

STUDY PROGRAMS OF PEDAGOGICAL AND TEACHER EDUCATION FACULTIES AND STUDENTS' ATTITUDES TOWARDS THE IMPORTANCE AND CHALLENGES OF EDUCATIONAL INCLUSION OF IMMIGRANT STUDENTS

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Abstract

Within the context of public and educational policies underlining that teachers and other educators are key drivers of social change aimed at building social justice and inclusion, issues related to the quality of knowledge and competences of future educators in working with immigrant-origin students are brought to the forefront. This paper presents the results of a correlational study on the relationship between the contribution of study programmes at pedagogical and teacher education faculties to the acquisition of knowledge and the development of student competences for educational work with immigrant students, on the one hand, and the attitudes of future educators about the importance and challenges of educational inclusion of immigrant students, on the other. The research was conducted during February and March 2024 with a sample of students from pedagogical, philological, and philosophical faculties in Serbia (N=268). For study purposes, the following research instruments were constructed and applied: Questionnaire on the Difficulties and Barriers to the Educational Inclusion of Immigrant Students and Scale for Assessing Students' Attitudes towards the Educational Inclusion of Immigrant Students. The results obtained through descriptive statistics suggest that future educators positively evaluate the contribution of study programmes to acquiring knowledge and developing competences for teaching immigrant-origin students, as well as the importance of educational inclusion of immigrant students. The greatest challenges identified by students regarding the educational inclusion of immigrant students include the language barrier, stereotypes, and prejudices towards immigrant students, and, finally, peer rejection. The results of the correlational analysis show that there is a significant, positive, and weak correlation only between the contribution of the study programmes to acquiring the knowledge necessary for teaching immigrant students and the attitudes of future educators towards the importance and challenges of educational inclusion of immigrant students. The obtained results further suggest that the emphasis in the initial edu-

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cation of future educators is placed on acquiring knowledge about various aspects of the educational inclusion of immigrant students, but not on their preparation for direct interaction with this socially sensitive group. As a result, it is necessary to significantly improve the study programmes at faculties that educate future teachers, language instructors, and educators, particularly in the domain of content framework that contributes to the development of key skills, abilities, and attitudes for future work with immigrant-origin students.

Keywords: knowledge, competences, immigrant-origin students, pedagogical and teacher education faculties, inclusion.

Introduction

In light of the intense scientific and technological development, particularly driven by the advancement of artificial intelligence, as well as the recent migrant crisis and current immigration policies, the following question is essential: How can we prepare future educators to work with students of immigrant origin in a world that is unpredictable and largely unexplored and unknown? This dilemma can also be rephrased as following: "How to deal with differences and coexist peacefully and constructively in the multicultural world while simultaneously developing a sense of community, belonging and the wholesome development of students, first at school and then in the society as well" (Beljanski & Dedić Bukvić, 2020, p. 1). The discussion on the competencies of future educators for working with students of immigrant origin has been brought to the forefront in recent decades within public and educational policy measures regarding teachers and other educators as key drivers of social change in building social justice and inclusion. If one is to judge by the measures of certain global and EU educational policies, the answer to said question lies in the development of key competences for lifelong learning in the 21st century, such as: literacy, multilingualism, numerical, scientific and engineering skills, digital and technology-based competences, interpersonal skills, and the ability to adopt new competences, active citizenship, entrepreneurship, cultural awareness and expression (*Council Recommendation of 22 May 2018 on Key Competences for Lifelong Learning*, 2018), as well as in the development of intercultural teaching competencies (Dimitrov & Haque, 2016a, 2016b).

Research at the beginning of the 21st century (Macura-Milovanovic et al., 2009; Pantic et al., 2011) suggests that teachers in the Western

