

# Education for social and cultural diversity

How to promote intercultural learning and dialogue in multicultural and multilingual environments?  
How to ensure that education and upbringing are inclusive, fair and quality for all children and young people, regardless of their diversity?

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# Self-Efficacy and Inclusive Education Practice: Differences Among Elementary School Teachers



**Vanja Marković, Mirjana Radetić-Paić\*, Jurka Lepičnik Vodopivec**

*\*Faculty of Educational Sciences, Juraj Dobrila University, Pula, Croatia*

*miradet@unipu.hr*

**Education for social and cultural diversity**

**Number of the paper: 64**

## **Abstract**

In addition to positive attitudes towards inclusive education, teachers' beliefs about their self-efficacy are an integral part of a teacher's competence profile. In the context of factors influencing teacher self-efficacy for inclusive practice, this research aims to determine the differences in self-assessed self-efficacy of Croatian elementary school classroom and subject teachers (N=357) with the purpose of determining the nature of these differences. Research has shown that statistically significant differences in self-assessed self-efficacy for inclusive practice between classroom and subject teachers are visible in the areas of self-efficacy for inclusive teaching, self-efficacy for cooperation, self-efficacy for behavior management, and self-efficacy for an inclusive school environment. The discriminant analysis was used to determine the latent dimensions of differences between classroom and subject teachers in self-assessments of self-efficacy for inclusive practice. The results of the discriminant analysis indicate that the discriminant function represents teacher self-efficacy for encouraging inclusiveness and acceptance of diversity, i.e., self-efficacy for inclusive practice in such a way that it is higher in class teachers than in subject teachers. The scientific contribution of this paper is in obtaining results based on scientific research that offers an insight into the structure of self-assessed self-efficacy for the inclusive practice of selected elementary school teachers in the Republic of Croatia and understanding the connection of individual components of self-efficacy with factors that could affect it, especially when it comes to subject teachers. The results can serve as guidelines for the development of specific professional development programs aimed at enhancing teachers' self-efficacy for inclusive practice in the broadest sense.

## **Key words**

*classroom teachers; inclusive practice; self-efficacy; subject teachers*

# Commercialization of schooling as a factor that supports disparities in quality and performance: A case study of the Albanian education system



**Valbona, Nathanaili**

*Department of pedagogy / psychology  
LOGOS University College, Albania*

*valbona.nathanaili@kulogos.edu.al*

**Education for social and cultural  
diversity**

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## **Abstract**

The commercialization of schooling is a reality that we are encountering more and more in the field of education. In this race to turn schools into markets, it seems that Albania needs to stop and analyze what is happening to schooling, at all levels. The collapse of the communist system and the attempt to build a market-based system did not spare the education system either. Albania is an agricultural country, but there is only one Agricultural University, while in all major cities you can find private for-profit educational institutions and centers of different types, such as pre-university schools, after-school learning centers, and kindergartens. The article deems that the commercialization of education affects negatively on the quality of education, and the mission of education, as a place of symmetric distribution of opportunities. In the Albanian case, this study examines the commercialization of education through four factors: 1. the private universities and schools as business company and with a for-profit status; 2. the performance card for school rankings; 3. the market for textbook publications; and 4. professional development for in-service teachers. The sharpest criticism of the Albanian education system is its high level of commercialization and absence of awareness surrounding it. The appeal is for more resistance from state. The conclusion is that the state, by applying market principles in education, has lost the race with itself to work for the greater part of the population and raises as imperative the need to limit as much as possible the commercialization of education.

## **Key words**

*commercialization of schooling; disparity; market; performance; quality; teachers*

# Odgoj, škola i tradicijsko mišljenje / Education, school, and traditional thinking



**Silov, Mile**

*Sveučilište u Zagrebu, Učiteljski fakultet*

*mile.silov@ufzg.hr*

**Odgoj i obrazovanje za socijalnu i kulturalnu raznolikost**

**Broj rada: 66**

## **Sažetak**

Autor razmatra odgoj i školu u kontekstu tradicije i tradicijskoga mišljenja. Tradicija i njezini pojavni oblici bitna su odrednica tradicijskoga mišljenja. Strukturu tradicijskoga mišljenja temeljito je razradila Rihtman-Auguštin (1984). Važno je na suvremen način izvesti terminološku i semantičku analizu pojmova: nacija, narod, tradicija, tradicijska kultura, tradicijsko mišljenje, tradicionalan odgoj, narodna pedagogija, folk pedagogija, muzejska pedagogija i etnopedagogija. Kako tradicijsko mišljenje razmatra odnose: tradicija, inovacija i reforma; tradicija i vrednote te smisao tradicije danas? Tradicijsko mišljenje kao mogućnost za kritiku školskih reformi.

Svrha je rada analiza odnosa odgoja i škole prema tradicijskoj kulturi i tradicijskom mišljenju. Od općih metoda istraživanja koristili smo deskriptivnu i kauzalnu metodu te od posebnih metoda hermeneutike i pedagošku kritiku. Autor je analizirao odnos kulture, etnologije, znanstvene pedagogije i obilježja narodne pedagogije. Basariček (1892) je pojam odgoj definirao u skladu s odredbama narodne pedagogije: „Kakav će biti odgoj, najviše o tome odlučuju: vjera, običaji, uredbe i duh naroda“. Antun i Stjepan Radić ističu važnost tradicijske kulture i narodne pedagogije u životu čovjeka i društva. Od sredine 20. stoljeća javlja se termin etnopedagogija (Volkov; Tufekčić, 2012). Biblijsko nasljeđe bitno je utjecalo na hrvatsku tradicijsku kulturu (Botica, 2011). Vrijednost naše tradicijske kulture poznata je u Europi i ostatku svijeta. Autor analizira i primjere dobre prakse: tradicijska kultura u hrvatskom društvu i školskom sustavu.

## **Ključne riječi**

*odgoj; škola; tradicija; tradicijska kultura; tradicijsko mišljenje*

**Silov, Mile**

*University of Zagreb, Faculty of Teacher Education*

**Education for social and cultural diversity**

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### **Abstract**

The author elaborates education and school in the context of tradition and traditional thinking. Tradition and its manifestations are an important determinant of traditional thinking. The structure of traditional thinking was thoroughly elaborated by Rihtman-Auguštin (1984). It is important to carry out a modern terminological and semantic analysis of the terms: nation, people, tradition, traditional culture, traditional thinking, traditional education, folk pedagogy, folk pedagogy, museum pedagogy, and ethnopedagogy. How traditional thinking considers relationships: tradition, innovation and reform; tradition and values, and the meaning of tradition today? Traditional thinking as a possibility for criticism of school reforms.

The purpose of the paper is to analyze the relationship between education and school according to traditional culture and traditional thinking. The general research methods used were descriptive and causal methods, while hermeneutics and pedagogical criticism were used as special methods.

The author analyzed the relationship between culture, ethnology, scientific pedagogy, and features of folk pedagogy. Basariček (1892) defined the term education in accordance with the provisions of folk pedagogy: "What education will be, it is mostly decided by: religion, customs, decrees and the spirit of the people". Antun and Stjepan Radić emphasize the importance of traditional culture and folk pedagogy in the life of man and society. The term ethnopedagogy appeared (Volkov; Tufekčić, 2012) in mid 20th century. Biblical heritage had a significant impact on Croatian traditional culture (Botica, 2011). The value of our traditional culture is known in Europe and the rest of the world. The author also analyzes examples of good practice: traditional culture in Croatian society and the school system.

### **Key words**

*education, school; tradition; traditional culture; traditional thinking*

# Promicanje romske kulture: analiza školskih kurikula osnovnih škola u Republici Hrvatskoj / Promotion of Roma culture: analysis of elementary school curricula in the Republic of Croatia



**Kosanović, Luana**

*Sveučilište Jurja Dobrile u Puli*

*lkosanovic@unipu.hr*

**Odgoj i obrazovanje za socijalnu i kulturalnu raznolikost**

**Broj rada: 67**

## **Sažetak**

Ministarstvo znanosti i obrazovanja je 2020. godine donijelo Odluku o uvođenju kurikuluma za nastavni predmet Jezik i kultura romske nacionalne manjine u osnovnim i srednjim školama u Republici Hrvatskoj (Ministarstvo znanosti i obrazovanja, NN 52/2020-1046). Svrha toga nastavnoga predmeta je razviti komunikacijske, interkulture i građanske kompetencije koje će učenicima pripadnicima romske nacionalne manjine pomoći osvijestiti vlastiti identitet u multikulturnom okružju. Položaj pripadnika romske nacionalne manjine u društvu vrlo je marginaliziran unatoč tome što u gradu Puli obitava 291 pripadnik romske nacionalne manjine, što čini 0,56 % ukupnoga stanovništva grada Pule, dok ih u gradu Rijeci živi ukupno 515, što čini 0,48 % ukupnoga stanovništva grada Rijeke. Međimurska županija prednjači po broju pripadnika romske nacionalne manjine: njih 6 954 čine ukupno 6,61 % stanovništva (Državni zavod za statistiku, 2021).

