

Making a change in inclusive education in Albania



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UNICEF Albania

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*“My biggest dream was to go to the same school with my brother and cousin “
Student in the inclusive school “ Androkli Kostallari. Tirana “*

Introduction

Under the UNICEF CEE/CIS regional initiative on Inclusive education, and following the strategic directions of the Ministry of Education and Sports National Preuniversity Strategy (hereafter, MoES), UNICEF Albania has engaged with a national NGO, Institute of Public opinion Studies (hereafter ISOP), MoES, directorates of education in the districts and National Institute for Development of Education(hereafter IDE) in the planning and implementation of the initiative called “Facing the challenges of inclusive education in Albania”. The 15-months-extensive-commitment¹ has resulted in a new and more comprehensive understanding of Inclusive education in Albania, in teachers provided with an ‘inner map’ to help guide them on the path towards inclusive education and in new policies related to inclusive education teaching in the country impacting the in-service and pre-service teacher training in Albania.

This paper explains UNICEF Albania current work on inclusive education and offers perspectives for the period beyond 2016. The primary aim is to provide UNICEF in Albania as well as other partners interested in inclusive education with a concise description undertaken by the project interventions to undertake concrete, positive actions towards inclusion.

This paper gives suggestions for future possibilities and potential limitations, for future programming for MoES and UNICEF as well as other organizations and professionals working in the field of education and inclusion. This document will be updated on a regular basis to incorporate new learning and expertise from the project as well as to reflect developments and changes in national thinking on inclusive education.

The scope of the paper is to identify the roadmap of advocacy, networking efforts, capacity building outcomes conducted as part of the initiative. The documentation and reporting of specific activities, challenges and results have been an integral part of deliveries by the NGO-s and the networks of collaborators, as part of monitoring and reporting component of the initiative. However, this paper goes beyond the scope of reporting, attempting to encompass the process of change brought about by the initiative undertaken. It aims to describe the map towards the outcomes, facilitating further program development.

¹ Years 2015-2016

Importance and definitions

Inclusive education is a broad concept that includes all groups of children. UNICEF education programming covers all groups of children, paying particular attention to children at risk of being excluded from education in line with the Child Right Convention (CRC) and Convention for the Rights of the people with Disability (CRPD), and UNICEF’s mission, inclusive education is the approach UNICEF employs to ensure every child receives a quality education. Inclusive education as defined in the Salamanca Statement promotes the “recognition of the need to work towards ‘schools for all’ – institutions which celebrate differences, support learning and respond to individual needs” (pg.2). Inclusive education is a process that values the well-being of all pupils and is not an end in itself.

According to the human rights-based approach, ALL children have a right to inclusive education. In line with the CRC, CRPD and UNICEF’s mission, as well as the organization’s commitment to equity, UNICEF advocates for strengthening education systems to become inclusive to ensure every child receives a quality education.

It is important to understand inclusive education definition in order to address the complexity of its challenges. Inclusive education as a broad concept, refers to the right of all learners (including children with disabilities, but also other marginalized groups) to access and benefit from education. Inclusive education applies to learners of all ages, both children and adults. Inclusive education system as a different notion from special education considers the measures it must take to be able to provide an appropriate education with all children learning together.

Rationale

The evidence from around the world is clear. When children with disability and other children from marginalized groups are included in education, the changes in education systems that this will require will mean that all learners benefit, leading to improved socio-economic well-being of all. Studies in both OECD and non-OECD countries indicate that students with disabilities achieve better school results in inclusive settings.

Before the start of the project, in Albania, the notion of inclusion in education was still associated solely with children who have special needs. Too often programmes targeting various vulnerable children have functioned outside the mainstream schools or as separate programs within these schools. As a consequence, the result has been exclusion – second-rate educational opportunities that do not guarantee the possibility to continue studying. In Albania still the move towards more inclusive approaches was often complicated by the legacy of segregated or exclusive education for groups identified as “difficult” or “different”.

