

**Project “Regional Support for Inclusive Education”**



**Summary Report**

**Inclusive Education Policy Mapping**

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*The opinions expressed in this Report are the responsibility of the author and do not necessarily reflect the official policy of the Council of Europe*

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[ANNEX 1 Abstracts of Laws as presented in Beneficiary Policy Mapping Reports](#)

# 1. Introduction

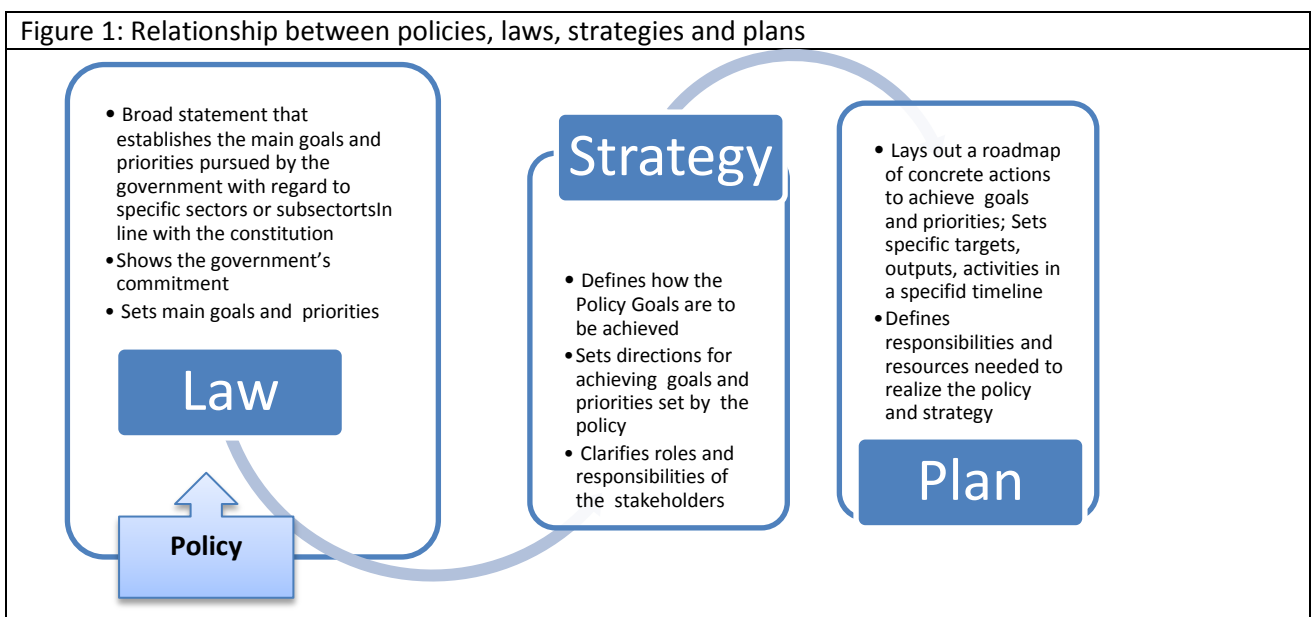
The project “Regional Support for Inclusive Education” promotes the concept of inclusive education in South East Europe (Albania, Bosnia and Herzegovina, Croatia, Montenegro, Serbia, “the former Yugoslav Republic of Macedonia” and Kosovo\*) as a reform principle that respects and caters for diversity amongst all learners, with a specific focus on those who are at a higher risk of marginalisation and exclusion. The project aims to increase knowledge and understanding of inclusive education across the region through awareness-raising, mutual learning and capacity building measures.

The Project has established a multi-level, cross-sectorial regional network “PolicyNet” representing a broad range of stakeholders. The PolicyNet provides a platform for sharing experiences and for development of concrete policy recommendations based on the joint work. The work of the PolicyNet has included regional meetings (Belgrade September 2013, Tirana November 2013, and Sarajevo March 2014), beneficiary meetings and sector-specific meetings. *Beneficiary Policy Teams* have been established and *Focal Points* nominated for each beneficiary to coordinate the activities at beneficiary level.

This report summarises the findings from the Beneficiary Policy Mapping Reports produced by the PolicyNet Focal Points. Reference is also made to relevant policies identified in a Baseline Study (LSE Enterprise 2014). It should be noted that this paper is not an exhaustive policy mapping document but it highlights the key findings of the beneficiary Policy Mapping documents.

# 2. Contextual Framework

In the South East Europe region the policy frameworks are usually presented in the form of education Laws and strategies accompanied by rulebooks and administrative instructions. The relationship of those guiding documents is presented in the Figure 1 below.



\* This designation is without prejudice to positions on status and is in line with UNSC 1244 and the ICJ Opinion on the Kosovo Declaration of Independence.

## 3. Findings

### 3.1. Policy Framework

The beneficiaries' Education Laws guarantee **free primary education** and the **right of all people to access education** at all levels regardless of their status, nationality, language, gender, religion, political beliefs, health condition, and economic situation. The principles of **Inclusive Education** of educating students in regular schools have been adopted as principal measures to achieve these goals. Regulations related to the inclusion of students with disabilities and students from marginalized groups are usually incorporated and mainstreamed in the general legislation, though specific strategies addressing e.g. Roma are also issued. However, the beneficiary reports noted that there are gaps and disharmony in those laws and that in some cases laws are developed based on a "narrow understanding of inclusion and inclusive education only seen as a type of education to *bring* the children with difficulties in development into regular schools" (quotation from Beneficiary Report from Bosnia and Herzegovina).

The Beneficiaries have also adopted international acts and policies as directing documents for education development. These policies, such as the Millennium Development Goals (MDGs) and the Education for All (EFA) have driven national policies and development in many countries. They also provide an important framework against which progress at the global, regional and national levels is measured and compared. In addition to the global acts and policies, the beneficiaries have ratified several European level acts which are then translated into domestic legislation, through numerous laws, by-laws, strategic documents and programmes.

The Beneficiaries have ratified for instance the **UN Convention on the Rights of the Child** (UN CRC, 1989) which stipulates, among others, the right of all children to free, equal and quality education (Articles 2, 9, 23). Furthermore, the **UN Convention on the Rights of Persons with Disabilities** (UN CRPD, 2006) is one of the most powerful international documents to date making an explicit mentioning of inclusive education systems and lifelong learning as the most suitable means to respect the rights of these people (Article 24). The **UN Standard Rules on the Equalization and Opportunities for Persons with Disabilities** (UN General Assembly, 1993) introduced for the first time worldwide the goal of gradually integrating the activities of special schools into mainstream schools (Rule 6, paragraph 8).

The Beneficiaries have also ratified and committed to European level documents such as the **European Social Charter** (revised in 1996, with Law 8960, dated 24/10/2002) is), which guarantees, among others, the right of children and young people to be brought up in an environment that encourages the full development of their personality and of their physical and mental capacities.

## 4. Inclusive Education Policies and Strategies

This section presents policies and strategies introduced in the beneficiary Reports. They are grouped into two broad categories: policies promoting access to education and policies supporting students and schools. Examples are drawn from the Beneficiary reports and from a Baseline survey conducted by LSE Enterprise (2014).

#### 4.1. Policies related to Access to Education

The Beneficiary Policy Mapping reports presented main education laws concerning Inclusive Education and provided some abstracts on the content and approach of those Laws as well as examples of some strategies. These are presented below:

##### **Enrolment policies**

Policies are designed to support children with disabilities and children with disadvantages to get enrolled in schools and to support transition from one grade to another or from one level of education to another. Such policies may also be needed in transferring children from special education institutions to mainstream or vice versa. Increasingly the policies on pre-primary education are introduced globally and in the South East Europe region as a means to pave the way for enrolment to grade one.