Cilj je istraživanja u ovome radu ispitati provodi li se nastavni predmet Jezik i kultura romske nacionalne manjine u osnovnim školama grada Pule i grada Rijeke te provodi li se u osnovnim školama Međimurske županije. Izvršena je analiza školskih kurikula za školsku 2023./2024. godinu. Ukupno ih je pregledano 68. Rezultati ukazuju na oskudno provođenje modela C (Jezik i kultura romske nacionalne manjine). Naime, u Puli jedna osnovna škola njeguje manjinski jezik, u Rijeci to čine dvije škole, dok se u Međimurskoj županiji njeguje i uspješno provodi Jezik i kultura romske nacionalne manjine u dvije osnovne škole. Na temelju rezultata i razmatranja promicanja romske kulture donosi se preporuka da se u školama u kojima su uključeni učenici romske nacionalnosti uvede nastavni predmet Jezik i kultura romske nacionalne manjine po modelu C.

## **Ključne riječi**

kvalitativna analiza; Kurikulum za nastavni predmet Jezik i kultura romske nacionalne manjine; romska nacionalna manjina; školski kurikulum osnovnih škola

# Kosanović, Luana

*Juraj Dobrila University of Pula*

*lkosanovic@unipu.hr*

**Education for social and cultural diversity**

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## **Abstract**

In 2020, the Ministry of Science and Education issued a Decision on the introduction of the curriculum for the subject Language and Culture of the Roma National Minority in primary and secondary schools in the Republic of Croatia (Ministry of Science and Education, NN 52/2020-1046). The purpose of this course is to develop communication, intercultural and civic competences that will help students of the Roma national minority to become aware of their own identity in a multicultural environment. The position of members of the Roma national minority in society is marginalized despite the fact that 291 members of the Roma national minority live in the city of Pula, which makes up 0.56% of the total population of the city of Pula, while a total of 515 of them live in the city of Rijeka, which makes up 0.48% of the total of the population of the city of Rijeka. Notably, Međimurje County has the highest concentration of Roma, with 6,954 members representing 6.61% of the total population. (State Statistical Office, 2021).

The aim of the research presented in this paper is to examine whether the subject Language and Culture of the Roma National Minority is taught in primary schools in the cities of Pula and Rijeka, and whether it is taught in primary schools in Međimurje County. An analysis of school curricula for the 2023/2024 school year was carried out. A total of 68 curricula were examined. The results indicate a poor implementation of model C (Language and Culture of the Roma National Minority). In Pula, one elementary school nurtures the minority language, in Rijeka, two schools do so, while in Međimurje County, the Language and culture of the Roma national minority is nurtured and successfully implemented in two elementary schools. Based on the results and consideration of the promotion of Roma culture, a recommendation is made to introduce the Language and Culture of the Roma National Minority subject according to model C in schools where Roma students are included.

## **Key words**

*curriculum for the subject Language and Culture of the Roma National Minority; qualitative analysis; school curricula of elementary and secondary schools; the Roma national minority*



# Višejezičnost i multikulturalnost u nastavi i obrazovanju kao otpor dominaciji političkih moći / Multilingualism and multiculturalism in teaching and education as resistance to the domination



**Mandić Ivković Ana, Vranić Petković Ivana**

*Beogradska akademija poslovnih i umetničkih strukovnih studija*

*anamandic73@gmail.com*

**Odgoj i obrazovanje za socijalnu i kulturalnu raznolikost**

**Broj rada: 68**

## **Sažetak**

U ovom radu govori se o različitim stavovima o pitanju višejezičnog obrazovanja s naročitim osvrtom na utjecaj političke moći i željom za ekonomskom dominacijom koja se jasno očituje u obrazovnom sustavu svake države. Ovakva pojava karakteristična je za mnoge države nacije, koje uprkos višejezičnoj populaciji, teže k formiranju monolingvalnoga sustava. Iako suvremena demokratska društva ne toleriraju etničku ili rasnu diskriminaciju, nažalost, česta je pojava da je diskriminacija na lingvističkoj osnovi općeprihvaćena. Brojne su opasnosti suvremenoga društva koje baš zbog takve politike obrazovanja – na jednom zajedničkom dominantnom jeziku, često otvaraju mogućnost marginalizacije drugih jezika, koji nisu samo sredstvo komunikacije, već sredstvo izražavanja jedne kulture i njezine tradicije, simbol njezinoga identiteta. Otuda se očuvanje lingvističke raznovrsnosti nameće kao prioritet suvremenoga demokratskog društva. Inzistiranje na višejezičnosti i multikulturalnosti mora postati jedan od najvažnijih principa formalnoga obrazovanja, s obzirom na to da budući građani Europe svoju višejezičnost moraju shvatiti, ne samo kao svoje pravo, već i kao društvenu obvezu. Cilj je ovoga rada da, ukazujući na sveprisutni problem potiskivanja manjinskih jezika, a samim tim i njihove kulturne zaostavštine, predložimo konkretne primjere kako bi se kroz reforme postojećega sustava obrazovanja mogao unaprijediti sustav višejezičnosti, a samim tim i multikulturalnosti kroz nastavu jezika, književnosti, geografije, povijesti, umjetnosti kao i novih tehnologija i medijske pismenosti.

## **Ključne riječi**

*bilingvizam; identitet; jezička politika*

# Mandić Ivković Ana, Vranić Petković Ivana

*Belgrade Business and Arts Academy of Applied Studies*

*anamandic73@gmail.com*

**Education for social and cultural diversity**

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## **Abstract**

This paper examines various attitudes towards multilingual education, with particular emphasis on the influence of political power and the desire for economic domination that is clearly manifested in the educational system of every country. This phenomenon is characteristic of many nation-states, which, despite having a multilingual population, strive to form a monolingual system. Although modern democratic societies do not tolerate ethnic or racial discrimination, unfortunately, discrimination based on linguistic grounds is often widely accepted. The numerous dangers of contemporary society, due to such education policies – based on one common dominant language, often open the possibility of marginalizing other languages. These languages serve not only as means of communication but also as expressions of one's culture, traditions, and symbols of identity. Hence, the preservation of linguistic diversity imposes itself as a priority of modern democratic society. Insistence on multilingualism and multiculturalism must become one of the most important principles of formal education, considering that future citizens of Europe must understand their multilingualism not only as their right but also as a social obligation. The aim of this paper is to highlight the pervasive issue of suppressing minority languages and, consequently, their cultural heritage. It proposes concrete strategies to promote multilingualism and multiculturalism through the teaching of languages, literature, geography, history, art, new technologies, and media literacy.

## **Key words**

bilingualism, identity, language policy

# Inkluzivni odgoj i obrazovanje učenika s Downovim sindromom iz perspektive učiteljice primarnoga obrazovanja / Inclusive education of students with Down syndrome from the perspective of a pri



**Kajm Ferčec, Margareta**

*Osnovna škola Matija Gubec*

*margareta.kajm-fercec@skole.hr*

**Odgoj i obrazovanje za socijalnu i kulturalnu raznolikost**

**Broj rada: 69**

## **Sažetak**

Inkluzivni osnovnoškolski odgoj i obrazovanje podrazumijeva uključenost djece s teškoćama u redovite razredne odjele uz različite čimbenike podrške o kojima ovisi kvaliteta inkluzivnoga odgoja i obrazovanja. Kvaliteta podrške temelji se na individualnom pristupu učeniku, uključenosti svih važnih osoba za dijete, suradnji stručnih suradnika i učitelja, inkluzivnom okružju te evaluaciji kvalitete inkluzije. Cilj ovoga rada bio je utvrditi inkluzivno djelovanje kroz pružanje primjerene odgojno-obrazovne podrške učeniku s teškoćama koji pohađa redovni razredni odjel. Istraživanjem su ispitani stavovi učiteljice razredne nastave o iskustvu rada s učenikom prvoga razreda osnovne škole s Downovim sindromom. U radu je prikazana studija slučaja, primjenom kvalitativne metodologije i polustrukturiranoga intervjua kojim su utvrđene specifičnosti nastavnoga procesa, profil učenika, model školovanja i primjereni nastavni materijali. Istraživanjem su utvrđeni podatci o uključenosti i podršci asistenta u nastavi, suradnji sa stručnim suradnicima kao i profesionalne kompetencije učiteljice razredne nastave. Rezultati istraživanja mogu poslužiti kao preporuka za rad učiteljima i razvoj inkluzivne škole te unaprjeđenje sustava podrške u osnovnoškolskom odgoju i obrazovanju djece s teškoćama.

