

INCLUSIVE EDUCATION IN ALBANIA AND LAW

ZHULIETA DEMI

Aleksander Moisiu University, Durrës, Albania

Received: 29.1.2013.
UDK: 376.1-056.340

Professional paper

Correspondence to: Zhulieta Demi, Ph.D., Aleksander Moisiu University, Durrës, Albania; e-mail: brif_ana@hotmail.com

Abstract: *For many years, in the public education system in Albanian, children with special needs were treated separately. The new political climate and trends of European integration have enabled the concept of comprehensiveness.*

This paper examines the situation of inclusion concept in Albanian education and trends to improve the legal framework.

In this descriptive study, statistical and comparative methods were used.

The study noticed that, social transition has improved the concepts “integrate” and “inclusive” in education settings, the progress in the comprehensive education law according to EU standards, and it has helped establishing the branch of “Pedagogies for inclusion” in Education, in the Faculty of Vlora University, as well.

Change of mentality as a major hurdle was achieved thanks to the powerful activity of the international and domestic NGO-s. Teacher trainings and the creation of conditions in classrooms have helped children with special needs, and, at the same time, it was a major challenge to the fragile economy of our country and our society. The questions already open are: How far must school go?; How important is potential academic achievement and social growth in making placement decisions?; What are the rights of other children?

Further on, the review serves as a basis for understanding the current focus on inclusion and possible future decisions about the issue.

Key words: *inclusion, legislation, prejudice, assistant teacher, and barriers.*

INTRODUCTION

Inclusion is a concept that people do not want to accept because of education, culture, tradition, prejudice and fears related to changes and financial cost. Social, cultural and economic evolution, the democratization processes of open societies are making it a more acceptable concept.

This article presents the Albanian context of inclusive education referring to the preparation of the legal package, it reflects international policies that promote and guide this activity

WHAT IS INCLUSION IN EDUCATION

1. Inclusion in education is a way of teaching children with special needs in the same environment with children without special needs. The implementation of this education depends on the countries; this may include a disability,

a learning difficulty or social disadvantaged children (European Agency for Development in Special Needs Education (SEN), 2010)

All countries link special educational needs to factors hindering a learner's success at school. There is a distinction between inclusion and integration, which should also be clarified. Integration was referring to the concept of integrating the children with SEN into a common education frame work; this concept has since progressed to the inclusion of all children to reflect that education, as a whole, should be fully inclusive of all children.

2. Legal definitions of SNE provided by countries (European Agency for Development in Special Needs Education, 2010) show that they all relate special educational need to *the need for support that learners may require in their learning as a result of a particular con-*

dition that they experience. Article 24, of the UNCRPD calls for a focus on the development of the system for inclusive education, this is in line with the 1997 ISCED (*International Standard Classification of Education*). The definition of special needs on education implies that, *it's necessary to consider all learners receiving additional support for educational purposes within an inclusive education approach.* This estimate is reconsidered in the new ISCED (2011) definition that defines special needs on education as an:

“Education designed to facilitate the learning of individuals who, for a wide variety of reasons, require additional support and adaptive pedagogical methods in order to participate and meet learning objectives in an educational program. Reasons may include (but are not limited to) disadvantages in physical, behavioral, intellectual, emotional and social capacities. (The new ISCED, 2011,p. 83)

Referring to student activity inclusive education can be understood as **the presence** (access to education and school attendance), **participation** (quality of the learning experience from the learners' perspective), **and achievement** (learning processes and outcomes across the curriculum). Inclusiveness gives students with disabilities skills they can use in and out of the classroom.

The UNESCO Policy Guidelines document (2009) goes further by saying that:

*Inclusion involves **improving inputs, processes and environments** to foster learning both at the level of the learner in his/her learning environment and at the system level to support the entire learning experience.*

In relation to the results achieved by inclusive education everyone has its benefits.

EU POLICY FOR INCLUSION IN EDUCATION

People with special needs as part of the society have all the rights as the people that we call “normal”. Their rights to education are included in all international conventions starting from the Convention of UN Human Rights 1948, Article 26, and so on in other conventions. But states and their

policies have often failed to realize this fundamental right, not only for people with disabilities, but also for those with inadequate social conditions such as children in conflict countries, migrant children, families that have suffered natural disaster and those with low socio-economic status (SES). International educational policies are constantly forced to return laws and agreements to minimize the negative phenomena that exclude their education. International education policy regarding people with disabilities were particularly sensitive periods: decade of people with disabilities 1982-1992, as well as the implementation of the UN Millennium Goals(MDG),set in 2000 with a Deadline for Achievement by 2015, especially goals 2, 5 (MDGs):

- *Sure that “all boys and girls complete primary schooling by 2015”*
- *Eliminate gender disparities in primary education by 2005 and at all levels by 2015.*

Countries signed up to make these goals happen, committing to putting legal frameworks, policies and finance in place. The most important documents relating to inclusive education at the international level are presented within the UNESCO Policy Guidelines on Inclusion in Education (2009),

Beginning with the Universal Declaration of Human Rights (1948), moving to the Convention against Discrimination in Education (1960), the Convention on the Rights of the Child (1989) and the Convention on the Protection and Promotion of Diversity in Cultural Expressions(2005). Most recently, the Convention on the Rights of Persons with Disabilities (2006), specifically Article 24.