The main policy documents guiding the Education sector in Albania, namely the Law for Pre-University Education (2012) and its normative acts (Normative Dispositions, 2013), and the National Strategy for Pre-University Education, strongly consider the issues of education inclusion and decrease the level of vulnerability and marginalization for various categories of children in education as fundamental

Yet, the country is renowned to have usually developed good laws and policies that do not generate the desired results at the beneficiary level remaining good documents in paper.

The results of a European Training Foundation country report for Albania² concluded that both pre-service and in-service teachers were not ready to respond to diversity in the class.

Pre- service: The teacher training curricula lacked emphasis on teacher competences pertinent to the development of inclusive education. Student teachers only seemed to make contact with their future workplaces during their teaching practices revealing a lack of due weight regarding the pre-entry into the profession.

In-service: Expertise and models have been gradually evolving in the delivery of good models in inclusive education. Inclusive education teacher standards and policy guidelines for schools were missing. Training opportunities for teachers with relevance to Inclusive Education should also take place.

Teachers: Teachers need to plan and teach in accordance with the abilities of each student and their specific additional support needs. They must create Individual Education Plans based on the learning abilities and needs of individual students by working with a larger team within the school, including parents. This process should be included within the school plans and in the job descriptions of head teachers. Teachers should deliver classes in the awareness that they should reach out to all students, particularly those with significant special or additional support needs, and make use of a range of strategies both inside the classroom and out. They should apply student centred and result oriented teaching methods.

To address this situation UNICEF in support of Ministry of Education and Sports in Albania, started the interventions “Addressing the challenges of inclusive education in Albania “, aiming at identifying the gaps that hinder in-service and pre-service education of practitioners in delivering inclusive education; and addressing their lack of knowledge and capacities through developing the capacity building tools based on the EU standards for inclusive education and equipping them with the relevant knowledge and skills in this regard

Action undertaken

The overall goal of the interventions is to ensure that school is a place where all children participate and are treated equally. This involves a change in how we must think about

² ETF 2010, MAPPING POLICIES AND PRACTICES FOR THE PREPARATION OF TEACHERS FOR INCLUSIVE EDUCATION IN CONTEXTS OF SOCIAL AND CULTURAL DIVERSITY

education. Inclusive education is an approach that looks into how to transform education systems in order to respond to the diversity of learners. It means enhancing the quality of education by improving the effectiveness of teachers, promoting learning-centred methodologies, developing appropriate textbooks and learning materials and ensuring that schools are safe and healthy for all children. Strengthening links with the community is also vital: relationship between teachers, students, parents and society at large are crucial for developing inclusive learning environments.

From set mindset to growth mindset practices in inclusive education

For inclusive education to succeed, it is vitally important that teachers, principals and other education stakeholders maintain a positive attitude towards inclusion. Even if inclusive education is mandated by law, strategies and other documents, it will never succeed without the enthusiastic support of its practitioners. Obtaining such support involves behavior and attitudinal change which is a continuous process. There are a number of ways to accomplish such a change, and the following are examples of activities and strategies that have been used successfully in the "Facing the Challenges of Inclusive Education in Albania" project.

Needs assessment

[A study](#) was conducted in the beginning of the project. The aim of this study was to identify the gaps that hinder in-service and pre-service education practitioners in delivering inclusive education. The study employed a qualitative methodology. In – depth interviews were conducted with representatives of the Regional Education Directories, while FGDs were conducted with teachers and professors. Alongside these methods, content analysis of the university curricula, as well as of the specific course syllabuses was carried out, in view of inclusive education theoretical knowledge and field practice. Participants of this study were in – service teachers in four different regions in Albania as well as university professors from the Departments of Education, Social Work and Psychology. The included regions were Durres, Shkoder, Gjirokaster and Tirana.

The need for 'high quality' teachers equipped to meet the needs of all learners makes evident the need to provide not only equal opportunities for all, but also education for an inclusive society. This study put an emphasis on knowledge, attitudes and practices of in – service teachers. Teachers still lack information in relation to inclusive education; they try to be informed through internet, informal sharing of experience and other informal means. Inclusion is not perceived as a motivation for teachers for improving their teaching methods. Teachers need confidence in their ability and the knowledge and skills in inclusive education to meet the challenges that they encounter in the present school climate.