## **Ključne riječi**

*inkluzivni odgoj i obrazovanje; pomoćnik u nastavi; učenik s teškoćama (Downov sindrom)*

**Kajm Ferčec, Margareta**

*Matija Gubec Primary School*

**Education for social and cultural diversity**

**Number of the paper: 69**

**Abstract**

Inclusive primary education implies the inclusion of children with disabilities in regular classrooms with various support factors on which the quality of inclusive education depends. The quality of support is based on an individual approach to the student, the involvement of all important people for a child, the cooperation of professional associates and teachers, an inclusive environment, and the evaluation of the quality of inclusion. The aim of this paper was to determine inclusive action through the provision of appropriate educational to support a student with disabilities who attends a regular classroom. In the research, the attitudes of a classroom teacher about the experience of working with a first-grade elementary school student with Down syndrome, have been examined. The paper presents a case study, using qualitative methodology and a semi-structured interview, which determined the particularities of the teaching process, student profile, schooling model and appropriate teaching materials. The research established data on the involvement and support of teaching assistants, cooperation with professional colleagues, as well as the professional competence of classroom teachers. The results of the research can serve as a recommendation for the work of teachers and the development of an inclusive school, as well as the improvement of the support system in elementary education and the education of children with disabilities.

**Key words**

*inclusive education, student with disabilities (Down syndrome), teaching assistant*

# Children's literature as an opportunity to learn about love through life situations



**Dobre Denkova, Jovanka**

*Goce Delcev University, Macedonia*

*jovanka.denkova@ugd.edu.mk*

**Education for social and cultural diversity**

**Number of the paper: 70**

## **Abstract**

Children's literature offers many opportunities for the education of young readers if they are approached warmly, unobtrusively, and as equals. Literature is considered one of the most effective ways to educate young generations, so we can say that the collection of short stories "Winter Ice Cream" by Tocinovski is a work that nurtures positive values, such as tolerance, understanding, upbringing, attention to others, as well as the role of the elderly (parents, grandparents) in fostering these values. In this work, the author talks about many thematically different events and incidents with love being their common denominator. Love is described in many forms: youthful love between two young people, first love, love for animals, for birds, caring for them, sibling love, parental love, love between parents and children and vice versa, as well as love between grandparents and their grandchildren and vice versa. Writing about camaraderie, about friendship, about the weight of the word, about the behavior with others and about many other different and interesting things that affect every person, especially the young man, the child, or the teenager, who is always rushing somewhere forward, usually rushing with his words and actions, wanting to fly through time and grow up, the author clarifies many dilemmas for young readers. It teaches them that time certainly and inevitably passes, bringing inevitable changes in the lives of people, especially children and young people. At the same time, words and actions have their own weight. The point for young readers is that in the comings and goings there is a perfect order that leads a constant struggle with our desires and expectations and every moment is unique and unrepeatable, and the most sublime is the one shared with loved ones.

## **Key words**

*children's literature, ethical values, respect, tolerance*

# “Saiki” creative contest as an experiential learning tool to explore global citizenship education and connection between Kyrgyzstan and Japan



**Yumi Takahashi, Aidaana Khasanova**

*American University of Central Asia*

*takahashi\_y@auca.kg, khasanova\_a@auca.kg*

**Education for social and cultural diversity**

**Number of the paper: 71**

## **Abstract**

The paper presents the outcomes and analysis of “Saiki” creative student contest, conducted by the Japanese Club of AUCA in Kyrgyzstan, as an experiential learning tool aimed at fostering Global Citizenship Education (GCED) and deepening students’ understanding of the Japanese concept of “Saiki” while fostering connections between Kyrgyzstan and Japan. The main objective of the paper is to analyze the effectiveness of the contest in bridging the gap between the classroom and reality by inviting students to reflect on the “saiki” concept and global citizenship and to practically explore cultural values through this contest.

“Saiki” Contest was launched, drawing inspiration from the “Saiki” art exhibition organized by Yu Beavers, a Japanese designer. For the exhibition, diverse artists from Kyrgyzstan submitted their artwork, all centered around the Saiki concept meaning “comeback”, “recovery”, “resilience” of societies in challenging times. Methods employed include design and organization of the contest, in which students of educational institutions of Bishkek had to produce their own creative works such as paintings, essays, poems, videos, art objects, in which they would reflect on the art exhibition and suggested topics relevant to “Saiki” and global citizenship. The methodology also includes post-analysis of the contest, including collection of participants’ retrospectives on the contest and its impact on them. The results suggest that the contest was effective not only as an experiential learning tool to introduce real-world concepts and issues, but also as an avenue for students’ self-growth and personal skills development. The incorporation of such contests into an educational curriculum can prove to be important for fostering globally minded citizens.

## **Key words**

*cross-cultural understanding, experiential learning cycle, global consciousness, living heritage, peace education*

# Asistivna tehnologija u obrazovanju učenika s teškoćama u razvoju / Assistive technology in education of pupils with disabilities



**Gašpar Čičak, Andrea**

*Osnovna škola Milan Amruš, Slavonski Brod*

*agaspar85@gmail.com*

**Odgoj i obrazovanje za socijalnu i kulturalnu raznolikost**

**Broj rada: 72**

## **Sažetak**

Asistivna tehnologija ima važnu ulogu u poboljšanju obrazovnog iskustva za učenike s teškoćama. Ovaj pregledni rad istražuje različite aspekte primjene asistivne tehnologije u nastavi, naglašavajući njezinu važnost i prednosti. Prije svega, definira se asistivna tehnologija i ističe se njezina uloga u podršci učenicima s teškoćama. Zatim se pruža pregled određenih asistivnih tehnologija te njihova primjena u različite edukativne svrhe kao što su čitanje, pisanje, matematika i komunikacija. Analiziraju se dosadašnja istraživanja vezana uz korištenje asistivne tehnologije, poput povećane neovisnosti i motivacije učenika, ali isto se tako ističu i izazovi kao što su pristupačnost, obuka i financiranje. Razmatra se uloga i spremnost učitelja za implementaciju asistivne tehnologije u učionicu. Na kraju se identificiraju potencijalni trendovi i područja za daljnje istraživanje. Ovaj pregledni rad pruža temelj za daljnje razumijevanje i primjenu asistivne tehnologije u obrazovanju.

## **Ključne riječi**

*asistivna tehnologija; obrazovanje; učenici s teškoćama u razvoju*

**Gašpar Čičak, Andrea**

*Primary school Milan Amruš, Slavonski Brod*

*agaspar85@gmail.com*

<b>Education for social and cultural diversity</b>	<b>Number of the paper: 72</b>	
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## **Abstract**

Assistive technology has an important role in enhancing the educational experience of students with disabilities. This review paper explores various aspects of the use of assistive technology in teaching, emphasizing its importance and advantages. First, assistive technology is defined and its role in supporting students with disabilities is emphasized. This is followed by an overview of certain assistive technologies, as well as their application for various educational purposes such as reading, writing, mathematics, and communication. This paper analyzes previous research related to the benefits of using assistive technology, such as increased independence and student motivation, and challenges such as accessibility, training and financing. The role and readiness of teachers for the implementation of assistive technology in the classroom is also discussed. Finally, potential trends and areas for further research are identified. This review paper provides the basis for further understanding and application of assistive technology in education.

