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# Inclusive Education for All: A Case Study of Bosnia and Herzegovina

[Intellectual Discourse](#) • [Article](#) • [Open Access](#) • 2025 • DOI: 10.31436/id.v33i3.2464 [Mulalić, Almasa<sup>a</sup>](#) ; [Asraf, Ratnawati Mohd<sup>b</sup>](#) ; [Bušatlić, Safija<sup>c</sup>](#)

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## Abstract

The global movement toward inclusivity reflects a growing recognition of the need to provide equitable access to education for all learners. This paper examines the practice of inclusive education in Bosnia and Herzegovina, with a focus on English teachers' attitudes toward teaching children with disabilities in foreign language classrooms. Data were collected from 20 English teachers using the structured interview, after which their responses were thematically analysed. The findings reveal mixed perspectives; some teachers expressed reservations about teaching in inclusive classrooms, while others strongly advocated for inclusive practices; expressing a willingness to adopt effective strategies and methodologies to integrate learners with disabilities. By capturing and highlighting the teachers' views and practices This article is the product of a collaborative study between the corresponding author from IIUM and the two authors from the International University of Sarajevo (IUS), supported by the Hassan

Langgulong Research Grant from the Kulliyyah of Education, International Islamic University Malaysia. The conceptualisation of the study was jointly undertaken by the first and second authors, while the third author was primarily responsible for carrying out the fieldwork and data collection. All authors contributed to the writing of the manuscript, and the paper reflects the shared intellectual and research contributions of the team. on inclusivity, this paper provides insights into the common challenges they face and the strategies they employ to integrate students with disabilities into classrooms, hence contributing to the ongoing efforts to create more equitable and supportive learning environments for all students, particularly those with disabilities. © IIUM Press

Author keywords

challenges to implementation; inclusive classrooms; Inclusive education; inclusive practices; inclusivity; teacher’s role

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