Balkans lack adequate initial education, as well as support during further professional development, to acquire the knowledge, develop the skills, and foster the beliefs necessary for professional action toward social justice and quality education for all students. In this context, recent comparative analysis results of the curricula at education faculties in Serbia and Bosnia and Herzegovina show that content related to intercultural education is lacking in their initial education (Beljanski & Dedić Bukvić, 2020). Prior to the introduction of inclusive education in Serbia, specifically until 2009, there was a strong presence of attitudes that trained teachers for work in schools as monoethnic institutions with homogeneous student populations (Macura-Milovanovic et al., 2009). Results of certain studies (Spasenović & Matović, 2015; Japundža-Milisavljević, Đurić-Zdravković & Milanović-Dobrota, 2022) show that most teachers are not sufficiently equipped to work in inclusive classrooms with students with developmental disabilities, leading to neutral or negative attitudes. Although some studies (Pantić, 2008) indicate that teachers consider competencies related to supporting learning for all students and promoting cultural diversity as among the most important, there is a need for a deeper understanding of how they can translate these competencies into everyday teaching practice, as well as how we can help future teachers develop these competencies. There is broad acceptance of the view about the various concepts of professional education for teachers and other educators in the Western Balkans (Marinković, 2010; Pantić & Čekić Marković, 2012), as well as the belief that initial professional education cannot fully prepare future teachers for all the challenges of everyday practice and societal changes. Therefore, there is a need for continuous improvement of knowledge and further professional development of teachers throughout their careers. This does not diminish the need for the innovation of university study programs aimed at training future educational staff, toward a inclusive discourse in university curricula (Pantić, 2008).

At education (formerly teacher training) faculties, as well as philological and philosophical faculties in Serbia, future educators – teachers, preschool educators, instructors, teachers of native and foreign languages, pedagogues, and other professional collaborators – are trained, with the expectation that they will acquire a high level of knowledge, skills, and abilities to achieve the goals and tasks, as well as the general educational principles of preschool, primary, and secondary education for all children in democratic, multicultural, and multilingual societies. The essence of

thinking and developing inclusive education, particularly in the development of modern inclusive schools, is represented by three key concepts: "barriers to learning and participation," "resources for supporting learning and participation," and "support for diversity" (Booth & Ainscow, 2002, p. 5). Based on the previously stated views, we believe that in the initial education of future educators, it is crucial that they acquire knowledge and develop competencies on how to map barriers to the inclusion of immigrant students, i.e., their participation and learning, and understand the causes of different barriers to be able to work on overcoming and preventing them. On the other hand, it is equally important for them to encourage and promote resources for their participation and learning, as well as support diversity (e.g., individualization of educational content, more flexible spaces, etc.). "A teacher's competence for teaching socio-cultural diversity involves the 'what,' 'how,' and 'why,' i.e. practical knowledge of how to approach specific diverse educational content in a way that mobilizes, sums up, and transforms knowledge, resources, and abilities to create added value" (Osmić, 2020, p. 19).

The impacts of various geopolitical, technological, and economic trends on migration and the mobility of people, particularly outside their countries of origin, have been further intensified in recent years (McAuliffe & Oucho, 2024; OECD, 2024), primarily due to armed conflicts, violence, and political or economic instability. According to United Nations data, there are around 281 million migrants worldwide, which represents 3.6% of the global population (McAuliffe & Oucho, 2024). Despite the fact that there has been a long-standing inclusive practice in the Republic of Serbia, as well as experience in including students from various socially sensitive groups, the inclusion of immigrant students in the regular school system has been riddled with numerous challenges and barriers (Đorđević et al., 2018; Zoe & Magdalini, 2024), and has required significant preparation from all stakeholders in the educational process, primarily the teaching staff, children, students, and their parents (*Handbook for Schools in Implementing Professional Guidelines for the Inclusion of Refugee/Asylum-Seeking Students in the Education System and Diversity in the School of the 21st Century*, 2017). Some current systemic reviews of the barriers to the inclusion of immigrant students in schools (Torres-Zaragoza & Llorent-Bedmar, 2024) show that, in addition to socio-cultural, linguistic, and discriminatory barriers, as well as educational policies and current pedago-

gical practices, a significant obstacle to educational inclusion is the lack of (adequate) training for teachers to facilitate their inclusion.

Underlining the importance of systematic intercultural education for teachers, Beljanski and Dedić Bukvić (2020) point out certain assumptions for creating an intercultural environment for students, primarily stressing that it is necessary, during professional education, to develop intercultural competencies in future teachers, which they will further develop later in their teaching practice. The views of future educators on the significance and challenges of the educational inclusion of immigrant students are largely determined by their professional education, and to what extent they acquired the knowledge and developed the competencies necessary to promote and support diversity and work with students of immigrant origin during their initial education.

Methodology

The aim of the research is to examine the relationship between the contribution of the study programs at pedagogical and education faculties to the acquisition of knowledge and development of competencies for working with immigrant students, on the one hand, and their attitudes toward the educational inclusion of immigrant students.