## **Key words**

assistive technology, education, pupils with developmental disabilities



# Exploring the Potential of Authentic Picturebooks in a Combined Grade Level Classroom



**Ščurić Lara, Milković Ivana**

*University of Zagreb Faculty of Teacher Education*

*lara.scuric@gmail.com*

**Education for social and cultural diversity**

**Number of the paper: 73**

## **Abstract**

A combined grade level classroom (mixed-grade classroom) is a distinctive educational environment accommodating two or more grade levels. Teaching English as a foreign language (EFL) in such a setting requires a unique approach. In this context, the English teacher engages with multiple classes simultaneously, employing a blend of direct and indirect teaching methods. However, this teaching methodology may inadvertently neglect essential language learning skills due to an increased emphasis on individual student work. Implementation of collaborative teaching materials, such as authentic picturebooks, presents an opportunity to enhance the efficiency and coherence of lessons, facilitate language acquisition, and foster the equitable development of all language skills.

This research seeks to investigate the potential of authentic picturebooks as primary teaching materials in combined grade level classrooms to mitigate the need for extensive individual student work and promote direct teaching across all grade levels. The study focuses on *The Gruffalo* (1999), a picturebook by Julia Donaldson, employed in four English language lessons within a combined two grade level classroom in a Croatian district school. Various picturebook-related activities and tasks aligned with the objectives outlined in the National Curriculum for the subject English Language will be implemented during these lessons. Preliminary findings indicate that students readily acquire vocabulary, phrases, and grammatical structures, while also benefiting from increased opportunities for communication in the English language. This, in turn, has a notable positive impact on their oral communication skills.

## **Key words**

*authentic picturebooks, combined grade level classroom, EFL teaching, The Gruffalo*

# Developing L1 culture-related vocabulary competence in real-world EFL settings



**Vickov Gloria, Sarić Ana**

*Faculty of Humanities and Social Sciences, University of Split*

*gvickov@ffst.hr*

**Education for social and cultural diversity**

**Number of the paper: 74**

## **Abstract**

Teaching L1 culture is an important aspect of intercultural learning in EFL context and a prerequisite for the development of intercultural communication competence (Byram, 1997; Kahn, 2014). Teaching L1 culture in EFL also enhances interdisciplinarity and promotes preservation of one's own cultural and national identity (Vickov, 2016). Vickov (2014) informs that EFL teachers and learners in Croatian primary schools demonstrate relatively poor L1 culture-related vocabulary competence in English.

The present study focuses on the results of research into L1 culture-related vocabulary competence, conducted on 50 teacher education students specializing in teaching English to young learners. The study also examines students' perspective on learning L1 culture-related vocabulary in an out-of-classroom, real-world EFL setting. Following a mixed-methods approach, for the quantitative part the data was collected through a vocabulary test, while a semi-structured questionnaire was utilized to collect qualitative data.

The results of the study demonstrate a rather poor level of the students' L1 culture-related vocabulary competence. The qualitative data analysis shows that intercultural teaching and learning in real-world context has been evaluated as innovative, creative, and highly motivating by all participants.

The findings of this research point to the necessity of developing prospective English teachers' vocabulary competence related to L1 culture. The study also identifies out-of-classroom EFL settings as a motivating, advantageous environment for intercultural teaching at the academic level.

## **Key words**

*EFL; intercultural learning; L1 culture, out-of-classroom EFL settings; vocabulary competence*

# Sestre i braća učenika s teškoćama u razvoju: sustavni pregled literature / Siblings of students with developmental disabilities: A systematic literature review



**Blažević Simić, Ana**

*Sveučilište u Zagrebu, Filozofski fakultet*

*ablazevi@ffzg.hr*

<b>Odgoj i obrazovanje za socijalnu i kulturalnu raznolikost</b>	<b>Broj rada: 75</b>	
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<b>Sažetak</b>
<p>Iako su učenici s teškoćama u razvoju najtematiziranija kategorija općega inkluzivnoga diskursa (kako svakodnevne obrazovne prakse tako i nacionalnih obrazovnih politika), kategorija sestara i braće učenika s teškoćama u razvoju u nacionalnome stručnome i znanstvenome diskursu gotovo se ne susreće. Vodeći se činjenicama da su u školskoj godini 2023./2024. 7,54 % sveukupne učeničke populacije činili upravo učenici s teškoćama u razvoju (Ministarstvo znanosti i obrazovanja, 2024), a da pritom kategoriju njihovih sestara i braće ne spominje ni postojeći legislativni okvir kao ni recentniji obrazovno-politički dokumenti, ovaj rad stavlja naglasak na ovu očigledno zanemarenu kategoriju učeničke populacije.</p> <p>Cilj je ovoga rada stoga bila izrada prvoga sustavnoga pregleda literature domaćih izvora koji tematiziraju sestre i braću učenika s teškoćama u razvoju. Konkretnije, koristeći tehniku analize sadržaja, analizirani su znanstveni, pregledni i stručni radovi objavljeni u domaćim časopisima u otvorenome i zatvorenome pristupu, ali i završni, diplomski, specijalistički, magistarski i doktorski radovi objavljeni u digitalnim akademskim arhivima i repozitorijima. Na temelju rezultata analize sadržaja daju se smjernice za intenziviranje istraživačkoga fokusa na ovu specifičnu učeničku populaciju, prepoznavanje i odgovaranje na njihove potrebe unutar institucija odgoja i obrazovanja te moguće oblike neposrednoga rada koji je dosad bio izrazito sporadičan i nesustavan te je izrazito ovisio o senzibilitetu i znanju djelatnika odgojno-obrazovnoga sustava.</p>
<b>Ključne riječi</b>
<i>analiza sadržaja; časopisi; inkluzivno obrazovanje; nacionalna obrazovna politika; publikacije inkluzivne tematike; repozitoriji</i>

**Blažević Simić, Ana**

*Faculty of Humanities and Social Sciences, University of Zagreb*

*ablazevi@ffzg.hr*

<b>Education for social and cultural diversity</b>	<b>Number of the paper: 75</b>	
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**Abstract**

Although students with developmental disabilities are the most researched category of the general inclusive discourse (both in everyday educational practice and national educational policies), the category of siblings of students with developmental disabilities is hardly encountered in the national professional and scientific discourse. Given that 7.54% of the total student population in the 2023/2024 school year consisted of students with developmental disabilities (Ministry of Science and Education, 2024), it's noteworthy that the category of their siblings is not addressed in either the existing legislative framework or recent educational-political documents. This paper highlights this often-overlooked student population.

The aim of this paper was therefore to create the first systematic literature review of domestic sources that deal with siblings of students with developmental disabilities. More specifically, using the technique of content analysis, scientific, review and professional papers published in domestic journals in open and closed access, as well as final, graduate, specialist, master's, and doctoral theses published in Digital Academic Archives and Repositories were analyzed. Based on the content analysis, the research recommends intensifying the focus on this specific student population. This includes recognizing and addressing their needs within educational institutions and exploring potential forms of direct support, which have been sporadic, unsystematic, and highly dependent on the individual knowledge and sensitivity of employees in the education system.

**Key words**

*content analysis; inclusive education; journals; national educational policy; publications on inclusive topics; repositories*

# Participation of students with different types of difficulties during practical work in the subject Nature and Society in primary classroom teaching



**Šarčević Ivić-Hofman Katarina, Pongračić Luka**

*Department of Social Sciences and Humanities, University of Slavonski Brod*

*ksihofman@unisb.hr*

**Education for social and cultural diversity**

**Number of the paper: 76**

## **Abstract**

Practical work is a method that is mostly used in teaching the subject Nature and Society with the aim of introducing students to science. One of the main goals of this subject is the development of natural science literacy and teaching the correct procedures of scientific methods. From the first grade, students engage in practical work that requires different levels of cognitive, affective, and psychomotor achievements. In this area, there is a special challenge for students with disabilities. Therefore, it is important to establish exactly which part of the teaching process they have the most difficulties with, considering their type of developmental disability, in order to establish the most suitable ways of adapting practical work regarding different types of difficulties in students.

The data used for this research were collected using a questionnaire designed for the purpose of this research, which is part of a broader research Didactic-methodical difficulties in classroom teaching with students with special educational needs (IP-ODHZ-11-2021). 309 classroom teachers participated in the research and assessed students with disabilities according to the given criteria during class. Non-parametric statistical methods were used, and the results show that during teamwork, practical work and drawing conclusions after practical work, students with disorders in the autism spectrum have the most difficulties. These results indicate that additional adaptations are needed for the participation of students with difficulties in practical work, especially for students with disorders in the autism spectrum. The need for a more visual approach to assigning and solving the tasks of practical work is indicated.