The objectives of the 21- century for developing societies has set itself for an “Education for All” movement directed by UNESCO international rank. Those objectives can't be achieved if inclusion is not possible. Faced with such situations European policies found most useful reform the education system to turn the school into an educational environment for all.

ACHIEVEMENTS IN EUROPE

“Inclusion” has now become an important challenge for the European Educational agenda. In its policy on inclusive education EU referred to all UN conventions mentioned above.

There are many activities in support of this legislation, which became the impetus for the creation of a favorable climate for inclusive education in the EU. The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD, 2006) as well as the European Disability Strategy 2010-2020 aiming at empowering people with disabilities so that they can enjoy their rights and participate fully in society. At EU level, it is identified the support needed for funding, research, awareness-raising, statistics and data collection. The focus of the strategy is to eliminating barriers across eight main areas as accessibility, participation, equality, employment, education and training, social protection, health and external action.

Common trends in Europe are:

- Improved access to education towards inclusive system;
- Improved legislation in connection with the education of SEN (see annex 3);
- Many countries have improved the budget to adjustment environments for all;
- Improvement to reduce early school leaving.

ALBANIAN LAW FOR INCLUSION

Albanian context

Concepts such as children's rights and education of SEN children received an important impetus after '90s, under the influence of the general international climate. The activities of NGOs such as UNICEF, SOROS, CHILD'S AID DIRECT, WORLD VISION, TERESS DES HOMME helped

to strengthen public interest groups and establish national NGOs as MEDPAK (Association of Parents with SEN Children); AFDR (Albanian Foundation for Disability Rights), etc. Up to this period, the treatment of SEN children was made through special education classes. The children of low SES (Roma & Egyptian ethnicities) made a contingent of continuous remains of removal from school, until filled the compulsory school age (6-16 years).

Binary system of education was rooted in the consciousness of parents, teachers and law, as the best system for the individual and society. Consequently, persons with disabilities, as "unable" to do anything, were separated to be educated in special schools; they were closed in residential institutions, far from the general school system and community (Šiška, J. and Vann, B., 2007).

Mainstream schools do not provide education for children with disabilities, so they are segregated in special schools (Hegarty and others, 1997).

TODAY, IN ALBANIA, children who require special needs in education, including 0,1,2 (ISCED level) are 3%, but in this statistic there are not included children with low SES and social disadvantages, the total figure is 11%, relatively an higher percentage, compared to other EU countries (See annex1).

The education of SEN children is made in both systems, in special and public schools. Rarely one can find any children in private schools, who are integrated in basic education. Referring to 7 requests for an inclusive education in the EU, our country has the following achievements:

Table 1. Children with SEN of Albania

Nr.	Children with SEN total & age					Female			Children with SNE in compulsory education		
	Children with SEN total	Students with SEN 0-6 age	6-16	16-18	Female total	Students with SEN 0-6 age	6-16	16-18	total	preschool	elementary
1	18 782	5038	9445	4 299	8545	2460	4086	1999	9836	2510	6058

Date: statistical sector of ML,SA & EO

Table 2. Date of education system and inclusion for SNE children in Albania

State	Structure of education	Compulsory education	Early dropout school	Inclusion in preschool 100% children 3-6	Education system	element satisfies
Albania	Differentiated	6+3 (91.5% finish basic education)	8.5% removals from school, but 1621 students who have dropped out of school, or 0.39%. (2011)	No, (60%) in total Children 5 years in preschool 80%	Normal, inclusive and special	2

Date: statistical sector of ME&S 2011

SEN EDUCATION DEBATE CONTINUES:

There are three basic questions in relation to their education:

- How far must school go?
- How important are potential academic achievement and social growth in making placement decisions?
- What are the rights of other children?

The three questions referred to the school facilities, which include teaching, physical facilities of the school, curriculum, assessment, creating friendly school and community support.

Teaching is related to teacher training, the methods in which to fit collaboration and individual learning, including the use of individual education plans (IEP). These are expressed in the policies of the Ministry of Education and Science (ME&S) and Education Development Institute (EDI/IZHA). In the report of the Ministry of Education and Science (ME&S), 2012 for Education and Culture: Chapter 26 - Education and Culture, and 26.1 - Pre-University Education states that the promotion of inclusive education is expressed in the strategic objective in 4 sub-objectives b, c, d, e:

A - Teachers' training

The training of teachers is seen as one of the most critical issues of quality teaching. Teachers need to meet the competencies in the use of new methods of teaching and learning. Teacher training at work should be based on the principle of demand, in accordance with the needs, the attributes of new teachers, knowledge of new subjects and new learning models (NSPE, SKAP 2009-2013 National Strategy for Pre-university Education (NSPE/SKAP) 2009-2013. The issue is considered in 3 aspects: the initial preparation, training of teachers at work, and ongoing training.