From the general aim, three research tasks were defined:

a) to examine the opinions of students at pedagogical and education faculties about the contribution of their studies to the acquisition of knowledge and the development of competencies necessary for working with students of immigrant origin;

b) to examine students' attitudes regarding the significance and challenges of educational inclusion of immigrant students;

and c) to determine the connection between the contribution of their studies to the acquisition of knowledge and the development of competencies for working with immigrant students and the attitudes of future educators toward the educational inclusion of immigrant students.

In this regard, based on the findings of previous theoretical and empirical research, the following *general hypothesis* has been formulated: There is a positive correlation between the contribution of the study programs at pedagogical and education faculties to the acquisition of knowledge and the development of competencies for working with immigrant students, on the one hand, and students' attitudes toward the educa-

tional inclusion of immigrant students, on the other. Students who more positively evaluate the contribution of their study program in acquiring knowledge and developing competencies for teaching immigrant students express more positive attitudes toward the significance of the educational inclusion of immigrant students and identify numerous barriers to their educational inclusion.

Research sample

The research was conducted on a convenience sample of 268 students from undergraduate academic programs at pedagogical, philological, and philosophical faculties in Serbia (89.9% female and 10.1% male), with an age range from 19 to 40 years ($M = 21.89$; $SD = 4.06$). The structure of the research sample in terms of university, academic year, and study program is shown in Table 1.

Table 1.
General Characteristics of the Research Sample

Variables	Modalities	f	%
University	University of Belgrade	51	19.5
	University of Kragujevac	102	39.9
	University of Novi Sad	29	10.8
	University in Priština with temporary headquarters in Kosovska Mitrovica	13	4.9
	University of Niš	68	25.4
Year of study	First year	105	39.2
	Second year	61	22.8
	Third year	42	15.7
	Fourth year	60	22.3
Study programme	UAS Primary school teacher	119	44.4
	UAS Serbian language and literature	52	19.4
	UAS Pedagogy	96	36.2

Data Collection and Processing

The research was conducted during February and March 2024, via direct surveying and via Google questionnaires. Participation of the respondents was anonymous and based on voluntary consent.

Description of the Instruments Used

For the purposes of the research, two research instruments were constructed and applied: the *Questionnaire on the Difficulties and Barriers to the Educational Inclusion of Immigrant Students* and the *Scale for Assessing Students' Attitudes Toward the Significance of the Educational Inclusion of Migrant Students*. The first part of the questionnaire collected data on the typical characteristics of the respondents: gender, age, academic year, university, and study program. The second part of the instrument included questions about: a) the contribution of the study program to acquiring knowledge about the educational inclusion of immigrant students and the development of competencies for educational work with immigrant students; and b) the difficulties and barriers to the educational inclusion of immigrant students in the educational system in Serbia.

The **Assessment Scale** contained 6 statements, based on the significance of the educational inclusion of immigrant students, as established in previous research. The assessment of the statements regarding the significance of the educational inclusion of immigrant students was conducted on a five-point scale (5 – strongly agree, 4 – mostly agree, 3 – undecided, 2 – mostly disagree, 1 – strongly disagree), where a higher score indicated more positive attitudes toward the educational inclusion of immigrant students. The reliability of the assessment scale, measured using the Cronbach's alpha coefficient, was 0.85 for the student sample.

Data Processing and Analysis

The data were processed using the SPSS 20 software. For the descriptive analysis of the variables, the following were recorded: frequencies (f), percentages (%), arithmetic mean (M), standard deviation (SD), skewness (Sk.), and kurtosis (Ku.). To assess the hypothesis about the relationship between the contribution of study programs at pedagogical and education faculties to the acquisition of knowledge and competencies for working with immigrant students and the students' attitudes toward the significance and challenges of the educational inclusion of immigrant students, the Spearman's rank correlation coefficient was applied.