## **Key words**

*Nature and Society, practical work, primary class teaching, students with disabilities, teaching adaptations*

# Stavovi studenata prema inkluziji učenika migranata i tražitelja azila u obrazovni sustav Srbije / Students' attitudes towards the inclusion of migrant and asylum seeker students in the educa



**Marina Ž. Semiz**

*Univerzitet u Kragujevcu, Pedagoški fakultet Užice, Srbija*

*semizmarina@gmail.com*

**Odgoj i obrazovanje za socijalnu i kulturalnu raznolikost**

**Broj rada: 77**

## **Sažetak**

Važan aspekt migracijske i useljeničke politike u EU i izvan njezinih granica jest uključivanje učenika migranata i tražitelja azila u obrazovni sustav zemalja domaćina. Dosadašnja istraživanja potvrđuju važnost uključivanja učenika migranata i tražitelja azila u škole jer se time poštuju njihova prava, poboljšava njihov položaj u društvu i mogućnost kasnijega uspješnog sudjelovanja u društvu. Polazeći od obrazovne politike prema djeci migrantima i tražiteljima azila u EU i Srbiji te koncepta inkluzivne škole, provedeno je istraživanje s ciljem ispitivanja stavova studenta prema inkluziji učenika migranata i tražitelja azila u obrazovni sustav Srbije. Primijenjena je deskriptivno-neeksperimentalna metoda, tehnika anketiranja, a posebno su konstruirana dva istraživačka instrumenta. Uzorak je obuhvatio studente fakulteta za obrazovanje učitelja, nastavnika i pedagoga ( $N = 261$ ) s pet sveučilišta u Srbiji. Rezultati pokazuju da većina studenata ima umjereno pozitivne stavove prema inkluziji studenata migranata i tražitelja azila u obrazovni sustav, a strukturu njihovih stavova možemo sagledati kroz tri čimbenika: važnost inkluzije i društvene participacije, resurse za podršku inkluziji i prepreke za inkluziju. S obzirom na dobivene rezultate, prepoznaje se potreba za inoviranjem studijskih programa na pedagoškim i nastavničkim fakultetima te za većom zastupljenošću stručno-aplikativnih predmeta u funkciji stjecanja znanja i razvijanja kompetencija za budući rad sa studentima migrantima i tražiteljima azila.

## **Ključne riječi**

*obrazovne politike; nastavnički i pedagoški fakulteti; obrazovna inkluzija; inkluzivna škola; migracije*

# Marina Ž. Semiz

*Faculty of Education in Užice, University of Kragujevac, Serbia*

*semizmarina@gmail.com*

**Education for social and cultural diversity**

**Number of the paper: 77**

## **Abstract**

The inclusion of migrant and asylum seeker students in the education system of the host country represents an important aspect of the migration and asylum policy of the EU and beyond. Previous research confirms the importance of the inclusion of migrant and asylum seeker students in school since it respects their rights, improves their social status, and provides opportunities for later successful participation in society. Starting with the education policy towards migrant and asylum seeker children in the EU and Serbia as well as the concept of inclusive school, the research was conducted with the aim of investigating students' attitudes towards the inclusion of migrant and asylum seeker students in the education system of Serbia. A descriptive-non-experimental research method, survey technique, as well as two specifically designed research instruments were used. The sample was drawn from the population of students majoring in education (N=261) from five Serbian universities. The research results show that most of the students have moderately positive attitudes towards the inclusion of migrant and asylum seeker students in the education system, and the structure of their attitudes can be perceived through three factors: the importance of inclusion and social participation, support resources for inclusion and barriers to inclusion. The obtained results suggest the need for introducing innovative study programs into faculties of education and increase the availability of professional application courses to equip future teachers with the knowledge and skills necessary for working with migrant and asylum seeker students.

## **Key words**

*education policies, faculties of education, inclusion in education, inclusive school, migration*

# Attitudes of future teachers towards members of minorities and migrants



**Šenjug Krleža Ana, Knežević Željka**

*Sveučilište u Zagrebu, Učiteljski fakultet*

*ana.senjug@ufzg.hr*

**Education for social and cultural diversity**

**Number of the paper: 78**

## **Abstract**

Globalization processes, migration, and increased mobility of individuals make countries around the world more and more culturally diverse. These social changes are directly reflected in educational systems where teachers are challenged to successfully deal with diversity in their teaching (Knežević 2023). To achieve this goal, the intercultural competence of the teacher, which includes specific knowledge, positive attitudes towards others, as well as the constant development of skills for successfully navigating different communication situations, is crucial (Šenjug Krleža 2020). In scientific literature, attitudes are often emphasized as the fundamental dimension of intercultural competence, and openness and tolerance are cited as the basic characteristics of a desirable attitude (Deardorff, 2006; Knapp, 2008; Bolten, 2007; Byram, 1997). To gain insight into the attitudes of future teachers towards their potential future pupils, we used the Bogardus scale to examine the social distance of students in their final years of teacher studies at the Faculty of Teacher Education at the University of Zagreb (N=122) towards members of minorities and migrants in the Republic of Croatia. We also conducted interviews with focus groups of students (N=12) in which we investigated stereotypes and prejudices that future teachers hold towards migrant and minority cultures. The results show a greater social distance of students towards members of cultures that they perceive as less close to their own, as well as pronounced prejudices and stereotypes of students towards all cultures different from their culture. These results point to the need for a stronger development of teachers' intercultural competence during their initial education.

## **Key words**

*intercultural competence, prejudices, social distance, stereotypes*



# Kako odgojiteljice i učiteljice razumiju elemente demokracije? / How do preschool and primary education teachers understand elements of democracy?



**Pažur Monika, Aladrović Slovaček Katarina**

*Sveučilište u Zagrebu, Učiteljski fakultet*

*monika.pazur@ufzg.hr*

**Odgoj i obrazovanje za socijalnu i kulturalnu raznolikost**

**Broj rada: 79**

## **Sažetak**

Razvoj demokratskih kultura odgojno-obrazovnih institucija temelji se na razvoju građanske kompetencije onih koji u njemu sudjeluju, a koja se očituje u vrednovanju ljudskoga dostojanstva i ljudskih prava te njegovanju kulturne raznolikosti i demokracije. Isto je moguće isključivo kada osoba razumije što demokracija jest, koji su njezini temeljni elementi i što oni podrazumijevaju kako za građane tako i za društvo u cijelosti. Ciljevi ovoga istraživanja bili su (1) opisati kako odgojiteljice i učiteljice razumiju ključne koncepte demokracije te (2) sumirati ključne riječi koje odgojiteljice i učiteljice koriste u opisivanju koncepata demokracije kao i naznake odnosa među njima. Na temelju analize aktualne literature detektirano je 10 temeljnih elemenata demokracije. U istraživanju je sudjelovalo 35 odgojiteljica i učiteljica, različitoga radnog iskustva, koje su ispunjavajući upitnik opisale i definirale unaprijed izdvojene konstrukte demokracije. Provedena je jednostavna analiza sadržaja u odnosu na 3 komponente odgovora: sadržajnu, leksičku (vrste riječi, broj riječi, leksička gustoća i raznolikost) i sintaktičku (struktura i tipovi rečenica). U odnosu na svaku komponentu prepoznati su kodovi: niska, srednja i visoka razina razumijevanja. Rezultati pokazuju kako odgojiteljice i učiteljice imaju uglavnom nisku i srednju razinu razumijevanja koncepata kako na sadržajnoj, jednako tako na leksičkoj i sintaktičkoj razini. Dodatno, prepoznat je nizak varijabilitet u korištenju riječi za definiranje pojma, odnosno sudionice često koriste iste riječi za opisivanje različitih koncepata. Dobiveni rezultati ukazuju na potrebne promjene u inicijalnom obrazovanju učitelja i odgojitelja kako bi bili spremni odgovoriti na suvremene izazove i promjene u društvu za što je ključno razumijevanje svih elemenata demokracije.