- **The initial training** of primary school teachers is realized in universities (Preschool and Low Cycle branches. The Bologna system, introduced the late years, made available the master degree level in special education profile. "DIDACTIA", for instance,

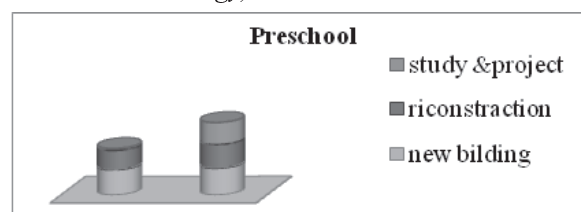
represents a group of subjects that shape the formation of teachers in inclusive education. The University of Vlora has set up a branch on special pedagogy, which forms the basic education assistance teachers.

- **Continued qualification of teachers** has undergone a thorough reformation. Under the new Law was established the credit system education in teacher training, which enabled licensing of independent institutions and entities of teacher training. It also helped opening training centers at universities.
- **The system of teacher training in school** – is implemented in school departments using different IZHA/EDI materials and ICT equipment. The psychologist of the school also supports the training activity. There are 12 regional resource centers throughout the country, which organize training activity every three months. Teacher's training for inclusion was assisted by international NGOs in collaboration with the Ministry of Education and Science. The key partner to implement the inclusive policies in Albania has been SAVE THE CHILDREN, UNICEF, and WORLD VISION.

B - Physical facilities of the school

- **investments in basic education in Albania¹**

Information and Communication Technology (ICT) is widespread in the education system, becoming the engine of modernization of teaching and learning in Albanian schools. Basic education budget for 2011 was 23, 636 billion. In particular, attention is paid to the modernization of Physical Infrastructure (reconstruction and construction of new kindergartens and schools according to European standards) and scientific laboratory equipment (laboratory information and communication technology).



¹ The data were obtained by the National Pre-university Strategy 2008- 2013.

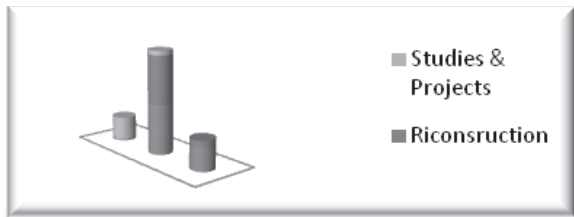


Table 3. Albanian education budget 2012-2013 (SKAP)

	2012	2013
% GDP	4,23 %	4,35%
GDP NOMINALE	1.410.047 €	1.508.750 €

C- Curriculum –The Ministry of Education and Science, in a comprehensive consultation with stakeholders and working groups of teachers, parents, and experts in every district of the country, is committed to the development of curriculum framework (grades 1-9), and the establishment of modern curricula standards. The 2012 ME&S report of ME &S for EC (Reporting to the Stabilization and Association Committee, Chapter 26: Education and Culture 26.1 Pre-University Education) states that the promotion of inclusive education is expressed in the strategic objective (sub-objectives d), describing that *review and reform are basic education curriculum (1-9 classes)*, it is in the focus of “strategic objective - D” of Education Development Institute.

D–Creating friendly school and community support–realized by IZHA/EDI’s projects in collaboration with the Ministry of Education, and the “Child’s Friendly School” NGO.IZHA/EDI specialists have been working to implement the project “Child’s Friendly School” and they drafted contextualized standards for Albania friendly schools in consultation with the stakeholders.

Many by laws of the Council of Ministers have given special competence to the local municipalities in order to create favorable financial situation, social support and other services for the inclusion of SNE children in normal schools. The education system in Albania remains binary because the different discussions show that interest groups still are not in a favorable situation for a unique inclusive

education system. Inclusive assessment can only be realized within an appropriate policy framework and with the appropriate organization of schools and support to teachers who themselves have a positive attitude towards inclusion.

Besides the achievements, things move slowly to create inclusive schools. In preschool and basic education, the Ministry of Education and Science faces some of the key challenges to ensure quality in kindergartens and schools (quality infrastructure and curriculum), reducing school drop-out, continued training of teachers, and the growth of a more efficient and transparent financial and academic management in each school.

ALBANIAN LEGAL BASIS

In its educational policies, Albania is guided by the basic law, the Constitution of the country, the decisions of the Government and all obligations arising from international laws of organizations in which it takes part.

Educational policies of disabled children and marginalized groups can be divided into two important periods:

A.1990-2005, a period during which it was created:

change of opinion, interest groups lobbying, numerous decisions of the Council of Ministers (CM) and appropriate legislation for children rights, child support and social integration.

B.2005 - 2012, a period, during which, the legal system of education and children’s social inclusion were totally improved.

LAWS ON EDUCATION: (1990-2005)

Equal opportunities for people with disabilities are guaranteed by the constitution:

The Constitution of Albania, Chapter 2, “Human Rights And Fundamental Freedoms”, Articles 18 / 1, 2, 3, and Article 25; Chapter IV, Article 57.