In terms of the pre – service teacher education in Albania the results indicate that few Faculties of Education and their respective Departments have included a course on inclusive education at their Bachelor and Master level, however this course is focused on CwD and it doesn't contain

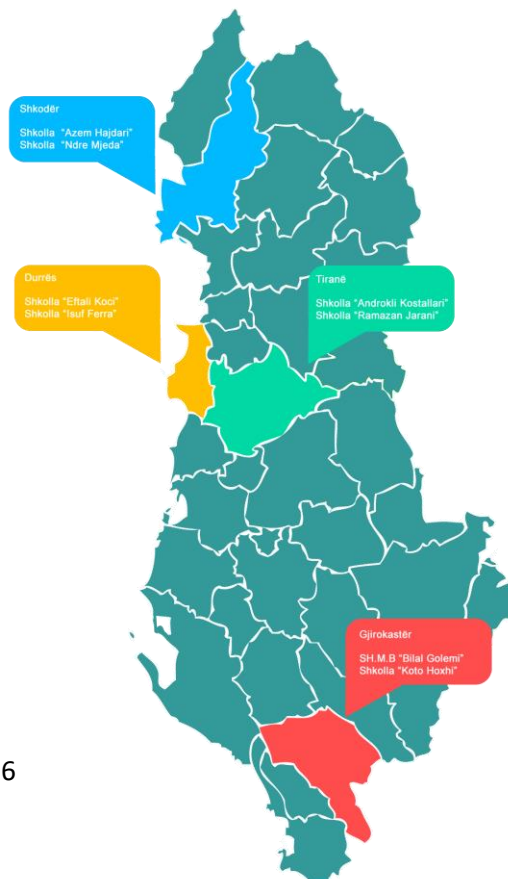
any information on other vulnerable children that require the same attention by the teacher; specific information on working with children with different needs (all vulnerable children) alongside with the theoretical information is much needed in all curricula; relevant courses like Didactics and Teaching Methods don't include any information on inclusive education and on how to work with diverse pupils.

The project recognized that the perceptions of the teachers, amount of resources given to support teachers, and the skills of the teachers would affect whether the teachers felt positive or negative about including students with disabilities in their classroom.

Preparation of trainings manual

[Training modules](#) prepared by UNICEF Regional Office for CEE/CIS and University of Education of Zurich were adapted according to the Albanian context, aiming at offering a template for inclusive education training supported by an approach which is based on human rights. A group of experts from Ministry of Education and Science, Institute of Education Development and Faculty of Social Sciences worked on the modules based on local needs while preserving their common basic principles that are important for inclusive education. Modules provide a good source of information that helps teachers to initiate changes that lead to the accomplishment of the aimed results without any negative undesired consequences.

When creating teacher training programs or developing curriculum adaptations it is very important to find out about existing national educational guidelines. This allows for the creation of inclusive education modules that complement and integrate into the pre-service curriculum. This can be done by understanding the local context and other development.



TOT of teachers

In-service training programs offer a particularly effective strategy to improve the quality of an entire educational system for all children regardless of their needs.

The training on inclusive education was focused on a human rights-based approach. Teachers are considered the most important change agents and are essential for social inclusion and promotion of participation and learning for all children. Participants from Regional Educational Directory, school teachers, school principals, school psychologists and lecturers from the faculties from four cities (Tirana, Durrës, Shkodra and Gjirokastra) participated in the training. In total 80 participants are trained about inclusive education issues. The training aims to help participants to develop an 'inner map' to help guide

them on the path towards inclusive education and to build teachers' capacities to work with diverse student populations, ensure participation and promote learning.