Results and discussions

The first research task was focused on examining the opinions of students from pedagogical and education faculties regarding the contribution of their studies to acquiring knowledge and developing competencies for working with students of immigrant background. In the context of current demographic and immigration trends in the country and the world, as well as the application of the concept of professional education aimed at developing competencies (Hebib and Ovesni, 2019), it was considered relevant to address how current students of pedagogical and education faculties perceive and assess the contribution of their studies to acquiring knowledge and developing competencies needed for working with immigrant students in the future. The results shown in Table 2 indicated that most future educators positively evaluated the contribution of their studies to acquiring knowledge about the educational inclusion of immigrant students (71.64%), as well as the development of competencies (58.21%) for educational work with students of immigrant background. This data was encouraging, although it should not undermine the possibility of socially desirable responses and lower self-criticism among the respondents. In contrast to studies that pointed out that the curricula of teacher education faculties do not contain enough content on intercultural education (Beljanski & Dedić Bukvić, 2020), and that teachers do not perceive themselves as sufficiently competent to work with students of immigrant background (Spasenović and Matović, 2015; Japundža-Milislavljević, Đurić-Zdravković, and Milanović-Dobrota, 2022), there was a presumption of a discrepancy between the official and the real, as well as the hidden curriculum. Whether the efforts of education policymakers to standardize competencies for the teaching profession, as well as the current attempts to standardize competencies for the profession of pedagogue, have yielded initial results – this is a question that requires further critical examination.

Table 2.

The contribution of study programs from pedagogical and education faculties to acquiring knowledge and developing competencies for working with immigrant students, from the perspective of future educators

Contribution of study program to	Responses of the respondents	f	%
The acquisition of knowledge about the educational inclusion of immigrant students	During my studies, I acquired knowledge about the educational inclusion of immigrant students through various study courses.	192	71.64
	During my studies, we did not learn about the educational inclusion of immigrant students in any of the study courses.	69	26.4
The development of competencies needed for teaching immigrant students	My studies contributed to the development of competencies needed for teaching immigrant students.	156	58.21
	My studies did not contribute to the development of competencies needed for teaching immigrant students.	112	41.79

In the second research task, the attitudes of future educators regarding the significance and challenges of educational inclusion were examined. The attitudes of future educators about the importance of educational inclusion for immigrant students are presented in Table 3. Based on the arithmetic mean values for the items ($3.38 < M < 4.51$), it is evident that future educators positively assess various aspects of the importance or benefits of educational inclusion for immigrant students in regular school classrooms. The range and distribution of their responses vary from neutral to positive attitudes. This is also supported by the overall mean value of the scale ($M = 23.70$), when viewed from the perspective of the theoretical range of the scale ($\text{Min} = 6$; $\text{Max} = 30$). Future educators believe that, to the greatest extent, educational inclusion of immigrant students contributes to respecting their right to education ($M = 4.51$), recognizing and valuing their talents and interests ($M = 4.31$), as well as developing and nurturing an inclusive school culture and values of

tolerance and cultural diversity ($M = 4.12$). The average values of the future educators' responses suggest that they have the least positive attitude towards the significance of educational inclusion for immigrant students in terms of their later participation in society, especially regarding the contributions they can make to the further development of our society ($M = 3.38$) and in preserving the traditions and customs of their people ($M = 3.43$).

Similar to our research, other studies and theoretical discussions (Đorđević, Šantić, and Živković, 2018) observe a trend of highlighting the numerous advantages and significance of including immigrant students, not only from the perspective of the immigrants themselves but also their teachers, peers, and other participants in the educational process. In the context of migration processes both globally and domestically, the educational inclusion of immigrant students is of multiple significance. It ensures the realization of the right to education, continuity in everyday life, proper development of students, and their integration into the social community of the host country (Golubović, 2022). However, not all the benefits of educational inclusion for immigrant students are recognized in the sampled student population, particularly regarding the contribution and potential of their true social inclusion into the community and society of the host country.

Table 3.

The attitudes of future educators regarding the importance of educational inclusion for immigrant students

Statements	M	SD	Sk.	Ku.	N
The inclusion of immigrant students in extracurricular activities is important for expressing their talents and respecting their different interests.	4.31	0.98	-1.444	1.590	268
The inclusion of immigrant/asylum-seeking students in teaching is important for respecting their right to education and development.	4.51	0.86	-2.096	4.559	268
The inclusion of immigrant/asylum-seeking students in regular classrooms contributes to developing interculturalism in schools.	3.99	1.05	-.803	-.037	268

Statements	M	SD	Sk.	Ku.	N
The inclusion of immigrant students in regular classrooms contributes to preserving the traditions and customs of the people to which they belong.	3.43	1.14	-.350	-.377	268
Inclusion is important so that immigrant students can contribute to the development of our society in the future.	3.38	1.06	-.294	-.298	268
The inclusion of immigrant students in regular classrooms contributes to the development and nurturing of an inclusive school culture, as well as the values of tolerance and cultural diversity.	4.12	0.93	-.704	-.324	268
Total scale	23.70	4.16	-.941	1.130	268