Law no. 7952, dated 21.06.1995, Chapter XIII “Education of Children with Special Needs”, article 57/2, defines as those with SEN and talented children, sets 2 forms of education by introducing for the first time the integration and inclusion

concepts. This law did not find much application because it did not meet the requirements and other responsibilities related to inclusion, and was the first stage of creating the concept of inclusion. This law was improved by a Decree of the Council of Ministers and guidelines of the Ministry of Education & Science.

2005 - 2012 PERIOD

Law number 10347, dated 4.11.2010, "On the Protection of Children's Rights" based on the Articles 78 and 83, point 1, of the Constitution, provides a significant support in terms of Rights, and it also creates opportunities for change in educational policy.

Article 30 of this law treats the education of disabled children, although paragraph 1.2 speaks about the special treatment, paragraph 3 guarantees its full social, cultural, educational and spiritual integration. This law made possible the admission of disabled children in normal classes. A class of 25 students can have up to 3 children with disabilities. Even this law cannot find any implementations because of overcrowding of the urban classes and inappropriate conditions of schools in rural areas, but nonetheless there was an increase in the involvement of SEN children in public schools, because teachers were financially motivated

LAW-No. 69, dated 21.06.2012 "On pre-university educational (PUE) system"

The objective of this law is setting out the basic principles concerning the structure, activity and governance of the pre-university educational system in the Republic of Albania. The aim is guaranteeing the constitutional right for education, in accordance with the respective legal framework for the functioning of the pre-university educational system. The new law of PUE affects the whole non-discriminatory education, creating favorable conditions for the poor, by making a welcome climate within the school for disabled children & SEN. For the first time, special schools are seen as a transition place of education for disabilities children to switch to public education, for the first time it also introduces the special teacher in public schools. This law is believed to be applicable, because it

has delegated powers to the base, school and local government, and strengthen the parent-school relationships. Chapter XI of this law (Education of disabled children: article 63, 64, 65) treats the problems of children with special needs.

The article 63, point 1,2; Principles in educating the disabled children

1. The education of the disabled children aims at the full development of the intellectual and physical potential and improvement of the quality of their life to be prepared for their full integration into the society and the labor market.
2. The involvement of the disabled children in special educational institutions is generally temporary. The involvement and integration of the disabled children in kindergartens and ordinary schools of the initial education shall be a priority.

Article 64

Educational institutions followed by disabled children

This article shows once again the **family-school-community** collaboration for better treatment of the child. The fifth point of the article notes that based on the final results, a special committee will determine the performance of the institution (set out in paragraph 3).

5. *The parents shall decide whether their disabled child shall follow a special or ordinary institution of the initial education. The parents may any time take their child away from school, as long as they deem that he is not benefiting from lessons or has other better opportunities.*

Article 65

Organization of education for the disabled children

1. *The disabled children shall learn in accordance with ordinary teaching plans and syllabuses, in accordance with ordinary teaching plans and syllabuses but adjusted for them, or in accordance with ordinary teaching plans and syllabuses special for them.*

2. *In the ordinary educational institutions, the individual syllabus for the disabled students shall be drafted by a commission, composed of teachers of various fields of learning of the institution and psychologists. The drafting of this syllabus shall be done in cooperation with the parents and students. The amendment of the individual syllabus within a local institution shall be determined by the commission within the institution, and in cooperation with the parents of the child.*
3. *The disabled students shall be provided with assistant teachers and rehabilitating service, in accordance with the criteria set out by instructions of the Minister. The educational employees of the institutions, having disabled students, shall be certified in training programs for the training of these students.*
4. *The respective basic unit of the local government shall provide for appropriate teaching and learning environment for the disabled students, in accordance with the standards set out by the Ministry.*

EU REQUIREMENTS FOR LEGISLATION THAT PROMOTES INCLUSION

All legislation that potentially impacts upon inclusive education within a country should clearly state inclusion as a goal. Consequently, legislation across all public sectors should lead to the provision of services that enhance developments and processes working towards inclusion in education. In particular, there should be:

- *'Integrated' legislation across sectors leading to consistency between inclusive education and other policy initiatives;*
- *One legal framework covering inclusive education in all educational sectors and levels, a comprehensive and co-ordinate legislation for inclusive education that fully addresses issues of flexibility, diversity and equity in all educational institutions for all learners. It ensures that policy, provision and support are consistent across geographical areas of a country/region. Such legislation is based upon:*

- *A 'rights approach' where individual learners (along with their families or carers as is appropriate) can access mainstream education and necessary support services within all levels;*
- *The alignment of national legislation with international agreements and statements concerning inclusion.*

INTERNATIONAL CONVENTIONS RATIFIED BY ALBANIA

The Albania Parliament, to implement the obligations derived from international organization membership, ratified several conventions on human rights and anti-discrimination that apply to reform policies of education system. The recommendations of international documents have taken an important place in inclusive education policies, which have no binding effect. The Republic of Albania have developed national strategies, which, with their plans of action, have strongly contributed to the creation a favorable situations for social inclusion and education of children SEN. Here are the most important documents:

ACTIVITIES UNDERTAKEN BY THE MINISTRY IN THE EDUCATION FOR INCLUSIVE EDUCATION

In support of legislation for comprehensive policies are designed by ME&S, action plan where most important are:

- A) The Action Plan to reduce to zero the school dropout in compulsory education 2009 - 2013 (640.210 EU)
- B) The Plan Of Action For SEN & Inclusion
- C) Action Plan For Children 2012-2015 (led by the Ministry of Labor, Social Affairs and Equal Opportunities, MLS&EO)

NATIONAL STRATEGIES THAT HELP INCLUSIVE EDUCATION

- **National Education Strategy 2008-2013 - Chapter III: Policies for strategic priorities**
5.2 - Rationalizations of distribution of schools, creation of equal opportunities.