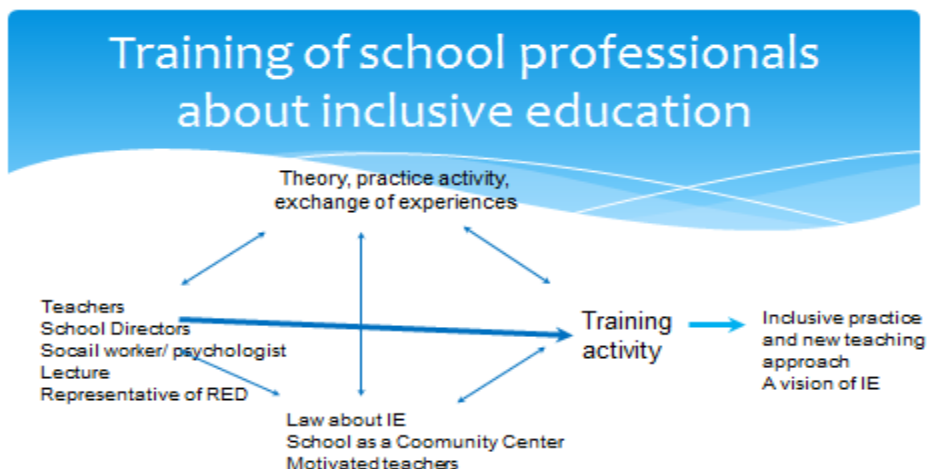
Around 65% of participants hadn't participated in trainings related to inclusive education before. They were interested in learning and participating in the entire activity plans for the trainings. The pre-test developed in the beginning of the training showed that 70% of participants understood inclusive education as a process that ensures the inclusion of children with disabilities and children from minorities while the post test showed that 98% of teachers understood the inclusive education approach as a concept that includes all groups of children



Photos of the training for the inclusive education training in Tirana

The gap between theory and practice is a major concern related to the education of the teachers. Teachers showed difficulty during the training regarding the adaptation of the theoretical information into their work practice. Training provided the opportunity for the teachers to increase the level of their understanding of the comprehensive education, since empowering teachers' professionalism is a key factor to promote participation and learning for all pupils. The main purpose of the teachers is to bring together the pupil, the curriculum and the context for a qualitative education for more positive results. Training and its methodology helped teachers understand that it is not enough to educate teachers individually; teachers must develop their practices in teams sharing their experiences with each-other, asking for support from their colleagues and other professionals, using various methods and techniques according to the context and specific needs of every child and providing an inclusive view. Teachers and

other professionals learn while developing their practices and promoting new teaching approaches. Teacher education for inclusive education seeks to develop teacher practice in ways that enable teachers not only to manage diverse classrooms, but also to actively support learning of all students and to build a learning community. Good practice of teacher education is not only about conveying the relevant information and training skills; it is also about addressing attitudes and values and ensuring that what has been learnt can be used into practice. Collaborative and participative techniques not only enhance learning outcomes, but also reduce prejudice and discrimination among children.



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The involvement of school directors from the beginning was very important because they understood the basic concepts of inclusive education and provide its implementation their full support. School directors and other management staff should be trained in inclusive education principles and techniques so that they are qualified to develop inclusive education strategies at their schools, and lend support to teachers.

As a direct result of the project, a module on inclusive education was prepared and introduced in the course for school headmasters that the MOES in providing to all current school headmasters in the country from August 2016 to March 2017 covering so far 213 school headmasters.

Suggestions about the future

- Learning through personal experience is one of the most effective methods of acquiring knowledge.
- Mentoring and supporting during their process of plan and activity development will be very helpful for participants.

- Teachers' education for inclusion should be understood as a lifelong process to empower teachers as active learners, as promoters of their professional development and that of others.
- Knowledge and competencies that teachers gain in initial, in-service programs need to be integrated in order to have an impact on practice.
- Tailoring content and teaching methods to suit students with special needs. Teachers in inclusive classes must be adept at adjusting lessons so that children with special needs can participate.

Training of students to be teachers

Students of teaching profiles, those of social work and psychology participated in a 3-day training for inclusive education. 60 students from Tirana, Shkodra, Durres and Gjirokastra were trained. Students that participated in the training had an experience of internship at schools that are part of the project of inclusive education. Internship at schools offered the opportunity for the students to observe directly the practice of the teachers who were trained for inclusive education. This experience helped the students to understand the information they obtained during the training, relating it continuously to the situations they observed at schools. Observations are a critical component of what teachers do, and reflecting on the feedback will help students to improve their own performance, and therefore the performance of classroom teachers as well.