The Policy Mapping Reports did not discuss whether there are specific enrolment policies directly supporting the enrolment of students with disabilities and special educational needs particularly at Secondary Education and Vocational Education Level. Lack of information (or existence of such policies) was also noted in the baseline survey. The necessity of having such policies was emphasised in the baseline, which stipulates that enrolment to the education system needs more interventions by the government and schools themselves to increase familiarisation of students and parents with the advantages of following the secondary level of education, especially of Vocational Education (LSE, 2014).

However, some examples were given on policies concerning registration as pre-requisite for enrolment to grade one at primary level: Serbia has introduced a policy to enable children belonging to vulnerable social groups (particularly Roma) to be enrolled into school without submitting the proof of their parents' residence and other necessary documents, (Policy Mapping Report/ Serbia 2014). In "the former Yugoslav Republic of Macedonia", the Ministry of Education and Science, in cooperation with the Ministry of Health, has exempted parents from payment of an administrative tax for immunisation certificates which are the key documents for school enrolment in grade one, and usually a financial burden for Roma families (Policy Mapping Report/ "the former Yugoslav Republic of Macedonia" 2014).

##### **Accessibility**

The Beneficiary Policy Mapping Reports did not introduce specific policies addressing the physical accessibility of school buildings, though architectural barriers have been mentioned among the key obstacles for inclusion. Physical access to the school for children with disabilities is key to enable students to be socially included. Often access to entry is understood only as entry to the school building without accounting for access to workshops and availability of toilets for people with disabilities or issues related to lighting of classroom and workshops (for students with visual disabilities) or acoustics (students with hearing impairment) which are essential for securing access to learning.

The baseline survey conducted by LSE (2014) found that policies ensuring physical accessibility exist. However, their implementation remains a challenge due to lack of plans and funds. For instance, in Bosnia and Herzegovina, the responsible institutions, together with schools, are responsible for securing access to and participation in the education process for children with special needs, youth, and adults. (Framework Law for primary and secondary, article 35). However, in practice the legislation is not fully implemented

which results in lack of adequate physical access in all schools. Furthermore, the Law on Education in the Municipalities of Kosovo states that municipalities are responsible for the construction of educational facilities and the Ministry of Education, Science and Technology (MEST) can provide funding and approval for construction to be funded by direct grants from MEST if municipalities cannot support such constructions. However, in the baseline survey all schools scored low for access to entry.

It remains unclear whether the Beneficiaries have standards for accessible schools which would guide the construction of new schools or rehabilitation of old ones. Such standards should cover not only access to entry, but all needed infrastructure to enable the active engagement of people with disabilities into the education process. At the school level it is important to ensure that school development plans include assessment and development of accessibility measures.

### **Transport**

Some Beneficiary Policy Mapping Reports mentioned policies on the provision of **school transport** for children with disabilities as a means to support access to education. However, it was noted that inequality in such services exists. For instance, the Report from Bosnia and Herzegovina states that “In some parts of BiH pupils with special needs have the right to transport and financial help for their families, while in some other parts they do not, which is direct violation of the General Law on primary and secondary education.” (Policy Mapping Report BiH 2014).

### **Other policies**

Access to special services is also promoted through **mobile services**. Such services were introduced for instance in the Montenegro Policy Mapping Report. Mobile Services are organised by the Department of Education and taken to the communities and educational institutions to assist in the education of children with special educational needs. Establishing mobile teams to offer support to schools, teachers, children and parents are also among the key measures for Social Inclusion defined in the Joint Memorandum on Social Inclusion signed by the Government of Croatia and the European Commission.

The policies regarding **financial support** to cover the direct costs of education were not elaborated upon in the beneficiary reports. These costs may include for instance fees (for tuition, textbooks, compulsory uniforms, parent-teacher associations or community contributions, and school-based activities such as exams). Indirect costs include clothing and basic hygiene items and disability aid. Support policies include direct monetary transfers such as cash stipends and scholarships or bursaries. However, it is noted that financial support is predominantly allocated based on the socio-economic condition of the family and to national minorities (mostly Roma). More clear regulations would be needed to ensure that children with disabilities have also such opportunities if needed.

### **Readiness of the school**

The education community is increasingly pointing out the necessity of policies that support the readiness of schools to respond to the different kinds of educational needs. The readiness and capacity of the school is of particular importance where children from different language groups and children with disabilities are concerned. Readiness policies usually refer to policies addressed to improving the competencies of school management in the planning and management of inclusion, teacher competencies, school level policies, and textbook policies, availability of support staff and services and community participation

One measure to promote the readiness of the school is an **Institutional Development Plan**, which was described in the Serbian Mapping Report. This plan identifies, among other issues, measures to improve access to appropriate forms of support for children and students who need additional support. This report also introduced school and municipal level strategies such as **inclusive teams** at school institutions and local level municipal **inter sector commissions** for the assessment of additional educational, health and social needs of children and students. These commissions are a new institution which replaces the former Categorisation Commission whose task it was to medically categorise children with disabilities and place them into regular or special schools, (Serbia Policy Mapping Report 2014).

### **Pedagogical Assistants**

The readiness of a school also requires that sufficient and competent staff is in place. Beneficiary reports presented **pedagogical assistants** as a resource for inclusive classrooms and students. A pedagogical assistant provides advice and additional educational support to students according to their needs, cooperates with parents, and also cooperates with relevant institutions, organisations, associations and local authorities.

In most beneficiaries, the laws highlight the need for assistance for children with learning difficulties, but regulations for employment of such assistants are not clarified in the legislation. Furthermore the role and tasks of the assistants are weakly defined. For instance, in BiH the *Guidance for Education of Children with Special needs in Federation of BiH* (Ministry of Education FBiH, 2013) recommends the employment of assistants in schools where there are children with special needs. However, it remains unclear if these assistants are assistants in teaching or personal assistants for the specific child; this different understanding of the role of the assistant creates a problem of budgeting for either the Ministry for Social Protection or the Ministry of Education. The Kosovo baseline study noted that assistant teachers are supported by parents due to limited financial resources of the government.

There is also the possibility to have a **personal assistant** for students with developmental needs, but reports from schools (see for instance baseline study) suggest that those assistants are financed mainly by families not by authorities.

### **Transition Policies**

The reports did not include information about Policies supporting **transition from special school** to mainstream school and from one education level to another. Such policies are needed as evidence shows that in particular students with disabilities and disadvantaged students tend to drop out in the process of transition. An important issue is also to develop tracking systems to ensure that necessary information about individual students is available to education authorities when planning for support. Croatia, for instance has introduced, **eMatica**, a centralised system of the Ministry for Science, Education and Sports for storing important information about students which will be used to address the trend of leaving vocational education in the first grade of secondary school because the needed measures are not being undertaken in school.

## **4.2. Policies supporting schools and learning**

Policies supporting schools and learning include for instance the provision of text books and additional instructional aids, tutoring and mentoring, remedial teaching, student welfare, transport, curriculum adaptation, pedagogical assistants and support personnel. The following section presents the policies introduced in the beneficiary Policy Mapping documents and which are in line with the previous work of the PolicyNet. The baseline survey which was based on Inclusion Index also raises parent and community participation among key issues in supporting inclusion in schools.