Table 4. *Internacional documents ratified by Albania Parliament*

UN Convention on the Rights of Persons with Disabilities (2006) - ratified by Albania, December 2011-, which strong support from stakeholders and particularly the Albanian Disability Rights Foundation, which lobbied for changes in the law for pre-university education.
International Convention for the Protection of the Rights of All Migrant Workers and Members of Their Families (1990) - October 1, 2007 - has created a favorable climate for the development of the projects as “Quality and Equity in Education”, “Second Chance “.” Zero Dropout” gave impetus comprehensive policies not only for students with disabilities, but also for students with low SES, ethnic groups like the Roma and Egyptians, children in revenge, refugee children, children of migratory families ..
Convention on The Rights of the Child (Articles 27-28) (1989) - ratified on 27.02.1992 - created a strong Movement to sensitize school staff and the public in general to respect the rights of children and coping bias for Inclusion of Children with disabilities in education public. Drafted the law on Children’s rights and National Strategy of Children’s Rights
Convention of the Commission on the Elimination of All Forms of Discrimination against Women (Article 10) (1979) - ratified on 11.05. 1994 - Made the movement of “gender equality” in all areas of life and especially in education. Supported by the government, drafted 33 National strategy, where an important voice have had. National Strategy on Domestic Violence
International Covenant on Economic, Social and Cultural Rights (Articles 13-14) (16.12., 1966) - ratified on-04.09.1991a. Establish political programs to minimize poverty, where an important place was given to the establishment of businesses run by women
International Convention on the Elimination of All Forms of Racial Discrimination (1965) - ratified on 11.05.1994 drafting national strategies for Roma children.
UNESCO convention against Discrimination in Education, Paris December 14 (Articles 2-5) (1960) - Date of ratification: 21.11.1963,
Alternate Protocol of the United Nations Convention on the Involvement of Children in Armed Conflict, December 2008
Council of Europe Convention for the Protection of Children against Sexual Exploitation and Sexual Abuse in April 2009

National Strategy for inclusive education - are being developed in collaboration with “Save the children” and UNICEFS

- **National Strategy for Children. 2012-2015**
- *National Strategy for Children, 2001-2005, was seen as the first attempt to address crosscutting issues entirety for children by providing equal opportunities for all to access a qualitative education.*
- **National Strategy for People with Disabilities** made another effort to implement the fundamental right to education of disabilities children and low SES.
- **National Strategy for Roma People** - measures taken by the Ministry of Education to Implement objectives for improving the educational situation of the Roma children
- **National Strategy on Gender Equality and Domestic Violence (2007-2010)**, offers a set of positive direction to enhance the involvement of women and increasing the rate of completion of compulsory education from them.
- **Crosscutting National Strategy for Social Inclusion (2008-2013)**, aims to prevent early

- getaway from formal education students by providing access to quality education, especially for disadvantaged groups of students
- **National Strategy for Preschool Education -System 2004-2015.** In the intended extension and provision of preschool education not only through his growing ability of children to school, but also to provide services to young children from vulnerable groups, especially (but not only) in the northeast and on the Roma .

CONCLUSIONS

This study on inclusive education and the development of law making process in Albania, aims at showing the efforts that have been made in education policy to improve education for children with disabilities. The improvement of the concept of inclusive education was achieved in the framework of the overall progress of the country, changes made in the social system and the Albania’s relations with the institutions of the European Community. It is the outcome of the hard work of state and non-state actors, which changed the concept of education for these children, from

binary system – to inclusive education. Preparation of the terrain conditions brought the gradual improvement of the legislation.

The new Albanian Law on pre university education treats, in particular, the education of SEN

children, which are included in articles 63, 64, and 65. This law gives the opportunity to educate children with disabilities closer to their peers. As a matter of fact; it takes time to have an effective inclusive education system in Albania.