Student from the Faculty of Social Sciences and Teaching Faculties in Gjirokatra Shkodra, Durres and Tirana during a training on inclusive education

Students participated actively in the training, in different exercises that took place during the training process and they suggested some practices that could be used by the teachers at schools to enable inclusive education. Around 88 % of students hadn't participated in trainings related to inclusive education before. Participants shared the view that the training was very fulfilling, because they understood better what inclusive education included and improved their skills in treatment of problematic situations in which children are included. Participants learned

from the activities that they made in the training; for example, how to be more reflective and capable in taking decisions about inclusive education in which all children feel and be treated equal. At the beginning of this academic year the trained students will have the opportunity to develop their internship at the schools included in the project in cooperation with the teachers and assisting them with the classes and inclusive education

PUTTING INTO PRACTICE INCLUSIVE EDUCATION MODEL

Inclusive education is a child-focused approach to education that takes into account children’s abilities, potential and diverse needs. This approach to education calls for teachers to develop creative strategies that focus to the needs of their students.

Being an inclusive practitioner involves a professional lifelong process. Teachers must be involved not only in teaching, but also in a continuous learning process. They must use a wide variety of approaches for their professional development, like counseling, internships, lectures, participation in seminars and conferences, open classes, mentoring, network for expertise sharing, hence becoming part of a process that requires reflection, critical evaluation on organized activities in schools and willingness to contribute in the learning process. A comprehensive professional development approach was used because inclusion of children with disabilities is dependent upon teachers’ attitudes toward students with special needs, the skills of the teacher, and the supports provided to teachers.

As a direct results of the advocacy and technical assistance provided by the project, combined with the implementation practice, the MOES approved the “The [Profile of the Inclusive Teacher](#)” with the Order No. 195, on 25.04.2016.

PROBLEMI I IDENTIFIKUAR	AKTIVITETI	PERSONALITETI PËRGRËGJËS	AFATI KOHOR	VËSHITËRSITË DHE RRUGËZGJIDHJA	REZULTATI I ARRITUR KRAHASUAR ME FILLIMIN	DOKUMENTIMI I REZULTATIT
1. NËNËS ME REZULTATE TË ULËTA NË MËSIMNËNË	ORË MËRIMDORË SHITESË NGRETTIA GRUPEVE VULLNETARE TË NDIHMËS NGA SHOKU IBI MËSUES ETI... ORGANIZIMI PËTËMORËVE PËR TË ZHILLUAR SHKAQET E KËNAJ SITUATE	MËSUESIT GRUPEVE NDIHMËS PSIKOLOGU	NORËJAVE PËRGIATE MUAJVE	10 QUTENKANE HAPËNDIA KËNORË MUNDËSON REALIZIMIN REALIZIMI PUNËS NGA GRUPEVE E NDIHMËS REALIZOGET NGA SHOKU NË MËRIMDITË, APO VULLNETARE TË TËRË (PRINDËR MËSUES ETI)...	PËRMBRESIMI I REZULTATIT TË MËPASHËMISË ARRITIEVE TË NËNËSËVE. TESTIME TË NDRYHËME, FORMULAR IDENTIFIKUES TË NDRYHËMEVE	KAPORTI JANALIZË MUNDËRE TË REZULTATIT TË TË NËNËNËT.
2. NËNËS ME PROBLEME NË PRËKËNTIMIN	TAKIMI PRËNDËRIT, PËRFAQËSËS TË FUNKTITËT VENDORË PSIKOLOGU	DREJTUES, MËSUESI KURËSTARI, PSIKOLOGU	TE PRËNDËRIN E PUNËS TË CDO MUAJ		ULJA E NË TË MUNGËRAVE NGA NËNËNËT	EVIDENCA MUNDËRE TË PRËKËNTIMIT.
3. ARRITËSI E ULËTA TË NËNËSËVE ME NIVOJA TË VEÇANTA.	ORË MËRIMDORË ME PËRMBRËSUESIN E PRËDËRVE DHE PSIKOLOGUN	MËSUESI LËNDESI, PSIKOLOGU	GOO JAVE MUAJ	PRËNDËRITË KANE TË VËRITËRE TË PRANOJË MANGËSITËTË FEMËRË NDRYHËMIMI MENTALITËTIT TË PRËNDËRITË FUNKSION TË ZHVILLIMIT TË FEMËRË.	PËRMBRESIMI QËNDËRISË SË FEMËRË	TESTE TË NDRYHËME, FOTO, RAPORT TË AKTIVITËTIT TË PRËDËRIT.
4. MËSUESIT NUK KANË APTËSI PRAKTIKE TË TAGA.	TRAJNIME DHEE MODEL PËR AGJ	DREJTUESI MËSUESI TË TRAJNUAR	JORË CDO MUAJ	MANGËSI PRAKTIKE TË MËSUESËVE NË AGJËSËV TË ZËDËMË DIFORMACIONEVE NGA TRAJNIMIT DHE PRAKTIKAVE TË SUKSESËSË TË RËSILIT	PROMOVIMI PRAKTIKAVE TË SUKSESËSË	PËRMBRËSITË NË ORËT PRAKTIKE DHE PROBLEMATIKATE HASËRA.
5. NDRYHËJE NDRËPRASTRUKTURË NË SHËK	QËTTIA E BURIMEVE FINANCIARE	DREJTUESI FUNKTITËT VENDORË, O	SHËTATOR- DHËTËTOR		KLASAT, TËRSËNË PËR IN ETI	INTERVISTA NË PRËNDËRË.