### **Teacher Policies**

Teacher policies include policies related to the recruitment, induction, career advancement as well as professional development of teachers. Neither the Policy Mapping Documents nor the baseline survey addressed these policies specifically, though mention was made in the baseline report on the need for the government to establish suitable regulations at national level for teachers' professional and career development as well as for the process of teacher appointments (Baseline "the former Yugoslav Republic of Macedonia" 2014). This report further noted that despite some regulations in the field of teachers' professional and career development, there is a lack of developed standards for teacher competencies and a need for proper national level legislation that provides schools with clear guidance on teacher core competencies and standards, tools and procedures for the evaluation of teacher competencies, professional development plans, teacher career development systems and systematic information to teachers about the professional and career development opportunities.

The Baseline Survey also addressed this issue of teacher deployment and recommended that "special attention should be paid to deployment of qualified, inclusive-aware teachers in low performing areas and inclusive schools particularly in rural and remote areas". This is in line with the "Education for All" Global Monitoring Report 2013 which suggests that deploying qualified teachers to areas and schools where they are most needed could be a pro-active strategy to promote quality of education and inclusion.

**Teacher education** has been regularly mentioned in the PolicyNet as a key measure to changing attitudes and perceptions of teachers towards inclusive education and to strengthening their competencies. Currently, there is insufficient coverage of inclusive education in pre-service and in-service teacher training and clear regulations in this regard do not exist. Some beneficiaries have included familiarity with inclusive education in the Teacher standards of competencies, but monitoring systems have yet to be developed.

### **Special Schools**

The **UN Standard Rules on the Equalization and Opportunities for Persons with Disabilities** (UN General Assembly, 1993) introduced the goal of gradually integrating the activities of Special Schools into mainstream schools (Rule 6, paragraph 8). In this context, mapping of Inclusive education policies would also require an analysis of the legal framework and regulations concerning special schools. Currently, as was stated in the Croatia report, educational rehabilitation experts are still mostly employed in special schools and institutions, working with children with greater disabilities, who were previously included in the education system to a lesser degree. No policies or plans for making use of these resources and expertise exist.

Some Beneficiaries reported a policy of transforming Special Schools into **resource centres**. This was stipulated for instance, in the Kosovo Policy Mapping Report: Administrative Instruction 23/2013 which elaborates on the functioning of the resource centres which were transformed from so called Special Schools. According to this instruction, the resource centres will serve both special needs school students



(those not deemed appropriate to be integrated into regular schools), provide assessment of special needs and support to students with special educational needs as well as act as resource centres for training, material development and counselling for schools, teachers and NGOs working in this area. Also the transformation of social welfare institutions into service-providing centres for the local community as means of Implementation of the Convention on the Rights of Persons with Disabilities in Croatia (Report Proposal, May 2011) has intensified support to schools via mobile teams.

### **Class size**

Some Beneficiary Reports presented policies quoting the **student teacher ratio** in classrooms where there are students with special educational needs. The ones which were presented in the Beneficiary Mapping reports include the following: In the Republic of Srpska in BiH, if there are children with special needs in the class, the number of children in that class cannot be higher than 18. In Kosovo, classes where there are special needs students can have 2 students less compared to other classes. In Montenegro, the number of children or students in a group or class with children with special educational needs, can be reduced by up to 10% and maximum two children with special educational needs may be included in the educational group, or classes, out of which, as a rule, one with mild and the other with severe disabilities.

### **Curriculum**

Some beneficiaries introduced Curricula reform processes with a clear focus on inclusion. Highly academic, heavily overloaded rigid curricula, unclear instructions on curricula adaptation and organisation of differentiated learning is counterproductive to inclusive education. **Curricular changes** are necessary in order to support flexible learning and assessment. These should be accompanied with clear instructions on adaptation of the contents, goals, and assessment methods.

### **Textbooks**

In some beneficiaries, there is a legal basis ensuring free textbooks for students with special needs at primary level, however, availability of those books for instance in braille remains a challenge. Furthermore the legislation on using sign language as means of instruction differs.

### **Language of Instruction**

From the policy analysis it remained unclear what policies exist regarding use of special communication forms and sign language in regular classes for students with special needs or teacher training in this field.

### **Individual Education Plans**

**Individual Education Plans (IEP)** have been adopted **as a measure to support** the attainment of an optimal level of inclusion of a child or student into regular educational activities. IEP may include measures for (1) adaptation and enrichment of learning environments; (2) adaptation of teaching, textbooks and other teaching aids; (3) adaptation of activities and their duration; (4) adaptation of general outcomes and assessment of education; and specific standards of student achievement; and (5) adaptation of the curriculum content for one, several, or all subjects.

## **5. Conclusions**

The review of Beneficiary Policy Mapping reports makes it apparent that education policies and legislation have ensured, at least in theory, equal conditions of education for every child and that all beneficiaries have adopted “*Education for All*” as a principle for promoting social inclusion and human rights. It is reflected in the general legal framework and defined in specific policy documents and regulations. However, efforts must be further intensified in order to really remove any remaining barriers to true inclusive education.

Special educational programmes and special institutions for students with special educational needs still exist and have their place according to legislation, but clear regulations are needed to determine the form of educational inclusion of students with special educational needs and the role of the special education institutions in an inclusive education system. Further, there is a continuous need to promote a common and wide understanding and shared terminology on what is inclusive education. To some extent, the current terminology is still based on the medical concept of disability rather than support needs, which is the basis of an inclusive education approach.

While policies related to Primary school exist, less information about inclusive education policies at secondary school level are reported. Policies addressing the procedure of entering secondary school are important as this is the stage where most drop-outs occur particularly when students from disadvantaged background are concerned.

The Policy Mapping Reports show – and similar findings were presented in the Baseline survey, that everybody does not have equal opportunities or access to support services and that there are geographical disparities within a beneficiary. For instance, according to the baseline survey, schools in large cities perform better in terms of inclusion than those in rural areas. Sound Policy frame is key to ensuring that everyone has the same opportunities.

While policies exist, implementation is still not questionable. Policies are not applied consistently across the beneficiaries, due to limited capacities and resources at various levels of education systems and limited awareness on various aspects of inclusion. Clear policies on mainstreaming would be needed also across various sectors. The need for a comprehensive policy framework was also noted in the LSE baseline study: “Despite some regulation in the field of special education needs, there is not a national level legislation that provides incentives to schools to establish policies for increasing teachers’ awareness of inclusive practices. “ An ideal policy would be one which recognises the existing resources which could be invested in inclusion in order to create effective support systems on both national and local levels and in order to increase educational inclusion of children with special needs.

One issue, though not explicitly addressed in the policy mapping reports refers to monitoring and evaluation. Policy makers need qualitative and quantitative data that informs them about the quality of education and to act as a basis for developing legal frameworks and implementation plans. The European Agency for Development in Special Needs Education’s study on *Mapping the Implementation of Policy for Inclusive Education (MIPIE), an Exploration of challenges and opportunities for developing Indicators* (2011) identified five key policy requirements for consideration on the need for evidence in inclusive education at national level<sup>1</sup>:

1. The need to anchor national level data collection with European level agreements.

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<sup>1</sup> European Agency for Development in Special Needs Education study on *Mapping the Implementation of Policy for Inclusive Education (MIPIE), an Exploration of challenges and opportunities for developing Indicators* (2011)

2. The need to understand the impacts of differences in countries' education systems.
3. The need to analyse the effectiveness of inclusive education.
4. The need for data collection to provide evidence relating to quality assurance issues.
5. The need to track the progress of learners in the long term.