REFERENCES

- Albanian Constitution (2003), Tiranë: Qendra e Publikimeve Zyrtare
- Albanian national strategy on people with disabilities - OSCE; www.osce.org
- Annual Activity Report 2008, 2009 (Reporting Period: 19 December 2007 – 19 December 2008 Reporting Period: 19 December 2008–9 December 2009), ANED – Academic Network of European Disability Experts, in partnership with the University of Leeds –Centre for Disability Studies; www.disability-europe.net; Link ANED website page on Law and policy: <http://www.disability-europe.net/en/themes/Law%20and%20policy>
- Arsenjeva, J. (2009): Annotated review of European Union disability law and policy; Academic Network of European Disability experts (ANED)–VT/2007/005; Academic Network of European Disability experts (ANED)
- Barnes, C. (2007): Disability Activism and the Struggle for Change: Disability, Policy and Politics in the UK, Education, Citizenship and Social Justice, 2, 3, 203-221.
- Barton, L. (2005): Special Educational Needs: An Alternative Look. A response to Warnock M 2005: Special Educational Needs – A New Look. <http://www.leeds.ac.uk/disability-studies/archiveuk/barton/Warnock.pdf>
- Communication From The Commission to the Council (2005): The European Parliament, The European Economic And Social Committee and the Committee of the Regions, "i2010 – A European Information Society for growth and employment", {Sec(2005) 717}, Brussels, 1.6.2005
- Council Conclusions on Accessible Information Society (2009)
- Crowley, D., Saltelli, A., Coin, C., Hughes, D., Watkins, A. (2010/2011): Commission staff working document, Progress Towards the Common European Objectives in Education and Training, Indicators and benchmarks, 2010/2011, publication is based on document SEC(2011)526
- Dethilleul, Y., Hoxha, A., Llambi, S., Gjermani, L., Kokomeri, I., Kita, L. (2000): Albania: Issues and Challenges in Education Governance. Tirana: World Bank.
- Dyson, A., & Millward, A. (1997): The Reform of Special Education or the Transformation of Mainstream Schools? In S. J. Pilj, C. J. W Meijer & S. Hegarty (Eds.), Inclusive Education: a global agenda, pp. 51-68. London: Routledge
- EuroNews on Special Needs Education Issue No. 17,18,19,20; © European Agency for Development in Special Needs Education 2012; www.european-agency.org; Electronic versions are available on the; http://ec.europa.eu/dgs/education_culture/index_en.htm
- European Agency for Development in Special Needs Education (2010): Teacher Education for Inclusion–International Literature Review, Odense, Denmark: European Agency for Development in Special Needs Education
- European Agency for Development in Special Needs Education (2011): Mapping the Implementation of Policy for Inclusive Education – Report of the Conference, held on 10th and 11th March 2011, Budapest, Hungary, Odense, Denmark: European Agency for Development in Special Needs Education
- European Agency for Development in Special Needs Education (2012): Special Needs Education Country Data 2012, Odense, Denmark: European Agency for Development in Special Needs Education
- Hegarty, S. (1997): Inclusion: Implementation and Approaches. In S. J. Pilj, C. J.W Meijer & S. Hegarty (Eds.), Inclusive Education: a global agenda, pp. 150-162; London: Routledge
- Hingel, A. (2008): Coordination, Head of unit, Progress Towards the Lisbon Objectives in Education and Training, Indicators and benchmarks, publication is based on document SEC, 2293
- Inclusive Policy and Practice in Education (2004): Best Practices for Students with Disabilities, The Roeher Institute
- Kyriazopoulou, M. & Weber, H. (Eds.) (2009): Development of a set of indicators–for inclusive education in Europe, Odense, Denmark: European Agency for Developmental Special Needs Education. Web site: <http://www.european-agency.org/publications/ereports>
- Meijer, C. J., Pijl, S. J & Hegarty, S. (1997). Introduction in S. J. Pilj, C. J. W Meijer &

- Meijer, C.J.W. (2009): *Special Needs Education in Europe: Inclusive Policies and Practices*
- Ministry of Education and Science of Albania-Law Nr.69/2012, on Pre-University Education System in the Republic of Albania; www.mash.gov.al
- MoES (2004): *National Education Strategy 2004-2015*. Tirana: Ministry of Education and Science Albania
- MoES (2005): 'Draft Education for All: Fast Track Initiative (EFA/FTI) Proposal'. Tirana: World Bank, Education Sector Project
- National Strategy For Children (2001): Republic of Albania, National Committee on Women and Family, Tiranë, Supported by UNICEF presented in Albania
- National Strategy on People with Disabilities (2006): Ministry of Labour Social Affairs and Equal Opportunities, Supported by OSCE presented in Albania, Tiranë
- Policy Guidelines on Inclusion in Education (2009): Published by UNESCO 7, place de Fontenoy, 75352 Paris 07 SP, France, unesdoc.unesco.org
- S. Hegarty (Eds.), *Inclusive Education: a global agenda*, pp.1-8. London: Routledge
- Šiška, J. & Vann, B. (2007): *Whose Disability? Learning from Life Story Works*. In J. van Swet, P. Ponte and B. Smit (Eds.), *Postgraduate Programs as Platform-A, Research-lead Approach* (pp. 59-69). Rotterdam/Taipei: Sense Publishers
- The Council of the European Union (2009): *Conclusions on accessible information society*, Brussels
- The Council of the European Union (2010): *Council Conclusions on Digital Agenda for Europe*, 3017th Transport, Telecommunications and Energy Council Meeting Brussels
- The Roeher Institute (2004): *Inclusive Policy and Practice in Education: Best Practices for Students with Disabilities*; www.inclusiveeducation.ca
- UNESCO (2009): *Teaching Children with Disabilities in Inclusive Settings*. (109 pp.)(*Embracing Diversity: Toolkit for Creating Inclusive, Learning-Friendly Environments Specialized Booklet 3*, Bangkok
- UNESCO (2010): *The Report on the Ninth Meeting of the High-Level Group on Education for All (EFA)* Addis Ababa, Ethiopia 23-25 February 2010; unesdoc.unesco.org; www.unesco.org
- UNESCO (2011): *The 36th session of the General Conference, Paris, 5 September 2011, Original: English Item, 5.5, of the provisional agenda; Revision of the International Standard Classification of Education (ISCED)*, www.uis.unesco.org
- UNESCO Publishing (2012): *The EFA Global Monitoring Report team Youth and skills: Putting education to work*; www.efareport.unesco.org/efareport.wordpress.com
- United Nations (1948) *The Universal Declaration of Human Rights*; www.un.org
- Walkins, A., Tokareva, N. Turner, M.: *ITC-s in Education for People with Disability, Review of innovative practices*. Publication by UNESCO Institute for Information Technologies in education; www.iite.unesco.org
- Zatta, M.C. & Pullin, D.C. (2004): *Education and alternate assessment for students with significant cognitive disabilities: Implications for educators*. *Education Policy Analysis Archives*, 12(16). Retrieved on 25 April 2010 from; <http://epaa.asu.edu/epaa/v12n16/>