A sample of a school plan on inclusive education

Students Internship in schools

During their internship at schools, students had the opportunity to observe trained teachers on inclusive education during their classes. Initially, students have been welcomed by school principals and have been introduced to the schools and their mentor teachers.



Photo from school "Koto Hoxhi" Gjirokaster



Photo from Androkli Kostallari School, Tirana

Some of the elements that have been reported as positive by the students are: collaboration, vocation, constructive communication, positive attitude that teachers show to students, triggering of participation and this is especially important in their views, because they consider the teacher a model who, beside their knowledge they teach, speaks and teaches better through

their model. New elements that are obvious are: inclusion of all the students, group work, interactive games, dance, role play, alternative rewarding forms for classwork/homework (applause, smile). The presence of students of Roma community and those with special physical and mental needs made a positive impression on students, because teachers contribute to their inclusion, but on the other hand students identify as problematic from their observations at schools the need for infrastructure, appropriate education programs, flexible curriculum, teaching methodology, logistic means and physical infrastructure, including the decrease of the number of the students per classrooms and the presence of self-supporting teachers or professionals.

One of the students that participated in the internship at schools explained that she would use the gained experience and obtained information in her work as an assisting teacher/assistant for a child with disability.

Mentoring

Mentoring was the following stage after teacher training. The mentoring process which took places in the schools and districts where teachers teach was seen as very important to be held for two main reasons:

Firstly, teachers and school directors during the training session gained new information on inclusive education so we had to be sure that things were properly understood and teachers had started to change their attitudes.

Secondly, the planning, organization and conduction of activities aiming to make schools inclusive requires a new role of teacher, the role of inclusive teacher where is necessary the adaption of a learning process that depends on needs and skills of students with special needs is the underlying goal.



Photo with the a group of teachers and MoES representative in Shkodra

The methodology that was used for the realization of the mentoring process was the focus group. The focus group was attended by 5-7 school teachers and directors for each of the eight schools that were part of the training. The focus group was seen as the best way to realize the

mentoring because it provides more information on how individuals feel a deeper understanding on the issue.

Mentoring process was organized in three phases (stages):

- **The pre- mentoring Stage.** Mentors talked with the leaders of RED-s of each city and informed them with an overview of the topics that were planned to be discussed during the mentoring process. It was later determined the time and date when the meeting would take place.