## **Ključne riječi**

*analiza sadržaja; koncepti demokracije; odgojiteljice; razumijevanje; učiteljice*

# Pažur Monika, Aladrović Slovaček Katarina

University of Zagreb Faculty of Teacher Education

monika.pazur@ufzg.hr

**Education for social and cultural diversity**

**Number of the paper: 79**

## Abstract

The development of democratic culture of educational institutions is based on the development of the civic competence of those who participate in it, which is manifested in valuing human dignity and human rights and nurturing cultural diversity and democracy. The same is possible only when a person understands what democracy is, what its basic elements are and what they mean for both citizens and society. The goals of this research were: (1) to describe how preschool and primary education teachers understand the key concepts of democracy, and (2) to summarize the key words used by preschool and primary school teachers in describing the concepts of democracy as well as the relationship between them. Based on the analysis of current literature, 10 fundamental elements of democracy were detected. The research involved 35 preschool and primary school teachers with different backgrounds. They completed a questionnaire to describe and define the pre-selected constructs. A simple content analysis was performed in relation to three response components: content, lexical (types of words, number of words, lexical density and variety) and syntactic (structure and types of sentences). In relation to each component, codes are recognized: low, medium, and high level of understanding. The results show that research participants have mostly a low and medium level of understanding of the concepts both at the content level, as well as at the lexical and syntactic level. Additionally, participants demonstrated a limited variation in their use of words to define concepts, often employing the same words to describe different concepts. The obtained results point to the necessary changes in the initial education of educators in order to be ready to respond to contemporary challenges and changes in society, for which an understanding of all elements of democracy is key.

## Key words

*concepts of democracy, content analysis, preschool teachers, primary education teachers, understanding*

# Poticanje jezično-govornoga razvoja djece predškolske dobi – uloga mjesnih organskih idioma / Fostering speech development in early childhood and preschool-aged children - the role of the ver



**Vuić, Božica**

*Sveučilište u Zagrebu, Učiteljski fakultet*

*bozicavuic@gmail.com*

**Odgoj i obrazovanje za socijalnu i kulturalnu raznolikost**

**Broj rada: 80**

## **Sažetak**

Djetetov jezično-govorni i komunikacijski razvoj počinje u obiteljskom okruženju u kojem je dijete izloženo ponajprije govoru/govorenju članova svoje obitelji, a potom i šire zajednice te suvremenih digitalnih medija. Pri tome dijete jezične i govorne navike usvaja slušanjem, oponašanjem govornih uzora i osobnim govorenjem. Uključivanjem djeteta u predškolsku ustanovu ono će biti izloženo na formalan, neformalan i informalan način i drugim jezično-govornim utjecajima npr. govoru vršnjaka i standardnim jezičnim oblicima u govoru odgojitelja. Odgojitelju će polazište, u poticanju djetetova jezičnoga i govornoga razvoja, biti djetetov immanentni govor. U svakodnevnoj odgojno-obrazovnoj praksi odgojitelj utječe na djetetov govorni razvoj i kreiranjem poticajnoga okruženja (Čudina-Obradović, 2014; Cvikić, Turza-Bogdan, 2023) koje treba biti usmjereno na dijete, na njegove individualne potrebe i mogućnosti. U predškolskoj odgojno-obrazovnoj ustanovi djeca se upoznaju s različitim književno-umjetničkim tekstovima pričama, slikovnicama, pjesmama (malešnicama) i sl., pri čemu poticajno komunikacijsko okruženje posreduje u uspostavi literarne komunikacije (Rosandić, 2005) i razumijevanju osnovnih semantičkih slojeva. Susret predškolskoga djeteta i književnoga teksta jedan je od načina poticanja rane pismenosti koja se najlakše ostvaruje na poznatom sadržaju. Većina djece u predškolskoj dobi pokazuje interes za slova i vizualiziraju riječ, odnosno slova od kojih je riječ sastavljena. U poticanju rane pismenosti u DV Petrinjčica tijekom 2021. godine, neposredno nakon potresa, pokrenut je projekt Petrinja A – Ž u odgojnoj skupini Ježići u kojoj je većina djece bila predškolske dobi. Rezultat toga projekta jest slikovnica/slovarica koju su ilustrirala djeca navedene odgojne skupine, a leksički sloj čine riječi iz petrinjskoga organskog idioma. Manje poznate riječi i pojmovi dodatno su objašnjeni na standardnom jeziku. Ova je petrinjska slovarica primjer poticanja jezično-govornoga razvoja na osnovi organskoga mjesnog idioma i primjer njegovanja tradicijske baštine u kontekstu globalizacije i multikulturalnosti.

## **Ključne riječi**

*dijete predškolske dobi; jezično-govorni razvoj; literarna komunikacija; rana pismenost*

# Vuić, Božica

University of Zagreb Faculty of Teacher Education

bozicavuic@gmail.com

**Education for social and cultural diversity**

**Number of the paper: 80**

## Abstract

A child's language and speech as well as communication development begins in the family environment where the child is exposed primarily to the speech/spoken communication of his or her family members, but also to the wider community and modern digital media. In these circumstances, children acquire language and speech habits by listening, imitating speech models, and speaking. Enrolment of a child in a preschool institution facilitates their formal, non-formal, and informal exposure to other language and speech influences, for example, the speech of their peers and standard language forms used by their preschool teachers. For the preschool teacher, the starting point in facilitating the child's language and speech development will be the child's inherent speech. In everyday educational practice, the teacher also influences the child's speech development by creating a stimulating environment (Čudina-Obradović, 2014; Cvikić & Turza-Bogdan, 2023), which should be focused on the child, more specifically, the child's individual needs and abilities. In a preschool institution, children are introduced to different literary and artistic texts, stories, picturebooks, songs (nursery rhymes), etc., whereby a stimulating communication environment mediates the establishment of literary communication (Rosandić, 2005) and understanding of the basic semantic layers. The encounter of a preschool child with a literary text is one of the ways of encouraging early literacy, which is most easily achieved with familiar content. Most preschool-aged children show interest in letters and visualize the word, that is, the letters that make up the word. In order to encourage early literacy in Kindergarten Petrinjčica during 2021, immediately after the earthquake in Petrinja, the project Petrinja A - Ž was launched in the educational group Ježići (Little Hedgehogs) where most of the children were of preschool age. The project resulted with a spelling book illustrated by the children themselves, and the vocabulary used in the book consists of words found in the Petrinja vernacular. Lesser-known words and concepts are additionally explained in the standard language. This spelling book is an example of fostering language and speech development with the help of a vernacular and an example of nurturing traditional heritage in the context of globalization and multiculturalism.

## Key words

*early literacy, language and speech development, literary communication preschool-age children*

# Izazovi i pozitivni aspekti višejezičnoga školskog konteksta u Crnoj Gori / Challenges and positive aspects of the multilingual school context in Montenegro



**Nikčević Jasmina, Popović Dušanka**

*Filološki fakultet, Univerzitet Crne Gore*

*minanik.jasmina@gmail.com*

**Odgoj i obrazovanje za socijalnu i kulturalnu raznolikost**

**Broj rada: 81**

## **Sažetak**

Ovim radom željeli bismo ukazati na širok dijapazon aktivnosti koje se mogu preduzimati i realizirati u školama u Crnoj Gori koje pohađaju učenici iz izbjegličkih obitelji jer moramo biti svjesni teškoća i slabijega uspjeha iz gotovo svih školskih predmeta kod djece izbjegle s ratnoga područja (u ovom slučaju pretežno iz Ukrajine). Najveći razlog za lošije školske rezultate primarno je nedovoljno poznavanje jezika na kojem se nastava realizira.

U situaciji u kojoj naše učionice sve više postaju višejezične, novi se izazovi postavljaju pred škole i nastavnike. Osim dodatnih sati crnogorskoga jezika u školi, treba planirati jezično-stručne segmente aktivnosti na satima redovne nastave svih predmeta, kao i strategije iz bilingvalnih sredina (kao u pograničnom području gdje se nastava integralno ili parcijalno izvodi na albanskom jeziku).

No, s obzirom na specifičnu i kompleksnu situaciju učenika iz izbjegličkih obitelji, tek pristiglih u našu, njima stranu zemlju i kulturu, sva ova pitanja koja nameće svrnost, uz svijest da smo u dobu inkluzije, a ne asimilacije, prirodno pokreću i nova razmišljanja s ciljem optimizacije uvjeta učenja u višejezičnom školskom kontekstu. Učenici iz migrantskih obitelji dolaze u naše škole sa svojim sposobnostima, kulturalnim osobenostima, znanjima i jezičnim vještinama i trebaju se uključiti u zajednicu učenja s domicilnim učenicima.