Finally, the success of creating inclusive education as a key to establishing inclusive societies depends on agreement among all relevant partners on a common vision supported by a number of specific steps to be taken to put this vision into practice. The move towards inclusion is a gradual one that should be based on clearly articulated principles that address system-wide development and multi-sectoral approaches involving all levels of society. The barriers to inclusion can be reduced through active collaboration between policy-makers, education personnel and other stakeholders, including the active involvement of members of the local community, such as political and religious leaders, local education officials and the media. Based on the review of the mapping documents there is a need to:

- Harmonise the context of inclusive education at beneficiary level in accordance with international conventions and building consensus around the concepts of inclusive and quality education, including defining the role of special schools in an inclusive education system;
- Develop a policy framework promoted and enforced through concrete results-oriented budgeted action plans. Results should show clearly what needs to be achieved;
- Develop monitoring systems to track how progress and achievement will be measured, including ways to measure the impact of inclusive and quality education;
- Continue mobilising public opinion on the right to education for everybody;
- Support local capacity-building to promote development towards inclusive education;
- Develop school- and community-based mechanisms to identify children who are not in school and find ways to help them enter school and remain there;
- Help teachers to understand their role in education and that inclusion of diversity in the classroom.

A more comprehensive and substantive policy mapping would require deeper analysis of the policies in the beneficiary context and also an analysis of cross-sectorial laws and regulations. However, it is hoped that this document which presents some concrete policies and strategies will help in defining the areas for policy recommendations for the PolicyNet.

## References

### Inclusive Education Policy Mapping Documents

Mapping of Existing Inclusive Education Policies in Albania, (Estevan Ikonomi June 2014)

Mapping of Existing Inclusive Education Policies in Bosnia and Herzegovina, (Lejla Kafedžić, June 2014).

Inclusive Education Policy in Croatia, (Ljiljana Igrić. June 2014)

Mapping of Existing Inclusive Education Policies in Kosovo, (Blerim Saqipi June 2014)

Mapping of Existing Inclusive Education Policies in “the Former Yugoslav Republic of Macedonia”, Draft Paper, (Ognen Spasovski June 2014).

Mapping of Existing Inclusive Education Policies in Montenegro, (Nataša Borović June 2014)

Inclusive Education Policy in Serbia, (Borislava Maksimović June 2014)

### Baseline Study

BENEFICIARY REPORT, ALBANIA 2014. Joint European Union / Council of Europe Project “Regional Support to Inclusive Education”. Carrying out a baseline and final survey in pilot schools through participatory action research

BENEFICIARY REPORT, BOSNIA AND HERZEGOVINA 2014. Joint European Union / Council of Europe Project “Regional Support to Inclusive Education”. Carrying out a baseline and final survey in pilot schools through participatory action research

BENEFICIARY REPORT, CROATIA 2014. Joint European Union / Council of Europe Project “Regional Support to Inclusive Education”. Carrying out a baseline and final survey in pilot schools through participatory action research

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BENEFICIARY REPORT, “THE FORMER YUGOSLAV REPUBLIC OF MACEDONIA” 2014. Joint European Union / Council of Europe Project “Regional Support to Inclusive Education”. Carrying out a baseline and final survey in pilot schools through participatory action research

BENEFICIARY REPORT, KOSOVO 2014. Joint European Union / Council of Europe Project “Regional Support to Inclusive Education”. Carrying out a baseline and final survey in pilot schools through participatory action research

LSE Enterprise. 2014. Cross Beneficiary Report. Baseline survey.

## ANNEX 1 Abstracts of Laws as presented in Beneficiary Policy Mapping Reports (quotation's from Beneficiary Reports)

| ANNEX 1 Abstracts of Laws as presented in Beneficiary Policy Mapping Reports (quotation's from Beneficiary Reports) |  |
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| Albania (SOURCE: Albania Beneficiary Policy Mapping Report 2014)  |  |
| The <b>National Education Strategy 2004 – 2015</b>  | With regard to inclusive education, this framework Strategy recognises the need to include students and communities in school-based decision-making and textbook selection as well as encourages the introduction of elective subjects. It further emphasizes teacher development in order to respond to the need to replace the out-dated teacher-centric teaching methods and address issues of school management and school financing. For the first time, this strategy includes a chapter with measures and priorities regarding development of VET recognising its lack of connections to and with the labour market.  |
| <b>National Strategy of Pre-university Education 2009-2013</b><br>(M. of Education & Science, 2009)                 | The National Strategy sets mid-term objectives of ensuring equal opportunities to education for all students while placing an emphasis on those that the strategy considers as <i>disadvantaged</i> . This includes the Roma, Egyptians and other minorities but makes no specific mention of children with disabilities. The strategy calls for a change in the education system in order to respond to the diversity of students and identifies several means and methods how this could be done.  |
| <b>Integrated Plan of the Ministry of Education and Science (2010)</b>  | This Plan emphasises the right of all students to quality education and sets objectives for achieving this through <i>curricular adaptations and the continuous training of teachers and teacher trainers</i> . In spite of intentions, this document does not set clear indicators related to the expected teaching and learning outcomes of children with disabilities.  |
| <b>Action Plan for Children 2012-2015</b><br>(M. of Labour, Social Affairs & Equal Opportunities, 2012)             | Sets some clear and ambitious goals – and allocates them to several central, cross-sector, decentralised and de-concentrated state agencies respectively - related to the need of elaborating legal provisions which would encourage the participation of all children in the existing centralised processes of curricula development, their enactment as well as teaching methods. In addition, this document places an emphasis on teacher training, qualification and career progression.   |
| Law 69/2012, On Pre-university Education System in the Republic of Albania (G. of Albania, Official Gazette, 2012). | <ul style="list-style-type: none"> <li>- Emphasizes the right of students with disabilities to access and fully participate in quality preschool education as much as in the compulsory provision. In spite of an out-dated definition of pupils with disabilities rather than perhaps a more coherent one defining special education needs instead (Article 2), coupled with an oft-interchangeable and <b>unclear use of inclusion and integration terminology</b>, the Law states the right of all citizens, Albanian and non, to access the education system irrespective of, among others, their disabilities (Article 5). More importantly, Article 6 states the principle of inclusion as guiding the education institutions whereas, while every student <b>shall be ensured the right to quality education, students of vulnerable families and those with disabilities and those with learning difficulties shall be ensured specific care</b>. Similarly, the Law stresses the right of both customers and providers of education to express their views on the quality of the educational service. In</li> </ul> |