The opinions of future educators regarding the difficulties and barriers to the educational inclusion of migrant students in regular school classrooms were important from the perspective of understanding their future role as drivers of social change (Bourn, 2016). On the other hand, one of the fundamental pillars in the development of an inclusive school is the identification and prevention, as well as the reduction, of the impact of various obstacles to the quality, accessible, and equal participation and learning of migrant students. As suggested by the results presented in Table 4, most future educators highlighted only certain difficulties and barriers to the inclusion of immigrant students in regular classrooms: the language barrier, or insufficient proficiency in the Serbian language to understand the language of instruction and education (64.19%), stereotypes and prejudices towards immigrant students from certain teachers, students, and parents (55.6%), and peer rejection and non-acceptance (52.6%). About one-third of the respondents, or fewer, observed other difficulties and barriers, such as: inadequate preparation of the school community for the reception and inclusion of immigrant students, cultural differences, and the lack of personalized assistants and translators as support for inclusion. An interesting result was that the insufficient professional competencies of teachers needed for teaching immigrant students and the inadequate preparation of the school community for the reception and inclusion were highlighted by less than one-third of future educators.

The obtained results regarding the difficulties and barriers to the successful inclusion of immigrant students in regular classrooms corresponded with the results of related studies (Đorđević, Šantić, and Živković, 2018; Zoe & Magdalini, 2024). The inclusion of immigrant students in the educational system was hindered by language barriers, prejudices, and indifference from some participants in the educational process, insufficient teacher motivation for cooperation, and a lack of knowledge about cultural diversity (Đorđević, Šantić, and Živković, 2018). In one qualitative study, it was found that secondary school teachers encountered numerous difficulties, primarily highlighting: a lack of support, insufficient introductory classes for inclusion, absence of adequate language support, inappropriate teaching materials, and a high degree of heterogeneity in the classroom in terms of knowledge. Based on previous theoretical discussions, Golubović (2022) identified the following difficulties and obstacles, particularly for forced migrants trying to access education: administrative and legal barriers to school enrollment, a lack of human and financial resources for teaching implementation, lack of psychological support, prejudices and stereotypes about immigrants, and the language barrier. The language barrier in communication and following the language of instruction and education was recognized as one of the biggest obstacles to the successful inclusion of immigrant students in schools (Đorđević, Šantić, and Živković, 2018; Golubović, 2022; Zoe & Magdalini, 2024).

Table 4.

The opinions of future educators regarding the difficulties and barriers to the educational inclusion of immigrant students

Difficulties and barriers to educational inclusion	f	%
Language barrier of migrant students, i.e., insufficient proficiency in the Serbian language to understand the teaching and education process	174	64.91
Inadequate preparation of the school community for the reception and inclusion of immigrant students	96	35.8
Stress experienced by teachers and other school staff	14	5.2
Previous traumatic experiences of immigrant children and their parents	86	32.1
Stereotypes and prejudices towards immigrant/asylum-seeking children from a certain number of teachers, students, and parents	149	55.6
Non-cooperation and resistance from immigrant parents, as they do not want to stay in Serbia	32	11.9

Difficulties and barriers to educational inclusion	f	%
Peer rejection and non-acceptance of immigrant students	141	52.6
Difficulties in determining the previous knowledge and educational achievements of immigrant students for school enrollment and inclusion	28	10.4
Lack of personalized assistants and translators to support inclusion	67	25.0
Lack of adequate teaching materials (e.g., literature, etc.)	65	24.3
Insufficiently defined educational policy towards immigrant students	34	12.7
Absence of clear guidelines and instructions for working with immigrant/asylum-seeking students	51	19.0
Underdeveloped professional competencies of teachers needed for teaching immigrant students	77	28.7
Existence of cultural differences	85	31.7

As part of the third research task, the correlation between the contribution of study programs to the acquisition of knowledge and the development of competencies of future educators needed for teaching immigrant students and their attitudes toward the educational inclusion of immigrant students was examined. The results of the correlation analysis showed that there was a statistically significant positive correlation (of low intensity) between the contribution of study programs to the acquisition of knowledge about the educational inclusion of immigrant students and their attitudes toward the importance of educational inclusion of immigrant students ($r = .165$, $p < .001$). Additionally, the contribution of study programs at pedagogical and education faculties to acquiring knowledge about the educational inclusion of immigrants positively correlated with future educators' attitudes toward the difficulties of educational inclusion of immigrant students ($r = .162$, $p < .001$).