Interkulturalna didaktika teži duboko humanističkom obrazovanju držeći se principa da jezik i kultura predstavljaju prije svega pravo. Savremena istraživanja (Auger i Le Pichon, 2021) pokazuju da favorizovanje njihova materinskoga jezika-kulture u višejezičnoj učionici ohrabruje učenike osnažujući njihov osjećaj prihvaćenosti i sigurnosti. Iako se može činiti vrlo zahtijevnim (ne i nemogućim) uključiti više jezika kojima učenici govore u kurikule, posredstvom jezika stranoga učenika stvaramo preduvjete za bolje postizanje obrazovnih ciljeva i ishoda, a novi pristupi vrjednovanja ovakvoga jezično-kulturnoga kapitala utječu na inovativnost i bogatstvo obrazovnih mogućnosti za sve, kako strane učenike, tako i za domicilne, doprinoseći uzajamnom razumijevanju, istinskom uvažavanju i prihvaćanju.

## **Ključne riječi**

## Nikčević, Jasmina; Popović, Dušanka

*University of Montenegro*

*minanik.jasmina@gmail.com*

**Education for social and cultural diversity**

**Number of the paper: 81**

### Abstract

With this paper, we would like to point out the wide range of activities that can be undertaken and implemented in schools in Montenegro attended by students from refugee families, since we must be aware of the difficulties and lower achievement in almost all school subjects for children who have fled from the war zone (in this case, mostly from Ukraine). The biggest reason for weak academic results is primarily insufficient knowledge of the language in which the teaching is carried out.

Considering that classrooms are increasingly becoming multilingual, new challenges are being posed to schools and teachers. Apart from additional lessons of the Montenegrin language at school, language-professional activity segments should be planned in regular classes in all subjects, as well as strategies from bilingual environments (such as in the border area where teaching is conducted integrally or partially in the Albanian language).

However, given the specific and complex circumstances faced by refugee families who have recently arrived in Montenegro, it is essential to reconsider how to optimize learning conditions in a multilingual school environment. The emphasis on inclusion, rather than assimilation, necessitates a rethinking of traditional approaches. Students from migrant families come to our schools with their abilities, cultural peculiarities, knowledge and language skills, and should be included in the learning community with domicile students.

Intercultural didactics strives for deeply humanistic education, adhering to the principle that language and culture represent, first of all, right. Contemporary research (Auger and Le Pichon, 2021) shows that favoring their mother tongue-culture in a multilingual classroom encourages students by strengthening their sense of acceptance and security. Although it may seem very demanding (not impossible) to include several languages spoken by students in the curriculum. By including foreign languages, we can create conditions for better academic achievement, develop new approaches to the evaluation of such linguistic and cultural occurrences, foster mutual understanding and appreciation, and enrich the educational experience for all students.

### Key words

*inclusion, migrant students, mother tongue-culture, plurilingual classroom*

# Ovladavanje stranim (engleskim) jezikom u ranoj i predškolskoj dobi: pregled istraživanja objavljenih u posljednjih deset godina / Pre-primary (E)FL: A review of research published in the las



**Mikulec, Alenka**

*Sveučilište u Zagrebu, Učiteljski fakultet*

*alenka.mikulec@ufzg.hr*

**Odgoj i obrazovanje za socijalnu i kulturalnu raznolikost**

**Broj rada: 82**

## **Sažetak**

Globalizacijski procesi, brzi razvoj u različitim sferama života i povećane migracije stanovništva pridonijeli su rastu svijesti o važnosti poznavanja stranih jezika, posebice engleskoga, koji ima status linguae francae. Važnost stranih jezika prepoznali su kao prioritet roditelji, kao i drugi dionici, što je rezultiralo poučavanjem stranih jezika od vrlo rane dobi. Unatoč rastućem interesu za usvajanje stranih jezika već od rane i predškolske dobi u cijelom svijetu, još uvijek nisu ujednačene potrebne kompetencije poučavatelja niti metodologija poučavanja. Štoviše, ova se tema još uvijek smatra nedovoljno istraženom iako su uočena neka poboljšanja.

Cilj je ovoga rada dati pregled najnovijih rezultata istraživanja usmjerenih na poučavanje i usvajanje engleskoga kao stranoga jezika u ranoj i predškolskoj dobi. U tu svrhu, koristeći izraze predškolski i strani jezik kao ključne riječi, autorica je provela pretraživanje akademskih baza podataka ograničeno na studije objavljene u posljednjih deset godina. Članci su analizirani i grupirani prema dvjema temama: kompetencije poučavatelja stranoga (engleskoga) jezika i metodologija poučavanja primjerena djeci rane i predškolske dobi. Na temelju provedene analize predložene su određene implikacije za poučavanje stranoga jezika u ovoj dobnoj skupini.

## **Ključne riječi**

*kompetencije poučavatelja; metodologija poučavanja; usvajanje stranoga jezika u ranoj i predškolskoj dobi*

# Mikulec, Alenka

University of Zagreb Faculty of Teacher Education

*alenka.mikulec@ufzg.hr*

**Education for social and cultural diversity**

**Number of the paper: 82**

## **Abstract**

Globalization processes, rapid developments across different spheres of life and increased population migrations have contributed to a growing awareness of the importance of proficiency in additional languages, especially English, which has the status of a lingua franca. This has been recognized as a priority by parents as well as some stakeholders and has resulted in teaching foreign languages from a very early age. Despite the growing interest in pre-primary foreign language teaching and acquisition worldwide, there is still insufficient uniformity in the definition of teacher competences and teaching methodology. Moreover, the topic is still considered greatly under-researched although some improvements have been observed.

The aim of this paper is to provide an overview of the most recent research findings focusing on teaching and acquisition of English as a foreign language at the pre-primary age. For this purpose, using pre-primary and foreign language as the keywords, the author conducted academic databases search restricted to studies published in the last ten years. The articles have been analyzed and grouped according to two topics: pre-primary (E)FL teacher competences and age-appropriate teaching methodology. Based on the analysis, some implications for pre-primary (E)FL are discussed.

## **Key words**

*pre-primary FL acquisition, teacher competences, teaching methodology*



# Intersection of children's rights and preschool program analysis



**Žnidarec-Čučković Ana, Golik Ivana, Višnjić- Jevtić Adrijana**  
*University of Zagreb Faculty of Teacher Education*

*ana.znidarec.cuckovic@ufzg.hr, ivana.golik@ufzg.h*

Education for social and cultural diversity	Number of the paper: 83	
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**Abstract**

This research paper explores the critical intersection of children's rights and preschool programs, focusing on analyzing the extent to which preschool programs uphold and promote the rights of young children. As foundational frameworks for early childhood education, preschool programs play a pivotal role in shaping the experiences and development of children during their formative years. The analysis delves into various dimensions of children's rights (CR) as outlined in international conventions and declarations, examining how preschool programs align with principles such as the right to education, protection from harm, participation, and the child's best interests. Through a comprehensive review of existing preschool curricula, policies, and practices, this study aims to identify strengths, challenges, and areas for improvement in ensuring that children's rights are fully realized within early childhood education settings. By critically evaluating the implementation of children's rights in preschool programs, this research seeks to contribute valuable insights to the ongoing discourse on early childhood education and advocacy for the holistic well-being and empowerment of young children with specific contributions to possible CR framework based on these indicators: introduction to the core concepts of childhood and human rights-based approach, CR standards and principles, CR systems and institutions, key components and principles of CR programming, child participation, CR situation analysis, program design and implementation, CR programming case study, monitoring and evaluation and becoming a CR focused organization.

