

MILENA VAGAJA

I was born in Niš, Serbia. After high school I started studying at the Faculty of Sport and Physical Education, University of Niš. After the graduation, I was working as a P.E. teacher in elementary school in Niš for one year. During my high school education and later during my studies at the university, I was working as a volleyball and water polo game referee, then as a swimming instructor and as a lifeguard in the USA, have many experiences in volunteering in many different cultural events and sports venues and competitions, both in Serbia and abroad, such as volunteer at the Cultural Centers in Niš, at the FISU (International University Sports Federation) events, USSS (University Sports Federation of Serbia), FINA (International Swimming Federation), and at the IOC (International Olympic Committee) at the Special Olympics and IWAS games in the Czech Republic. Then in 2012, I received a scholarship for Master studies of Adapted Physical Education at the Faculty of Physical Culture, Palacký University Olomouc. Currently I am a full-time doctoral student at the Department of Natural Sciences in Kinantropology, Faculty of Physical Culture, Palacký University Olomouc, Czech Republic.



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Inclusive Education in Serbia

Worldwide, the care of education of the children with disabilities and developmental disabilities has historically passed through several stages – from direct discrimination, rejection and exclusion, through compassionate approach to the final recognition and regulation of education. The main form of education for children with disabilities and developmental disabilities has traditionally been training in special educational institutions, where experts/special education teachers of different profiles were dealing with the rehabilitation treatment and education of children with disabilities and developmental difficulties, apart from the other children. Then, society attitude towards people with special needs was changing during the socio-historical development.

System of education that seeks to quality education for all is to ensure that all children have adequate access to such education, which increases their chances for the quality life, regardless of nationality, gender and/or social groups to which they belong. The right to a quality education, as one of the basic human rights, provides basis for building an equitable society.

Implementation of the children with disabilities into regular educational system is the basic requirement for academic and social integration of these specified children. Since the teachers are seen as the important key in development and implementation of inclusive education, the focus of my lecture will be on the teachers' attitudes towards teaching students with Special Educational Needs (SEN), and the affects which causes positive or negative attitudes, towards teaching students having mental disabilities, being included in primary schools in Serbia.