by reducing exclusion in and from education”. It includes changes and modifications of content, approach, structures, and strategies, with a common vision that includes all children of the appropriate age, and the conviction that the state must provide education for all children. In practice, inclusive education refers to a series of strategies, activities, and processes that attempt to realize the universal right to quality, relevant, and appropriate education.

Research on inclusive strategies and methodologies in the education of students with special needs provided insight into several aspects of inclusion and its impact on the educational process. This discussion summarizes key research findings, considers challenges, and suggests future directions for improving the inclusive model in education. Research has shown that inclusive strategies are especially important for creating an educational environment where all students, regardless of their abilities, can participate in the classroom.

On the other hand, the research pointed to the fact that the success of inclusive strategies largely depends on the readiness of teachers. Teachers who have training and support to work with students with special needs are more successful in applying these methods. However, one of the key challenges is the lack of resources and specialized staff, which makes it difficult to properly implement inclusive programs.

As one of the most used strategies and methodologies, we would mention: “Differentiated learning”, “Cooperative Learning”, “Assistive technology”, and “Development and implementation of individual curricula”.

Differentiated learning for students with special needs plays a key role in their educational experience, enabling them to learn in a way that suits their abilities and learning styles. This approach recognizes the uniqueness of each student and adapts instructional strategies, activities, and assessment methods to ensure positive outcomes and learning progress. The significance of this strategy is that learning can be tailored to the needs of each student. Some students may

have reduced goals, while others may work on the same topics with support and modifications. Tasks can be reworked to enable successful completion according to their abilities.

Different teaching methods such as visual presentations, auditory materials, physical activities, or digital aids are used and these help the students to understand and acquire the materials according to their abilities. The preparation and implementation of individual curricula are of great importance and are an important part of differentiated learning. INP includes specific goals, strategies, and methods that teachers and supporters follow to improve student learning and development.

We should also mention that teachers who apply differentiated learning for students with special needs should be flexible, innovative, and committed to constantly monitoring the progress of students. Collaboration with specialists and the use of resources such as assistive technologies and individual curricula is essential for the successful application of this strategy.

Cooperative Learning is an approach that encourages joint learning in a group, where students with different abilities, including those with special educational needs, collaborate to achieve common goals. This approach is particularly useful for students with special needs, as it allows them to participate in joint activities with their peers, encouraging social integration and academic progress. Students are organized into small groups where each member has a different role, which can be adapted to the individual abilities of students with special needs. Students have to work together to complete the task, which encourages them to support each other. Care should always be taken that tasks are set and clear directions are given. Collaborative learning allows students to share ideas, opinions, and knowledge. This is important for students with special needs, as it allows them to overcome feelings of isolation and actively participate in discussions and assignments.

This strategy is an effective strategy for including students with special educational needs in the educational process. Through group work, these students have the opportunity to learn alongside their peers, developing social, academic, and personal skills.

Assistive technology represents means and devices designed to help students with special educational needs learn more effectively and overcome barriers in the educational process. This technology can be of great help to students with different types of difficulties, such as physical, sensory, cognitive, or speech, allowing them to participate in school activities with greater independence and success. Assistive technology is a key factor in enabling inclusive education for students with special educational needs. With her help, these students receive support to engage in the regular educational process, which increases their self-confidence, school success, and social inclusion.

Peer support is very important, which involves engaging students without special needs to help their classmates with special needs. This can be through joint learning, tutoring, or help solving specific tasks. This approach integrates students with special needs into the classroom and develops empathy among all students.

The model of an inclusive teaching environment for students with special educational needs is based on creating an adapted school environment where all students, regardless of their differences, have equal opportunities for learning and development. This model promotes inclusive education, which ensures that students with different abilities and needs are included in regular teaching and participate in all school activities together with their peers. Teachers use a variety of strategies and methods to tailor content and approach to individual student needs. This includes using differentiated learning, where each student is given materials and tasks appropriate to their level and abilities.

The model of an inclusive teaching environment allows students with special educational needs to work together with specialists (special pedagogues, speech therapists, psychologists) that is, educational assistants who will help them create a teaching environment that will satisfy the needs of all students. This methodology includes regular adjustment of curricula and programs according

to the individual needs of students.

Although the results show that inclusive education brings many benefits, the fact that there are also challenges should not be overlooked. One of the biggest challenges is the lack of specialized resources and teaching tools for working with students with different types of disabilities. In addition, insufficient training of teachers in inclusive methodologies can reduce the effectiveness of inclusion and limit student progress. An additional challenge is the individualization of approaches to each student. Although inclusive methods focus on the needs of each student, teachers sometimes have difficulty developing learning plans that meet the diverse needs of the class. This requires intensive preparation, cooperation with specialists, and continuous support from the institutions.

Inclusive education ensures that all children live, learn, and play together. It offers them opportunities to get to know each other and accept each other's abilities, talents, personalities, and needs. It also allows them to develop meaningful relationships and friendships that help them develop social skills and the confidence to interact with each other and the world around them. They learn that all children are part of a community and develop a sense of belonging together. When all children learn together, attitudes in schools and surrounding communities change positively, leading to less stigmatization and greater social inclusion of children with disabilities.