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|  | <p>addition, the law recognizes alternative forms of provision of <b>education under special circumstances</b> such as at home (Article 17), in non-standard education facilities such as detention centres, prisons or social care institutions (Article 18) as well as provision of special care for special categories of students (Article 19). The latter has to be regulated through specific and detailed by-laws. Another important highlight of the law is the provision of psychosocial service support at educational institutions (Article 20) through psychologists and social workers.</p> <ul style="list-style-type: none"> <li>- In another general article (Article 44) the law stipulates the development of <b>individualized curricula</b> and syllabi that should respond to the developmental characteristics and competences of individual students based on the curricular frameworks issued centrally but which should enable students to make individual choices in accordance to their needs and interests. The same provision is elaborated in more detail in Article 65 which refers to the use of <b>Individualized Education Plans (IEPs)</b> alongside ordinary syllabi and textbooks for students with disabilities.</li> <li>- Law 69/2012 comprises a chapter dedicated to education of children with disabilities (Chapter XI, Articles 63-65). These articles emphasize the need to develop these students' intellectual and physical potential in order to prepare them for a full societal integration and into the labour market. At the same - and for the first - time the law states that <b>education of students with disabilities in specialized educational institutions (special schools) is generally temporary whereas their integration in mainstream schools and preschools would be the priority</b>. Another first-timer for the law is the emphasis on the <b>choice of parents in the selection of the type of provision</b>, supported by mixed commissions comprising education and psychology professionals, as well as the provision of support teachers.</li> <li>- The <i>Normative Dispositions on Pre-University Education</i> (M. of Education &amp; Science, 2013) are the most complete set of guidelines and procedural norms governing the pre-university system in the Republic of Albania. However, this by-law does not put a significant emphasis on the development of inclusive education practices per se, nor the evolvement of inclusive ethos in education institution. Debatably the terms inclusive education or inclusion of children in mainstream schools are found nowhere in this document. Instead, the integration of students with disabilities in mainstream schools is brought up while elaborating the functional roles of school psychologists and social workers in support of classroom teachers in ordinary mainstream settings (Article 46). Similar to Law 69, the Normative Dispositions make extensive use of the terms students/pupils with disabilities and students with learning difficulties, but not students with special education needs.</li> <li>- It dedicates an entire chapter (Chapter XV, Articles 93-101) to the education of children with disabilities in which the roles of both special and mainstream education institutions are detailed along with the specific roles of their staff members and other support entities such as the multidisciplinary (mixed) commissions at regional or local levels (Article 93). According to this article there is a <b>multidisciplinary commission</b> advising and providing support to children's academic</li> </ul> |
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|   | <p>progress comprising a paediatrician, a social worker, a psychologist, a teacher and the head of the local psycho-social unit, the latter in the quality of the commission chair. In order to benefit from such specialized support, the student paradoxically has to provide proof of diagnosis with a medical certificate issued by a local or national medical commission that determines the ability of individuals to work (!!!) while the multidisciplinary commission itself, according to this article relies in its assessments and general practice on the international standards of disability issued by the WHO. The dispositions (Article 95) outline also the specific roles of school level commissions, chaired by psychosocial service workers, in drafting and implementing the IEPs.</p> <ul style="list-style-type: none"> <li>- When discussing the functions of support teachers (Article 97), the Normative Dispositions focus on their roles in drafting the IEPs, monitoring the academic progress of students with disabilities (but not those with learning difficulties) and communication and cooperation with their parents. The parents of these students may decide to follow the mixed commission's (at regional or local de-concentrated offices of education) advice in selecting the best education provision facility for their children. The Dispositions are ambiguous in not sufficiently clarifying whether the support teacher would provide support to the classroom teacher, thus facilitating teaching in classes with student(s) with disabilities, or directly to the student(s) with disabilities themselves.</li> <li>- Article 98 focuses on the assessment of students with disabilities, which is to be made similarly to other students except that it is to be based on the IEPs. In addition, this article specifies that in mainstream schools, unlike special schools, students with disabilities do not have to repeat the school year in the case of obtaining non-passing grades.</li> <li>- In discussing the functions of the special schools (Article 100) the Dispositions state that under the authority of the local/regional offices of education, they would serve as centres of exchange of experience for teachers of mainstream schools that have students with disabilities in their classes.</li> <li>- Other recent years' laws in favour of inclusive education include Law 10221/2010 On Protection from Discrimination which regulates in a generic manner the implementation of the principle of equality to services provided to citizens in spite of their varying differences - education level, disability and ethnicity included, and Law 9062/2003 on Decree on the Setup of the Psychosocial Service Unit, issued by the Minister of Education in 2013 (Decree no 344, dated 19/08/2013) focusing almost exclusively on the service staff per number of pupils' ratio for such provision which ranges from one psychologist and one social worker for every 3000-3500 students in mainstream schools and preschools to one psychologist and one social worker for every 200 students with disabilities in special schools.</li> </ul> |
| <b>Bosnia and Herzegovina (SOURCE: Bosnia and Herzegovina Beneficiary Policy Mapping Report 2014)</b> |   |
| <b>General Law on primary and secondary education in Bosnia and Herzegovina</b>                       | Primary education is <b>obligatory and free for all children</b> ; regulates the question of prohibition of discrimination. Article 3 defines general goals of education, which mean to ensure optimal development for <b>each person, including those with special needs</b> , according to their age, abilities and psycho-physical abilities (part b), to promote respect of human rights and  |

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| <p><b>(Parliament Assembly BiH, 2003),</b></p>   | <p>fundamental freedom, and to prepare every individual for life in society which will respect principles of democracy and rule of law (part c) and to ensure equal possibilities for education and possibility of choice on all levels of education, regardless of gender, race, national affiliation, social and cultural background and status, family status, religion, psycho-physical and other individual traits (part e). Article 4 of this law emphasizes that <b>every child has the right to access and equal possibilities in taking part in appropriate education</b>, without discrimination in any form. Equal access and possibility mean ensuring equal conditions and opportunities for all, from the beginning and continuing through to further education. According to Article 19 of the same law, <b>children and youth with special educational needs gain education in regular schools according to the programmes adapted to their individual needs</b>. An <b>individual programme</b>, adapted to their possibilities and abilities, will be made for each and every pupil <b>with obligatory defining their handicap and speech status</b>. This article predicts that <b>both children and youths with serious difficulties in development can be partly or fully educated in special educational institutions</b>, in cases when it is impossible to give them appropriate education in regular schools. According to article 35 paragraph 1, a school cannot discriminate in the access of children to education or their participation in educational process, based on race, colour, gender, language, religion, political or any other opinion, national or social background, or because they are the children with special needs, or any other base. The language of any significant minority will be respected.</p> |
| <p><b>General Law on secondary vocational education and training (Parliament Assembly BiH, 2008)</b></p>   | <p>Article 3, ensures under equal conditions the pupil's right to secondary vocational education and training according to their interests and abilities. In Article 8 paragraph (7), it is said that the <b>education of children with difficulties in development is made according to the programme of the secondary vocational school which is made by the competent education authority</b>. The law on secondary vocational education and training is supported by the Strategy for development of vocational education and training in Bosnia and Herzegovina 2007-2013. (Ministry Council BiH, 2007).</p>  |
| <p><b>General policy of improving early growth and development of children in Bosnia and Herzegovina. 07.03.2012, Council of Ministers BiH</b></p> | <p>Focus on early intervention in childhood, enables supporting services for developing activities for families with babies and little children who have difficulties in development or atypical behaviour, with the aim to promote "healthy" development of a child and its easier inclusion in the school and the community. In Republika Srpska a Policy for improving early growth and development of children was adopted in Republika Srpska 2011-2016. In Federation BiH a Strategic plan was adopted for improving early growth and development of children In Federation BiH 2013-2017.</p>   |
| <p><b>Action plan on educational needs of Roma (2010)</b></p>  | <p>1. Ensuring that members of Roma ethnic minority are included in the system of obligatory primary education. 2. Encouraging Roma population to continue secondary, high school and university education, as well as enabling them the first job. 3. Preserving and promoting their language, culture and history. 4. Developing systematic solutions which will lead to satisfaction of education needs of Roma) and 47 measures so that children of this marginalized group have equal access to quality education in order to gain necessary knowledge for more qualitative inclusion in the society. Quality education is the only way out from the circle of marginalization and social isolation for the Roma.</p>   |
| <p><b>Secondary Education</b></p>  | <p>Secondary education in Republika Srpska is regulated by the Law on secondary education. According to this Law everyone can access secondary education under the same conditions. Article 4 of the stated Law says that:</p>   |