In accordance with the initial reference framework, it was expected that future educators who more positively assess the contribution of their studies to acquiring knowledge and developing competencies needed for teaching immigrant students would also express more positive attitudes toward the importance of educating immigrant students and identify more barriers and obstacles to their successful inclusion. Contrary to expectations, the assumption of a significant correlation between their attitudes toward educational inclusion and self-assessments of the contribution of study programs to the development of competencies needed for teaching

immigrant students was not confirmed. This result may suggest a potential contribution of study programs to the development of future educators' competencies. First, various (e.g., pedagogical, philosophical, sociological, psychological, legal, etc.) knowledge about the educational inclusion of immigrant students must be put into practice by future educators to further develop competencies needed for teaching immigrant students. Future educators will have the opportunity to develop, assess, and enhance their competencies only by shifting the focus toward the practical applicability of what they have learned and the interdependence of using "knowledge about," "knowledge of why," and "knowledge of how" depending on the specific situation and context. The results obtained may further suggest that the emphasis in the initial education of future educators is more on acquiring knowledge about various aspects of educational inclusion of immigrant students, rather than on preparing them for direct interaction with this socially sensitive group.

Conclusions

Previous research (Đorđević et al., 2018; Zoe & Magdalini, 2024; Pantic et al., 2011) indicates that teachers often perceive themselves as insufficiently competent to educate immigrant students, on one hand, while curriculum analyses of teacher education faculties (Beljanski & Dedić Bukvić, 2020) suggest an inadequate representation of content related to intercultural (inclusive) education, on the other hand. However, the opinions and attitudes of future educators regarding how they assess the contribution of their study programs to acquiring knowledge and developing competencies needed for teaching immigrant students, as well as whether the contribution of their studies is significantly related to their attitudes about the educational inclusion of immigrant students, have been lacking. This research aimed to reassess these assumptions. According to the tested general hypothesis of the study, the following conclusions were drawn.

First, the results obtained through descriptive statistics suggest that future educators positively assess the contribution of study programs to acquiring knowledge and developing competencies needed for teaching immigrant students, as well as the importance of educational inclusion for immigrant students. The greatest challenges to the educational inclusion of immigrant students identified by them are the language barrier, stereotypes and prejudices toward immigrant students, and peer rejection. Second, the

results of the correlation analysis show that there is a significant, positive, and weak correlation only between the contribution of the study program to acquiring knowledge needed for educational work with immigrant students and the attitudes of future educators toward the importance and challenges of educational inclusion of immigrant students.

However, the general conclusion of the research should be considered regarding the limitations of the conducted study, as well as the recommendations and values for pedagogical practice. The study has certain methodological limitations, primarily arising from the size and representativeness of the sample, as well as the limitations of the applied research methods, techniques, and instruments. Due to these factors, it is necessary to significantly improve the study programs at faculties that educate future teachers, language instructors, and pedagogues, particularly regarding content foundations that contribute to the development of key skills, abilities, and attitudes for future interaction with migrant students. One direction for practical implications could be considered in the attempt to examine and assess the contribution of study programs at pedagogical and education faculties from the perspective of other relevant stakeholders in education. It would also be interesting to investigate this issue with respect to different stages in the professional development of practitioners.

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СТУДИЈСКИ ПРОГРАМИ ПЕДАГОШКИХ И НАСТАВНИЧКИХ ФАКУЛТЕТА И СТАВОВИ СТУДЕНАТА ПРЕМА ЗНАЧАЈУ И ТЕШКОЋАМА ОБРАЗОВНЕ ИНКЛУЗИЈЕ УЧЕНИКА МИГРАНАТА