**Key words**

*accessibility check tools; digital inclusion; special needs; accessibility improvement; higher education*

# Uloga postmodernističkih postupaka u romanu Nemoj reći nikome, Maje Brajko Livaković u pristupu osjetljivim temama / The role of postmodernist procedures in the novel Don't tell anyone, by Ma



**Marković, Matilda**

*Osnovna škola Draganići*

*matilda.markovic@skole.hr*

**Odgoj i obrazovanje za socijalnu i kulturalnu raznolikost**

**Broj rada: 84**

## **Sažetak**

U radu se detaljno interpretiraju i opisuju postmodernistički postupci koje je autorica, suvremena hrvatska spisateljica, Maja Brajko Livaković upotrijebila u romanu Nemoj reći nikome. U romanu za mlade Nemoj reći nikome, autorica Maja Brajko Livaković (2012) problematizira svakodnevicu jednog tinejdžera i mladenačku komunikaciju internetom koja, iako djeluje bezazleno, za sobom povlači brojne probleme, izazove i opasnosti. Tako jedna sasvim bezazlena internetska komunikacija glavnu protagonisticu romana na gnjusnan način uvlači u mrežu kriminala, iz koje teško pronalazi izlaz. Roman tako otvara brojne osjetljive teme poput prostitucije, prodaje organa, izrabljivanja mladih djevojaka i kršenja osnovnih ljudskih prava i ljudskoga dostojanstva kojima obiluje naša svakodnevica. Problemiziranje bezazlene mladenačke komunikacije internetom šalje jasnu poruku čitatelju da je internetski svijet nestvaran, da je on nečija tvorevina nastao iz brojnih ili pozitivnih ili negativnih poriva. U sadržaj teksta ovoga romana implementirani su različiti intertekstovi koji simuliraju online komunikaciju često su vjerna preslika realne komunikacije, lišeni pravopisnih i jezičnih pravila i zakonitosti poput blogova, tekstova chat komunikacije koji predočavaju digitalnu komunikaciju, različita jezična podebljavanja, podcrtavanja i tekstovi pisani velikim tiskanim slovima kako bi se dočaralo psihološko stanje glavnoga lika, tekstovi tiskanih novina i časopisa, fusnote i citiranje drugih umjetničkih tekstova. Hipermedijacija se u ovom romanu tako postiže prije svega tekstualnim i grafičkim oblikovanjem teksta, odnosno simulacijom prijepisa tekstova iz drugih medija, a ostvaruje se strategijama preoblikovanja teksta, odnosno tekstualno konotiranim signalima o drugačijem porijeklu tekstualne poruke tzv. uz-tekstualnim znakovima. Odnose se upravo na primjere citiranja tekstova iz dnevnih novina, tekstove objavljene na blogu ili tekstove online ili digitalne komunikacije. Njihova je uloga postići dojam autentičnosti, objektivnosti i ozbiljnosti, a time i približiti djelo mladome čitatelju. Stoga tekstovi često odstupaju od jezičnoga standarda, a jezik i stil pisanja odgovara mladenačkom u kojem se jezična pravila i gramatička korektnost pisane poruke stavlja u drugi plan. Tako je vrlo čest primjer neispravna uporaba velikoga slova, izostavljanje interpunkcija, gomilanje rečeničnih znakova što je obilježje suvremene digitalne mladenačke komunikacije.

## **Ključne riječi**

## **Marković, Matilda**

*Primary school Draganići*

*matilda.markovic@skole.hr*

**Education for social and cultural diversity**

**Number of the paper: 84**

### **Abstract**

The paper interprets and describes in detail the postmodernist procedures used by the author, contemporary Croatian writer, Maja Brajko Livaković in the novel Don't Tell Anyone. In this novel for young adults, the author, Maja Brajko Livaković (2012) problematizes the everyday life of a teenager and youthful communication on the internet, which, although it seems harmless, entails numerous problems, challenges, and dangers. Thus, a completely harmless internet communication drags the main protagonist of the novel into a criminal network in a heinous way, from which she has difficulty finding a way out. Thus, the novel opens numerous sensitive topics such as prostitution, organ sales, exploitation of young girls, and violations of basic human rights and human dignity that abound in our everyday life. The issue of innocent youth communication on the internet sends a clear message to the reader that the internet world is unreal, that it is someone's creation born of numerous positive or negative impulses. The text of this novel incorporates numerous intertexts that faithfully mimic online communication, often replicating the unedited and ungrammatical style of real-life blogs and chat conversations. These intertexts include digital communication features like bolding, underlining, and capitalization, which are used to convey the psychological state of the main character. Additionally, the novel includes excerpts from printed newspapers and magazines, as well as footnotes and citations of other artistic texts. In this novel, hypermediation is achieved primarily through textual and graphic formatting, i.e. simulating the transcription of texts from other media, and it is achieved through strategies of text reshaping or textually connoted signals about a different origin of the textual message, the so-called with text characters. They refer precisely to the example of quoting texts from daily newspapers, texts published on a blog or texts from online or digital communications. Their role is to achieve an impression, authenticity, objectivity, and seriousness, and over time to bring the work closer to the young reader. Often, therefore, precisely these texts deviate from the language standard, and the language and style of writing corresponds to that of youth, in which language rules and grammatical correctness of the written message are put in the background. Thus, it is a very common example of improper use of capital letters, omission of punctuation, accumulation of sentence characters, which is a feature of contemporary digital youth communication.

### **Key words**

*hypermediation, intertextuality, jargon, postmodernist procedures, sensitive topics*

# Risky and outdoor play in early and preschool education /Rizična i igra na otvorenom u ranom i predškolskom odgoju i obrazovanju



**Violeta Valjan Vukić<sup>1</sup>, Kristina Saleta<sup>2</sup>**

<sup>1</sup> University of Zadar, <sup>2</sup> Dječji vrtić Sunčana

vvukic@unizd.hr

**Odgoj i obrazovanje za socijalnu i kulturalnu raznolikost**

**Broj rada: 85**

## Sažetak

Igra kao primarna djetetova aktivnost pridonosi cjelovitom razvoju tjelesnih, socijalnih, emocionalnih, jezičnih i spoznajnih vještina. No, outdoor kurikulum naglasak stavlja na rizičnu igru na otvorenome, u prirodi, čija su obilježja izazovne i avanturističke aktivnosti koje omogućuju djeci da istraže svoje granice, razviju vještine procjene rizika te ojačaju samopouzdanje i otpornost. Kao takva, rizična igra u kontekstu odgojno-obrazovnog okružja, sve više se razmatra, zbog njezinih potencijalnih dobrobiti za dječji razvoj.

U kontekstu Hrvatskog nacionalnog kurikulum za rani i predškolski odgoj i obrazovanje igra se ističe kao temeljni pristup poticanju cjelovitoga djetetova razvoja a, pri čemu se naglasak stavlja na pružanje mogućnosti djeci da se uključe u različita istraživačka iskustva u zatvorenom i otvorenom prostoru. Međutim, interpretacija i percepcije rizične igre često varira među stručnjacima jer ju dio njih promatra s oprezom iz straha od mogućih ozljeda ili nezgoda. Stoga je postizanje ravnoteže između pružanja prilika za kontrolirani rizik i osiguravanja sigurnosti djece ključno za učinkovitu provedbu načela kurikula.

U radu se razmatra rizična igra i njezine razvojne prednosti te uspoređuje percepcija igre u na otvorenom i rizične igre u kontekstu Hrvatskog nacionalnog kurikulum za rani i predškolski odgoj i obrazovanje i kurikulum skandinavskih zemalja. Osvještavanjem dobrobiti te prihvaćanjem i podržavanjem rizične igre na otvorenom odgojitelji i roditelji mogu stvoriti „novo“ poticajno okružje za cjeloviti rast, razvoj i učenje djece tijekom ranih godina.

## Ključne riječi

*igra na otvorenom; Nacionalni kurikulum za rani i predškolski odgoj i obrazovanje; outdoor curriculum; razvojne prednosti; rizična igra*

# Violeta Valjan Vukić<sup>1</sup>, Kristina Saleta<sup>2</sup>

<sup>1</sup> University of Zadar, <sup>2</sup> Dječji vrtić Sunčana

vvukic@unizd.hr

**Education for social and cultural diversity**

**Number of the paper: 85**

## **Abstract**

Play, as a child's primary activity, contributes to the overall development of physical, social, emotional, language and cognitive skills. But the Outdoor curriculum emphasizes risky outdoor play in nature, characterized by challenging and adventurous activities that allow children to explore their limits, develop risk assessment skills and strengthen confidence and resilience. As such a risky game in the context of the educational environment, it is increasingly considered, because of the potential benefits for children's development.

In the context of the Croatian National Curriculum for Early and Preschool Education, play stands out as a fundamental approach to encouraging the integral development of a child, where the emphasis is placed on providing opportunities for children to engage in various research experiences in indoor and outdoor spaces. However, the interpretation and perception of risky play often varies among experts, since some of them view it with caution for fear of possible injuries or accidents. Therefore, striking a balance between providing opportunities for controlled risk and ensuring children's safety is essential to the effective implementation of curriculum principles.

The paper considers risky play and its developmental advantages, and compares the perception of outdoor play and risky play in the context of the Croatian national curriculum for early and preschool education and the curriculum of Scandinavian countries. By raising awareness of the benefits and accepting and supporting risky outdoor play, educators and parents can create a "new" stimulating environment for the integral growth, development and learning of preschool children.

## **Key words**

*developmental advantages; National curriculum for early and preschool education; Outdoor curriculum; outdoor play; risky game*