children with special educational needs have the right to secondary education; that their education is an integral part of the unique educational system; that in schools for pupils with special educational needs one can enrol based on the decision of board who judge and classify abilities, and which is made by authorized institution; by establishing the kind and degree of disturbance in the development of a pupil, in accordance with the kind and degree of disturbance they suggest education and professional guidance of a pupil; to educate pupils with special educational needs in regular or specialized schools; that **pupils with special needs have the right to be in the regular class if that is in accordance with their needs and psychophysical abilities**; to organize the teaching process with pupils with special educational needs in smaller groups in school or individual work with a teacher-specialist; that the ministry makes curricula for pupils with special needs for each and every kind and degree of disturbance in the pupil's development. Article 49 amongst other things prescribes in paragraph 1 that a school is responsible for establishing and describing special educational needs of the pupils, as well as for the general plan for satisfying these needs with the help of specialized expert service with pedagogical, psychological and special education knowledge, health and other institutions, and that a minister makes a Rulebook on the education of children with special needs and a Rulebook on sign language. In *Federation BiH* there are 10 laws on secondary education, considering the authority of cantons. Each of them states precisely the possibility of education of pupils with special needs. All these laws, on both primary and secondary levels of education, ensure the rights to education of children with special needs at all levels of education, and forbid every kind of discrimination on any basis. The Law on education in both primary and secondary schools in District Brčko defines obligation of authorities to organize free and appropriate transport to a specific category of pupils with special educational needs and those with difficulties in psychophysical development, regardless of the distance from the school they attend (article 9). Also, article 25 of the same law defines that a pupil who cannot attend the teaching process due to a handicap or some serious disease/illness is entitled to education at home. Other laws that have been analysed, generally describe the obligations of the school to ensure optimal conditions for learning and attending school, without additional obligations.

**Croatia (SOURCE: Croatia Beneficiary Policy Mapping Report 2014)**

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| <p>Legal Framework</p> | <p>Priority Activities for the Welfare of Children from 2003 to 2005 (2003), National Programme for Roma (2003), the Decade of Romani Inclusion 2005-2015 Action Plan, National Action Plan for the Rights and Interests of Children 2006-2012 (2006), Croatian National Educational Standard (2007), Act on Ratification of the Convention of the Rights of Persons with Disabilities and Its Optional Protocol (2007), Joint Inclusion Memorandum (2007), National Plan for the Protection and Promotion of Human Rights 2008-2011 (2007), National Plan to Combat Discrimination 2008 - 2013 (2008), National Strategy for Prevention of Behavioural Disorders in Children and Youth 2009-2012 (2009), National Strategy for Equal Opportunities for Persons with Disabilities 2007-2015 (2007), National Roma Inclusion Strategy from 2013 to 2020,</p> |
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|   | <p>Primary and Secondary (School) Education Act (2008.), Anti-discrimination Act (2008.), Vocational Education Act (2009.), National Standard for Primary Education (2008.), National Curriculum Framework (2011.), Plan of Deinstitutionalisation and Transformation of Social Welfare Residential Institutions and Other Legal Entity Providing Social Welfare Services in the Republic of Croatia for the Period from 2011 to 2018., Social Welfare Act; Ordinance on the Procedure of Determining the Psychophysical State of Child, Pupil and the Assembly of the Expert Committee; National Action Plan for Rights and Interests of Children 2006-2012 (2006), the National Strategy for Equalization of Opportunities for Persons with Disabilities 2007-2015 (2007) and JIM – Joint Inclusion Memorandum, where the described forms of support are explicitly listed. Primary and Secondary (School) Education Act (2008) and the National standard for Primary Education (2008). National Standard for Primary Education (2008), which is used to set norms for work conditions in education and the other one being <i>the National Curriculum Framework</i> (2011), which serves as a basis for creating subject curricula and other documents pertaining to education. Both documents provide an outline of inclusion.</p> |
| Croatian National Education Standard (CNES)                                 | <p>Contains standards for educational contents, achievement standards (knowledge, skills, and abilities), teaching standards, student monitoring and assessment standards, as well as standards for professional training for teachers. CNES is based on contemporary approaches to disability, so instead of out-dated categories found in the Orientation List of Types and Degrees of Disabilities (NN13/1991) it includes the following groups: Children with vision impairment, Children with hearing impairment, Children with speech and language disorders, Children with motor disorders and chronic diseases, Children with intellectual disability, Children with attention deficit/hyperactivity disorder, Children with learning difficulties, Children with behaviour disorders and emotional disorders, Children with autistic spectrum disorders</p>   |
| Regulations on Primary Education of Students with Special Educational Needs | <p>Regulate the criteria for educational exclusion of students with special educational needs based on their disability. Some of those Regulations proposes “full integration” (i.e. attending all regular classes) for some of the children, while proposing “partial integration” (i.e. attending some classes in a regular setting and others in special classes) for the others. The type of disability is used as basis for the child’s placement within the educational system. Article 12 of the Regulations specifies that students with greater special educational needs should attend special organisations and lists the types of special needs which can justify a child’s exclusion (Igrić, unpublished analysis for UNDP in Croatia). However, the engagement of parent organisations lead to changes in practice so that today even children with greater special educational needs attend regular schools, with the help of a teaching assistant, regardless of the current subordinate legislation.</p>  |
| <b>Montenegro</b>   |  |
| Law on Education of   | <p>Definition of the term <i>children with special education needs</i>: Children with</p>  |

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| Children with Special Educational Needs | <p>disabilities – children with physical, mental or sensory difficulties and children with multiple difficulties; Children with developmental difficulties - children with behavioural problems; severe chronic illnesses; long-term sick children and other children who have learning difficulties and other difficulties caused by the emotional, social, linguistic and cultural barriers.</p> <p>The <b>Law on Education of Children with Special Educational Needs</b> governs the provision of equal opportunities for education for all children. This is achieved by providing appropriate conditions for optimal development, timely guidance and inclusion in appropriate curriculum, individual approach, involving parents in the process of rehabilitation and education, by providing adequate educational technology, providing technical support to children with special educational needs. The Law considers full inclusion in the mainstream system as the first option in all reasonable cases. Children are directed to resource centres when in their best interest. The education of children can also be performed in day care centres. The education of students with special educational needs in mainstream schools is carried out so that the school adapts the methods and forms of work and allows for inclusion in additional classes and other forms of individual and group support. To assist in the education of children with special educational needs, mobile services that cooperate with kindergartens, schools, parents, and health care institutions are organised by the Department of Education to provide additional technical and other assistance in compliance with the decision on orientation. The Law introduces the possibility of engaging a teaching assistant, whose role is technical support for the child during the teaching process. The Commission for Orientation determines by decision which children have the right to a personal assistant. The Law also specifies that the assistant's help is performed on a voluntary basis.</p> |
| <b>General Law on Education</b>         | <p><b>General Law on Education</b> provides general principles for education of individuals on all levels. Teaching for individuals who use sign language, or a special alphabet, or other technical solutions, is performed by means of that language. Educational programmes, in addition to the general section, have a special section that, among other things, includes ways of customizing the programme for students with special educational needs.</p>   |
| <b>Law on Primary Education</b>         | <p>Stipulates that primary education for children with special educational needs is implemented at school in compliance with this Law and the regulations governing this area of education. The Law gives the possibility of organising education at home, and students with special educational needs who exercise this right must gain the educational standards of knowledge upon adapted programmes.</p>   |
|   | <p><b>Law on Grammar School</b> stipulates that the education of high school students with special educational needs is implemented in compliance with this Law and special regulations. This Law stipulates that candidates with special educational needs who meet the enrolment criteria stipulated by this Law, enrol at high school on the basis of the decision on orientation.</p>  |
|   | <p>The <b>Law on Vocational Education</b> also stipulates that candidates with special educational needs have priority in enrolment if the number of students applying is bigger than the number requested by the competition; and are enrolled on the basis of the decision on orientation.</p>   |
|   | <p><b>Law on National Vocational Qualifications</b> include a provision which adapts the form and duration of the test, as well as the composition of the commission to the candidate, in compliance with special regulations.</p>   |

