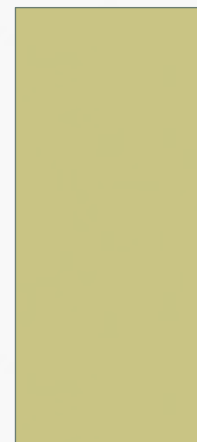


OVERVIEW OF INCLUSIVE EDUCATION TRENDS, CHALLENGES AND OPPORTUNITIES IN ALBANIA







JOINT EU/COE PROJECT "REGIONAL SUPPORT FOR INCLUSIVE
EDUCATION" EXPERT MEETING
BELGRADE, 1 - 2 OCTOBER 2013



STRUCTURE OF PRE-UNIVERSITY EDUCATION SYSTEM IN ALBANIA

- Pre-school (ages 3-6)
- Basic (obligatory):
 - Elementary (primary lower): grades 1-5
 - Secondary level: grades 6-9
 - Special
- Secondary (grades 10-12):
 - General
 - Vocational
 - Arts, sports, foreign languages, etc.

KEY DATA AND TRENDS

- Attendance in preschool and basic education 
- Attendance in secondary education 
- 80% of secondary education graduates attend higher education 
- Average attendance – 8,6 years 
- Pupil/Teacher ratio (disparity urban vs rural) 
- Funding from 3,8% of GDP in 2009 to 3,1% in 2012 

STATE OF AFFAIRS (1/4)

- Inclusion no longer a “foreign” word to schools
- In spite of improving road infrastructure, many rural areas still lack access to schools
- Schools predominantly lacking physical accessibility features
- Overcrowded urban classes
- Prevailing exclusive views on disability (rural vs urban)

STATE OF AFFAIRS (2/4)

- Poor overall pre-service teacher training provision
- Declining perception on teacher status
- Unclear and insufficient IE in-service training
- In-service training not linked to accreditation (national *attestation* system) and career progression

STATE OF AFFAIRS (3/4)

- IE missing or featuring poorly throughout teacher training curricula
- (I)NGO and foreign donor support to IE agenda and related teacher-training slowly declining
- Some local and/or school-based models still sustained
- Approximation of de-concentrated MoE agencies to EU models: skill-based inspection

STATE OF AFFAIRS (4/4)

- Unclear overall and IE-specific national reforms
- Education in Roma/minority languages missing or insufficient
- Education of returning emigrant families: a new challenge
- Outdated disability-related legislation (often as old as 1988)
- Special schools' resistance to IE and misconceptions on their future roles

OPPORTUNITIES

- Recently evolving legal framework:
 - Law 69 (2012) on pre-university education highlighting the “principle of inclusion”
 - new by-laws (normative dispositions) in the making
- Social inclusion high in EU agenda & related funding opportunities
- Increased attention to vocational education (inclusion or segregation?)



Thank you!