- **The Mentoring Stage** – the mentoring process was conducted face to face. All the trained teachers and school directors had the possibility to present the activities they organized in schools after the termination of the training as well as difficulties they had faced until that stage of work. They documented the activities through pictures or list of participation. Later they discussed what they had planned to be achieved in the new school year for the period September-December 2016.

- **The post-mentoring Stage.** The mentors after closely listening and observing the work performed by each school gave feedback on the work performed and by made questions to teachers. They were guided to a process of reflection on what they need to plan for the future. The mentors also had the opportunity to give their suggestions on the way forward.

From the mentoring process emerged that teachers had begun to have a new mentality on inclusive education and they understood how to make an inclusion class/school work. They saw inclusion as an essential element for effective functioning of the school where all children have equal opportunities and treatment.

From the mentoring process it was evident that teachers became more confident and comfortable instructing children based in their specific needs. They became more sensitive to the individual needs of children and used more child-centered, interactive teaching strategies in their classrooms.



Photo with the a group of teachers and MoES representative in Tirana

Based on the mentoring feedback, resulted that teachers still need more information on inclusive education. More exactly, they need more knowledge on the methods, techniques and interventions that facilitate their work with children with special needs.

Teachers started to plan more comprehensive activities aiming at making inclusive education part of their daily work and all schools have fully trained the staff on this issue.

Syllabus developing in the Pre-service

Participating higher education institutions showed a tendency to relate inclusive education only with CWD and not with all children prior to the project; this was also evident in the curricula and content of the syllabuses as showed by the baseline study.

Lecturers who teach subjects related to inclusive education, showed great interest in obtaining more theoretical information and practical approaches on inclusive education. University of Tirana, Durrës Shkoder and Gjirkaster, as part of the project efforts, have approved and included subjects with a focus on inclusive education in their Bachelor and Master level.

Network of inclusive schools

A group of 40 professionals (teachers, principals, RED representatives, students, university professors) took part in a school network meeting on inclusive education. Inclusive education requires that professionals have additional skills to be able to design inclusive lessons with a variety of activities that cater to diverse student needs. In an internship community professionals learn through the exchange of their experience working toward a common purpose to become competent inclusive professionals. Inclusive professionals pay attention to the variety of opinions, competences or communication styles and use them in the best possible way to improve the practice. During the meeting, each of the schools (8 schools of the project) introduced activities they had organized under the project of inclusive education and the plan of activities they would use in the following academic year. Participants had the opportunity to share their opinions, experience, ask questions to better clarify the planned objectives and activities, and to identify practices that could be used in their school facilities. Professional network focuses on the development of teachers' vision for inclusive and participating discussions on the improvement of current practices related to teachers' education. Teachers' willingness to learn throughout their life is a precondition for inclusive education.

Joint activities of the schools such as a visit in Kosovo, or schools coming together in Tirana and the district as part of the project activities have been highly appreciated by the teachers. In line with the research finding (Hattie 2009) that one of the best ways to improve teaching and improve achievements is by micro teaching (or teachers who come together and review and feedback each other on the way the teaching is delivered), teachers part of the project have said that they have greatly benefitted from these experiences among the schools and by exchanging their experiences.

A shift in mind set on inclusive education

The project has been implemented in rather a short time to bring changes at the impact level on children. The progress results have been assessed through this documentation exercise through using the [Profile of inclusive teacher](#), approved by MOES, by looking at the system level change in inclusive education teaching.

Desk review of the project documents and observation in 6 schools was used to the following results:

Competences of teachers based on the inclusive education profile	Baseline situation(when the project started)	Shift at the end of the first stage of the project	Future steps
Valuing Learner Diversity	Teachers do not have the right knowledge and sound theoretical background on what is inclusive education. In the best cases they consider inclusive education as a means for integrating only children with disability.	The concept of inclusive education has changed in teacher's part of the project and other ones in contact with the project. 70 % of the teachers' trained do have a sound concept on inclusive education; and on learner difference.	Highlight school based practices through in-service and pre-service training will need to be further pursued. The capacity building should also encompass the Universities preparing teachers for ensuring alignment.
Supporting All Learners	Teachers do not use a growth mindset in their work They do not see the children with difficulties in learning as growing and improving their achievements. In the best of cases, the intergration is seen more as a social integration in the school rather as a possibility to develop and improve the learning achievements	Teachers have gained knowledge on their role which is that teachers should have high expectations for all learners' achievements.	The practical academic, social and emotional learning of all learners should be further highlighted - Effective teaching approaches in heterogeneous classes are to be encouraged through training and close monitoring by MOES. A monitoring mechanism should be put into place with regard to this.
Working With Others	There are attampts to take actions with the school and with the parents and other community members but this not structured.	The teachers in the project schools have demonstrated examples of they are able to working with parents and families as well as with a range of other educational professionals.	Collaboration and teamwork should be further highlighted through pre and in-service training and teacher peer learning methodologies. School as community

		They have developed school action plans and have been able to include with others as part of their school strategies	center should adopt the methodology as part of their everyday work
Personal/ Professional Development	Inclusive education is seen as a project, as a separate intervention in the school. There are no opportunities for learning and interaction among teachers in the same school or with other teachers on other schools and other regions There are no theoretical and practical examples on how to manage diverse classrooms	Good practice of inclusive teacher education has been introduced in four districts. The profile for inclusive teacher learning has been approved by MOES and included in the core training that all teachers receive as part of their training on the new curricula from MOES. Three universities have developed and approved an revised syllabus on inclusive education based on the inclusive education modules prepared by CEE/CIS RO office UNICEF	Inclusive education is not only about conveying the relevant information and training skills; it is also about addressing attitudes and values and ensuring that what has been learnt can be used into practice. This will need to be looked at more closely and guide the work of the program in the future. At a policy level, the inclusive education knowledge should be part of the criteria used by MOES for licensing teachers. The CRPD general comment on inclusive education should be broadly discussed and followed up by direct measures and steps by the MOES, especially recommendations which have to do with the reasonable accommodation, the definition of inclusive education etc.

Success story from “Koto Hoxhi” School, Gjirokaster

On the discussions during the process the mentoring of the “Koto Hoxhi” school staff they shared their work experiences after the training on inclusive education. Training was appreciated as a very important experience which had changed the whole approach to inclusive education. The trained teachers have now a new understanding dimension on the inclusion of children in schools, focusing on all of them according to their specific needs.

After the evaluation of the needs in schools based on the trainings, one of the problems that they identified were 21 children in grades seven and eight with a poor performance in

Mathematics, Albanian Language and Biology. Different stakeholders like school principals, teachers, parents and children with good marks, gathered to discuss on how to help these children. Then, they developed a plan including differentiated activities with children whose marks were poor in some subjects. Some of the activities were: working with children after the lesson, exams to measure their results, support and individual work with good students, following up children at home for their homework, informing parents periodically on their children's results and children's inclusion in sporting, artistic and other activities according to their likes, aiming at their motivation for improvements.

The following table illustrates "Expectations for the achieved results in class" for one subject only

Subject	Academic achievement		Social achievement		Class routine	
	Expectations in class	Learning obstacles	Expectations in class	Learning obstacles	Expectations in class	Learning obstacles
Albanian Language	Better marks. Using the curriculum as a means to transform learning capacities according to the potentials and abilities of each child.	Learning basic concepts on-systematic knowledge	Cooperation with students with high marks. Inclusion in different activities with all the children	Impossibility for help in the family. Isolation from social environment	Inclusion of students in different activities based on their strengths and weaknesses. Doing homework, evaluation and systematic encouragement for their achievements	Treating as weak students. Self-discrimination

With the intervention, better results were achieved in learning and self-assurance for children who can really achieve good results as their peers. The results were encouraging both for students and their teachers because the targeted and well-planned intervention had a very important impact in the life of these children. Inclusive practices help teachers to create the opportunity for the students to learn in the school environment. The main purpose of the teachers is to gather together the student, curriculum and the context to ensure an inclusive environment and a qualitative education and positive results.