Марина Семиз

Апстракт

У контексту јавних и образовних политика да су наставници и други едукатори кључни актери друштвених промена усмерених ка изградњи социјалне правде и инклузије, актуализују се питања квалитета знања и компетенција студената будућих просветних радника за рад са ученицима мигрантског порекла. У раду су представљени резултати корелационе студије о повезаности доприноса студијских програма педагошких и наставничких факултета стицању знања и развоју компетенција студената за образовни рад са ученицима мигрантима, с једне стране и, ставова будућих просветних радника о значају и тешкоћама образовне инклузије ученика миграната, с друге стране. Истраживање је реализовано током фебруара и марта 2024. године на узорку студената педагошких, филолошких и филозофских факултета у Србији ($N=268$). За потребе истраживања, конструисани су и примењени следећи истраживачки инструменти: Упитник о тешкоћама и баријерама образовне инклузије ученика миграната и Скала процене о ставовима студената према образовној инклузији ученика миграната. Резултати добијени дескриптивном статистиком сугеришу да будући просветни радници позитивно процењују допринос студијских програма стицању знања и развоју компетенција за рад са ученицима мигрантског порекла, као и значај образовне инклузије ученика миграната. Као највеће тешкоће образовне инклузије ученика миграната они издвајају: језичку баријеру, стереотипе и предрасуде према ученицима мигрантима и вршњачку одбаченост. Резултати корелационе анализе показују да постоји значајна, позитивна и ниска повезаност само између доприноса студијских програма стицању знања за образовни рад са ученицима мигрантима и ставова будућих просветних радника према значају и тешкоћама образовне инклузије ученика миграната. Добијени резултати даље сугеришу је тежиште у иницијалном образовању будућих просветних радника на стицању знања о различитим аспектима образовне инклузије ученика миграната, али не и на њиховом оспособљавању за непосредни рад са овом друштвено осетљивом групом. Због наведеног, потребно је значајно унапредити студијске програме факултета који образују будуће учитеље, наставнике језика и педагоге, посебно у домену садржајних основа који доприносе развоју кључних вештина, способности и ставова за будући рад са ученицима мигрантског порекла.

Кључне речи: знање, компетенције, ученици мигрантског порекла, педагошки и наставнички факултети, инклузија.

УЧЕБНЫЕ ПРОГРАММЫ ПЕДАГОГИЧЕСКИХ ФАКУЛЬТЕТОВ И ОТНОШЕНИЕ СТУДЕНТОВ К ВАЖНОСТИ И ТРУДНОСТЯМ ОБРАЗОВАТЕЛЬНОЙ ИНТЕГРАЦИИ СТУДЕНТОВ-МИГРАНТОВ

Марина Семиз

Резюме

В контексте государственной и образовательной политики, согласно которой учителя и другие преподаватели являются ключевыми участниками социальных изменений, направленных на построение социальной справедливости и интеграции, актуализируются вопросы качества знаний и компетенции будущих преподавателей для работы со студентами-мигрантами. В статье представлены результаты корреляционного исследования о связи вклада программ обучения педагогических факультетов в приобретение знаний и развитие компетенций студентов для образовательной работы с учащимися-мигрантами, с одной стороны, и взглядов будущих педагогов на важность и трудности образовательной интеграции учащихся-мигрантов, с другой. Исследование проводилось в феврале и марте 2024 года на выборке студентов педагогических, филологических и философских факультетов в Сербии (N=268). Для исследовательских целей были разработаны и применены следующие инструменты исследования: вопросник о трудностях и барьерах образовательной интеграции учащихся-мигрантов и оценочная шкала отношения учащихся к образовательной интеграции учащихся-мигрантов. Результаты, полученные с помощью описательной статистики, показывают, что будущие преподаватели положительно оценивают вклад программ обучения в приобретение знаний и развитие компетенций для работы со студентами-мигрантами, а также важность включения в образование студентов-мигрантов. Как самые большие трудности образовательной интеграции студентов-мигрантов, они выделяют: языковой барьер, стереотипы и предрассудки в отношении студентов-мигрантов и неприятие сверстников. Результаты корреляционного анализа показывают, что существует значительная, положительная и низкая корреляция только между вкладом учебных программ в приобретение знаний для образовательной работы со студентами-мигрантами и отношением будущих преподавателей к важности и трудностям включения учащихся-мигрантов в образование. Полученные результаты также свидетельствуют о том, что основное внимание в начальном образовании будущих педагогов уделяется получению знаний о различных аспектах включения учащихся-мигрантов в образование, но не обучению их непосредственной работе с этой социально уязвимой группой. В связи с вышеизложенным необходимо значительно улучшить учебные программы факультета, которые обучают будущих учителей, учителей языков и педагогов, особенно в области основ содержания, которые способствуют развитию ключевых навыков, способностей и отношений для будущей работы с учащимися-мигрантами.

Ключевые слова: знания, компетенции, учащиеся-мигранты, педагогические факультеты, образовательная интеграция.