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|                           | <p><b>Anti-Discrimination Law</b> stipulates that anyone who believes that he/she is discriminated against (for any reason) by the authorities, natural or legal person is entitled to seek the protection from the Protector of the Human Rights and Freedoms and from the court. Discrimination is a misdemeanour punishable by a fine determined by the amount from EUR 500.00 to 20,000.00 euros. The <b>Law Against the Discrimination of Persons with Disabilities</b> prohibits the discrimination of children and persons with disabilities in education at all levels. The Law does not contain punitive provisions, but refers discriminated person to inspection bodies competent for certain areas.</p>   |
| <p><b>Regulations</b></p> | <p><b>Regulation on the Manner, Conditions and Procedure for Orientation of Children with Special Educational Needs</b><sup>2</sup> arising from the Law on Education of Children with Special Educational Needs. A proposal for orienting to the appropriate educational programme and the institution where the child is included is given by the Commission on Guidance for Children with Special Educational Needs based on remaining abilities and special educational need. The institution (primary school, secondary school – general and vocational and resource centre) provides conditions according to the special educational need of the child by adjusting the space, equipment and teaching aids. The <b>Regulation on the Manner and Procedure of Assessment of Students at the End of the Educational Cycle</b><sup>3</sup> provides a way to check students' knowledge at the end of the first, second and third cycles. The method and procedure of assessment is adapted to students with special educational needs in accordance with the decision on orientation to an appropriate educational programme and individual development and training programme. The <b>Regulation on Norms and Standards for the Acquisition of Assets from Public Funds for Institutions That Conduct Valid Educational Programs</b><sup>4</sup> in the institutions of preschool education, primary education, general secondary education, vocational education, stipulates that, if the group or class includes children with special educational needs, the number of children or students in a group or class, can be reduced by up to 10% compared to the lowest number of students in a class, or a group defined by this Regulation. In the educational group or class, there may be included a maximum of two children with special educational needs, out of which, as a rule, one with mild and the other with severe disabilities. The <b>Regulation on the Manner, Procedure and Time of Taking the Final Exam in Grammar School</b><sup>5</sup> stipulates that candidates with special educational needs, who have the decision on orienting, adapts the manner, procedure and duration of taking individual exams at the graduation examination within the stipulated period and schedule of the exam. <b>Regulations on the Manner and Procedure for Taking the Vocational Exam for Students Who Do Not Continue Their Education</b><sup>6</sup> stipulates that the manner, procedures and duration of taking of certain parts of the vocational examination is adapted to candidates with special educational needs within</p> |

<sup>2</sup> Regulation on the Manner, Conditions and Procedure for Orientation of Children with Special Educational Needs (“Official Gazette of the Republic of Montenegro”, no. 80/04 and “Official Gazette of Montenegro”, no. 45/10)

<sup>3</sup> Regulation on the Manner and Procedure of Assessment of Students at the End of the Educational Cycle, “Official Gazette of Montenegro”, no. 62/12

<sup>4</sup> Regulation on Norms and Standards for the Acquisition of Assets from Public Funds for Institutions That Conduct Valid Educational Programs, “Official Gazette of Montenegro”, no. 36/09, 66/10 and 41/13

<sup>5</sup> Regulation on the Manner, Procedure and Time of Taking the Final Exam in Grammar School, “Official Gazette of Montenegro”, no. 34/09

<sup>6</sup> Regulations on the Manner and Procedure for Taking the Vocational Exam for Students Who Do Not Continue Their Education (“Official Gazette of Montenegro”, no. 58/13)

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|   | the prescribed period and schedule of the exam, in compliance with the decision on orientation to the educational programme and in compliance with the development and education programme. The candidate is allowed to use electronic devices.   |
| <b>Serbia</b>   |   |
|   | <p>From 2009 Serbia adopted set of laws and bylaws as well as the <i>Strategy of Development Education until 2020</i> that support inclusive education. <i>The Strategy of Development of Education until 2020</i> predicts that all boys and girls of school age prescribed by the law (at least 98% of the cohort), regardless of socio-economic, health, regional, national, linguistic, ethnic, religious and other characteristics, are covered by quality primary education from which drop-out is not more than 5% (i.e. 93% of the cohort complete primary school), not only at national level but also in the category of children from vulnerable groups (rural, Roma, poor children and children with disabilities and difficulties). The <i>Law on the Foundations of the Education System</i> (hereafter, LoFES) which was approved in September 2009: The LoF introduced new provisions promoting equal rights and access to education for every Serbian citizen, quality and efficiency of education, equal access to all levels of education, and horizontal mobility throughout the education system in Serbia. The other systemic laws are adopted based on LoFES; the Law on Preschool Education (2010), the Law on Primary Education (2013), the Law on Secondary Education (2013), the Law on Adult Education (2013) the Law on Student Standards (2010), as well as a number of bylaws. The most relevant rulebooks and guidelines for inclusive education are those that related to a) enrolment of students to secondary school, b) assessment of additional educational, health and social needs of children and students (approved by three ministries) c) detailed conditions for determining the need for individual education plan, its implementation and evaluation, d) assessment of students in primary education, e) evaluation of the quality of institutions (self-evaluation and external evaluation), f) guidelines on the establishment of classes in schools, g) guidelines for organisation of final exam at the end of primary education, etc. (laws and bylaws are available on website of the Ministry of Education, Science and Technological Development: <a href="http://www.mpn.gov.rs">www.mpn.gov.rs</a> ).</p> |
| <b>“the former Yugoslav Republic of Macedonia” (SOURCE: Beneficiary Policy Mapping Report 2014)</b> |   |
|   | <p>Numerous documents regulate the realization of both primary and secondary education: National strategy for the Development of Education 2005 – 2015, Law on Prevention of, and Protection Against Discrimination, the Draft Strategy for Vocational Education and Training, the Law on School Textbooks, the Law on the Bureau for Development of Education, the Law on the State Examination Centre (Official Gazette, No. 142/2008) and the Law on Education Inspectorate (Official Gazette, No. 52/2005). These laws are accompanied by numerous bylaws (rulebooks, norms, regulations, guidelines, etc.) which regulate the curricula, personnel, technological, organisational and financial areas. Following the National Strategy for Development of Education 2005-2015, the Concept for the New Nine-Year Compulsory Education was adopted in 2007, addressing issues of inclusiveness such as non-discrimination, multiculturalism, and pupils with special educational needs.</p>   |
| Law on Primary Education (LPE) (Official Gazette, No.   | According to the LPE and LSE, <b>education at both primary and secondary level is mandatory and free of charge</b> , also providing opportunity for free textbooks (additionally regulated by the Law on School Textbooks). One difference is that <b>mandatory status is stipulated in the Constitution only for</b>   |