ANNEXES

Table 5. Documents of EC for inclusive education

In 2001- Education Council's report, the <i>progress towards the Lisbon objectives in education and training' (2007)</i>
In Resolution of the Council of Ministers of Education (1990) –" <i>Integration of children and young people with disabilities into ordinary system of education</i> "
In The ratification from EU members the UN document standard " <i>Rules on the Equalizations of Opportunities for Persons with Disabilities (1993)</i> "
In 1996- the Commission published a <i>Communication (a statement asking for Council action) on Equality of opportunity for people with disabilities.</i>
In 2001 – the Resolution of EP" toward a barrier-free Europe from people with disabilities
In 2003- the two Resolutions of EP " <i>Toward a UN legally building instrument to promote and protect the rights and dignity of persons with disabilities</i> " and " <i>Equal opportunities for pupils and students with disabilities in education and training</i> "
2007- Lisbon Declaration - " <i>Young People's View on Inclusive Education</i> " Inclusive education is mutually beneficial to us and to everyone
- In 2007, the European Council of Education – the ministers identified "learners with special education as needs are again seen as a priority" , suggested that the objectives for education " 2020 European Community " - The new Disability Strategy 2010-2020- an ambitious document, which clearly reflects the commitment of the EU in the disability field
Strasbourg, 15.02.2012 – The Council of Europe today adopted a new strategy to protect and promote children's rights. The strategy is a responseto the needs expressed by governments, professionals working with children, civil society and children themselves who ask for more efforts to be made in implementing existing standards. In order to achieve this, the Council of Europe will provide guidance and support to its 47 member states on how best to bridge gaps between the rights and the reality of children in Europe. The strategy will focus on four main objectives:, but the third one is especial for SEN, guaranteeing the rights of children in vulnerable situations (such as those with disabilities, in detention, in alternative care, migrant or Roma children)

Table 6. SEN Country Data 2010 (European Agency for Development in Special Needs Education)

State	Compulsory education students (including those with special needs in education SEN)total	Students with SEN in compulsory education	Number of pupils in special schools	Students with SEN placed in special classes in normal school	Students placed in comprehensive schools	% of SEN students compared with the total
1 Austri	719,144	33,734	12750	18986	1 990	6%
2 Belgium		54336	46091		8245	6%
3 Cypro	97938	5445	293	583	4589	5%
4 Czech Republic	836,372	71,879	30,092	7,026	34,761	9%
5 Denmark	719,144	33,733	12,757	18,986	1,990 *	6%
6 Estonia	112,738	10,435	3,365	1,459	5,611	9%
7 Finland	546,638	45,493	6,782	14,574	24,137	8%
8 France	12,542,100	356,803	75,504	161,351	119,948	2%
9 Germany	8,236,221	479,741	399,229		80,512	5%
10. Greece	1,146,298	29,954	7,483			2%
11. Hungary	1,275,365	70,747	33,014	22,471	37,733	5%
12. Island	43,511	10,650 *	143	348	10 159	95%
13.Ireland	649,166	33,908	4976	2380	26,552	5%
14.Latvia	185,032	9 050	6,363	1175	1519	4%
15.Lithuania	440,504	51880	4,253	883	46,773	11%
16.Luxenburg	64,337	1374	663	-----	711	2%
17.Malta	48,594	2645	137	13	2495	5%
18. Netherland	2,411,194	103820	64,425	-----	39396	4%
19. Norway	615,883	48802	1,929 *	5321	41,552	7%
20.Poland	4,511,123	127954	59,880 *	-----	68074	2%
21.Portugal	1,331,050	35 894	2,660	2115	31119	2%
22. Slovenia	162,902	10504	2,829	400	7257	6%
23. Spain	4,437,258	103 343	17,400	-----	86 943	2%
24. Swiden	906,189	13777	516	13,261 *		1.5%
25. Swterland	777,394	41645	16,223	25422		5%
26. Uk.english	8,033,690	225 920	96,130	16190	113,600	2%
27. Uk.scotland	647,923	45375	6,659	1481	37,217	7%
28. Uk. Wels	377,503	12895	3,070	2843	6,982	3%
29. Uk. North Irland	274,274	12747	3,711	1705	7,331	4%