6. DIRECTIONS FOR FUTURE RESEARCH

Based on all these observations, as well as from the observations that emerged from conversations with certain teachers who had the opportunity to work with a child with special needs in their class, several recommendations emerged that would be of great benefit in improving the teaching of these students.

What they consider as the biggest drawback is the insufficient training of the teaching staff to work with children with special educational needs, therefore they propose a greater investment in the training and development of teachers to work with both students. They also believe in increasing resources and support in schools by hiring specialized educators or educational assistants who would be directly involved in teaching and would work with these students during classes. They consider this as a significant factor that would be of great benefit to the teacher, and most of all to the student himself. Improving individualized learning plans for each student with special needs. Teachers believe that inclusive teaching would have a positive result if it is properly applied and teachers receive the necessary resources and help for work.

Based on the results of the research, it can be concluded that inclusive strategies and methodologies are essential for ensuring quality and fair education for students with special needs. The introduction of inclusive education significantly improves the educational and social development of students, but to be fully effective, systemic improvements are needed. All of this underscores the importance of creating an educational environment that accepts and supports all students, regardless of their challenges and needs. Research and analysis show that inclusive education not only contributes to the educational progress of students with special needs but also has a positive impact on the entire student population. Inclusive strategies, such as differentiated learning, cooperative learning, and the use of assistive technology, are key to creating conditions where every student has the opportunity to progress according to their abilities and interests. These approaches allow greater flexibility in the teaching process, as well as adjustment of the teaching contents according to the individual needs of the students.

Adequate training of teachers and support from professional services also play an important role in the successful implementation of inclusive strategies. Teachers must have access to modern resources and methodologies, which will enable them to create effective and inclusive teaching practices. With ongoing support and development of teachers, they will be able to more effectively apply methodologies that will respond to the individual needs of students.

For the successful implementation of inclusive education, support from parents and the community is also necessary. The inclusion of all relevant factors, as well as constant communication between parents, teachers, and students, will enable better inclusiveness and effectiveness of the educational process. In the future, inclusive practices must continue to develop and improve, to ensure that every student, regardless of their needs, will have an equal chance for a quality education. Successful inclusion not only improves the academic results of students with special needs but also strengthens social cohesion and creates a community where everyone is valued and accepted.

REFERENCES:

1. Research on critical opinion and media literacy among young people in the Republic of North Macedonia [Electronic source] / [author Aleksandar Stojanovski]. - Skopje: Metamorphosis: Center for European Strategies EuroTink, 2020
2. Concept for inclusive education, Education Development Bureau, Skopje, 2020
3. Vesna Horvatović, M.Sc., PRACTICE TO THE MANUAL FOR INCLUSIVE EDUCATION, Bureau for Education Development, Europe 92, Skopje 2020
4. INCLUSIVE school: a guide for the work of the inclusive school team / [authors Boškowska Rozalija ...etc.]. - Skopje: Bureau for Education Development, 2018.
5. HANDBOOK for teachers and school inclusive teams [Electronic source] / [authors Aleksandra Karovska Ristovska ... et al.]. - Skopje: Foundation for Educational and Cultural Initiatives "Step by Step", 2022
6. A tool for improving teacher education practices for inclusive education (authors: Experts of the Council of Europe), Skopje, 2015
7. Convention on the Rights of Persons with Disabilities, November 2016
8. The role of assistive technology in the process of individualization of teaching in inclusive schools / Zora Jachova, Radmila Stojkovska Alexova. - Skopje: Association of Citizens for support and promotion of the accessibility of new technologies for people with disabilities Open the windows, 2013.
9. THE CURRENT SITUATION OF INCLUSION OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS IN PRIMARY EDUCATION IN THE REPUBLIC OF NORTHERN MACEDONIA: (scientific-research project) / [team for preparation of the report Zeqirija Hasipi ... et al.]. - Skopje: Bureau for Education Development, 2019
10. Mankoff, J., Hayes, G. R., & Kasnitz, D. (2010). Disability studies as a source of critical inquiry for the field of assistive technology. Paper presented at the Proceedings of the 12th International ACM SIGACCESS Conference on Computers and Accessibility, Orlando, Florida, USA. 3-10.
11. Promoting Inclusive Education: Strategies for Supporting Students with Special Needs in Mainstream Classrooms, DR. PINAKSHIBEN BHAGAVANBHAI PATEL, International Journal of Research in Humanities & Soc. Sciences, August 2023
12. Modules for inclusive education : [manual] / [Judith Hollenweger; featuring Paula Frederica Hunt and Nora Shabani]. - Skopje: Bureau for Education Development, 2015

ABOUT THE AUTHOR



MAJA MITEVSKA-POCEVA

majamitevskapoceva@yahoo.com

Maja Mitevska – Poceva is a primary school teacher at “Braka Miladinovci” Elementary School in Probistip, North Macedonia. She worked for two years on a UNICEF project focused on educating mothers from rural areas and has served as a coordinator and trainer for major projects such as language literacy in primary classes, interethnic integration, media literacy, and more. In the 2018/2019 school year, she was awarded Teacher of the Year.