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| 103/08).                         | <b>primary education, but not for secondary.</b> The LPE stipulates that school is mandatory for all children between 6 and 15 years of age. Here, it should be mentioned that legislation is understated with respect to the age of the students, or, at what age mandatory status ends.   |
| Law on Secondary Education (LSE) | According to the LSE (article 43, Official Gazette, No. 52/2002) there are four types of secondary schools in the Beneficiary: general schools (gymnasiums), vocational schools, secondary arts schools and <b>secondary schools for pupils with special needs.</b> (Official Gazette, No. 44/95, 24/96, 34/96, 35/97, 82/99, 29/02, 40/03, 42/03, 67/04, 55/05, 113/05, 35/06, 30/07, 49/07, 81/28 and 92/08).   |
|                                  | <p>Inclusive education for children with special educational needs both at primary and secondary level is regulated and guaranteed additionally by the following documents:</p> <ul style="list-style-type: none"> <li>- Law on adult education (Official Gazette, No. 07/08);</li> <li>- Law on students standard (Official Gazette, No. 37/98 and 40/03);</li> <li>- National Strategy for equality and non-discrimination based on ethnicity, age, mental and physical disability, and sex, 2012-2015, adopted by PLSP, joined by the Operational plan for realization of the National Strategy.</li> <li>- Strategy for gender equality 2013-2012, joined by the National action plan for gender equality 2013-2016 and the Operational plan for realization of the National action plan 2013-2016.</li> <li>- National Strategy for equal rights for persons with invalidity (revised) 2010-2018, where central focus is put on the education of the persons with “invalidity” (disabilities);</li> <li>- MLSP has also adopted a document called: Program for Social Inclusion.</li> </ul> <p>The 2007 National Strategy for Deinstitutionalization in the System of Social Protection placed explicit demands on the MoES to create <b>conditions for the inclusion of children with special educational needs in special and regular schools.</b> In order to accomplish this goal, the National Strategy for the Development of Education 2005-2015 called for an <b>increased emphasis on teacher training in the area of special needs education,</b> stating that children with disabilities are likely being under-identified or overtly excluded.</p> |
|                                  | <ul style="list-style-type: none"> <li>- Vocational education and training is regulated by the Law on Secondary Education (Official Gazette, No. 52/2002) with several subsequent amendments. The VET sphere is directly regulated by the Law on Vocational Education and Training (Official Gazette, No. 71/2006, and recent amendments 17/2011), which adoptions followed with establishing of the Centre for vocational education and training in 2006.</li> <li>- Law on the Bureau for Development of Education (Official Gazette, No. 37/2006, with most recent amendments in Official Gazette No. 148/2009), the Law on Adult Education (Official Gazette, No. 7/2008), the Law on the State Examination Centre (Official Gazette, No. 142/2008) and the Law on Education Inspectorate (Official Gazette, No. 52/2005). These laws are accompanied by numerous bylaws (rulebooks, norms, regulations, guidelines, etc.) which regulate the curricula, personnel, technological, organizational and financial areas.</li> <li>- Draft Strategy for Vocational Education and Training sets the vision and reform directions for the VET system; Strategy for development</li> </ul>  |

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|   | <p>of the Centre for vocational education and training 2010-2015 (VET Centre, 2010).</p> <ul style="list-style-type: none"> <li>- Strategy for Development of Education 2005-2015, the Strategy for Education of Adults, the Concept for Vocational Education, the Concept for Occupations, the Concept for Postsecondary Education, the Strategy “<b>Steps to Integrated Education</b>”.</li> <li>- Draft National Strategy for Vocational education and training 2013-2020, establishes nine key areas for intervention: quality and attractiveness of the VET; curricula and study programs in VET and their relevance to the labour market and further education; teaching process and grading criteria; cooperation with the business sector; decentralization of management and financing of the VET; monitoring and evaluation; legislative environment; and internationalization of VET.</li> <li>- In the context of VET, it should be mentioned that in a process of preparation is the regulation for forming a Career Centres in the secondary schools, which will mainly have a counselling function related to career development in students.</li> </ul>   |
| <b>Kosovo*</b>                                    |   |
| <b>Standards for early childhood education</b>    | Ensures comprehensive inclusion of children in pre-school education and developments in various stages of child development.  |
| <b>Child friendly schools standards</b>           | These standards were adopted in 2013 and are based on the Child Rights Convention and links the education reforms and placing the child at the centre of education processes and school activities.   |
| <b>The Law on pre-university education (2011)</b> | <p>Article 1 outlines the purposes of education and schooling which among other dimensions includes the purpose “to develop the pupil’s personality, talents and mental and physical abilities to their fullest potential (article 1.2.1)” and “to prepare the pupil for a responsible life in the spirit of good understanding, peace, tolerance, gender equality and friendship with members of all communities in the Republic of Kosovo (article 1.2.5). Article 40 outlines the provisions that in broader terms regulate the provision of inclusive education which marks a step forward towards modernizing the perception on inclusive education from a more traditional view of “special needs education” towards a broader inclusive education concept. Article 40 elaborates that: “2.1. educational and/or training institutions should accommodate all children regardless of their physical, intellectual, social, linguistic or other conditions and should promote integration and contact between children, 2.2. relevant support should be offered based on pupils’ individual needs; and 2.3. separate educational settings or special schools are justified only where after expert assessment it is considered impractical to enrol a child in a regular municipal school or training institution.” Such provisions led to the transformation of so called special schools into Resource Centres and increased the inclusion of ‘special needs students’ into regular schools. There has thus been an increasing trend in the last years to include such students into regular classrooms. At a practical level it remains a challenge still as schools operate in under-resourced contexts, class sizes are big, teachers are not all trained to a satisfactory level to address the inclusiveness aspects to the desired extent.</p> <p>Furthermore, the same law outlines general provisions on the assessment of</p> |

\* This designation is without prejudice to positions on status and is in line with UNSC 1244 and the ICJ Opinion on the Kosovo Declaration of Independence.

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|   | <p>individual student needs, the provision of necessary support to such students through the resource centres and the sign system and braille system education.</p>  |
| <p><b>New Kosovo Curriculum Framework (2011). The Kosovo School Curriculum (2011)</b></p> | <p>New Curriculum Framework in 2011 is a competency based approach curriculum oriented towards enabling students to achieve 6 key competencies. The first Curriculum principle is “inclusion” and emphasizes: “This principle refers to the right of every child to have equal access to quality education. Guided by this principle, the Kosovo Curriculum Framework enables customized solutions to address students’ diversity and their special needs in the learning process, contributing in this way to the full development of the learning potential of every child. Having in mind individual needs and different learning styles, learning experiences at school will foster student’s motivation to learn as a precondition to improve school attendance as well as improving student’s level of achievement.</p> <p>The Curriculum Framework addresses Inclusion in various articles and provisions in addition to the special provisions outlined above. For example, the provisions of <b>teaching methodologies</b> to be applied by teachers for the enactment of the new curriculum refer to the need for adapting teaching strategies to various levels and needs of students. The new curriculum being a competency based approach curriculum is considered to be one of the biggest challenges in the education sector in the years to come and teacher training for the delivery of such a curriculum has been deemed as a pre-requisite. The inclusive education concept has been determined as a priority concept to be addressed by future teacher training projects.</p> |