Table 7. LOW for SNE in EU Countries

Country	LAW
Albania	LAW-No. 69 dated 21.06.2012
Austria	Act' of 1993, the 17th Amendment of 1996 and the associated amendments of the 'Compulsory Schooling Act' (Schulpflichtgesetz), the School Education Act and of the 'Basic Act on the Maintenance of Compulsory Schools' (Pflichtschulerhaltungs-Grundsatzgesetz).
Belgium	Special education is defined as: Reference: Decree, 1997.
Belgium	The Decree of the 3 March 2004.
Cyprus	the Law for Education and Training of Children with Special Needs 113(I) 1999,
Czech Republic	in the Constitution of the Czech Republic (USTAV Ceske republiky No. 1/1993). The School Act No. 561/2004; Regulation -No 73/2005 No. 561/2004
Denmark	In section 3 and 12 of the Act on the Folkeskole (the Folketing Danish Parliament 1980) ,.This Act revised in 2007, 2010 for inclusion education.(Additional information from the Danish National Overview 2010: www.european-agency.org/country-information). Reference: Ministry of Education, Denmark.
Estonia	Act § 46 (1) approved on 21 June 2010 .Estonian educational legislation is constantly improving. September 1, 2005 and last change was achieved 21 June 2010 referred to "Basic School and Upper Secondary School Act § 46 (1) Approved on 21 June 2010.
Finland	Act (628/1998),Basic education is governed by the Basic Education Act (628/1998), the Basic Education Decree (852/1998), the Government Decree on the of SEN objectives and time allocation in basic education (1435/2001) and the National Curriculum 2004 given by National Board of Education Source: Statistics Finland.
France	According to the law n° 2005-102 of February 11, 2005
Germany	The Federal Republic of Germany NB: the legal definition has to be so wide because of the different situations and laws in the Lwnder... All Lwnder have changed their school laws in adapting them to the recommendations of the KMK, May 1994. Based on this Article in the Basic Law, in April 2001 the new Social Welfare Code IX (SGBIX) has come into force: Source: KMK – Kultusministerkonferenz
Greece	The new Law 3699/2008 ' .NOMOS 3699/2008 – ΦΕΚ 199/Α'/2.10.2008, Ειδική Αγωγή και Εκπαίδευση ατόμων με αναπηρία ή με ειδικές εκπαιδευτικές ανάγκες, http://www.disabled.gr/lib/?p=17947
Hungary	SEN Law on Public Education of made possible comprehensive education for the first time in 1993. Was modified with respect to the definition of the target group and in the 14/1994of SEN
Iceland	No. 92, 12 June 2008 Art 34 - :Act on the affairs of people with disabilities, No. 59/1992 1 article para 2:
Italy	- Law March 28, 2003, No. 53.
Ireland	(Education for Persons with Special Educational Needs Act 2004).
Latvia	The Cabinet of Ministers Regulation No 579, October 21, 2003
Lithuania	Reference: The Law on Education of the Republic of Lithuania (2003).
Luxembourg	Law of Special Education of 1973:
Malta	Article 45 (2), Education Act, 2006, Chapter 327 of the Laws of Malta.
Netherland	The law on the Expertise Centre (WEC 2003) states that pupils are eligible for special education if they meet certain criteria.
Norway	rights.
Poland	The Education Low for inclusion revised 18 janar 2005.
Portugal.	(Portuguese law n.º 3/2008, 7 January).
Slovenia....	The Placement of Children with Special Needs Act (2000, 2007).
Spain	The Organic Law 2/2006(Article 24) Reference: LOE: Título II, Capítulo I, Sección primera: Alumnado que presenta necesidades educativas especiales.
Sweden Education	Education Act (1985:1100) Ch.1. General Provisions, Curriculum for the Pre-school Lpfo 98, Curriculum for the Non-Compulsory School System L pf 94.
Switzerland	Art 3. Inter-cantonal Agreement of Collaboration in the Domain of Special Needs Education, 25th October 2007. (Interkantonale Vereinbarung über die Zusammenarbeit im Bereich der Sonderpädagogik vom 25.Oktober 2007).
Uk England	Law is seen May 27, 1993, revision of Law for Special Education (1998), & Law on Education (2003) and Strategy state of education for 2003-2012 and a program of implementation (2003). Reference: The Law on Education of the Republic of Lithuania (2003).
Uk Northern Ireland	Article 3 of the Education (Northern Ireland) Order 1996
Uk Scotland	Definition of Additional Support Needs (ASN) in The Education (Additional Support for Learning) (Scotland) Order 1996