

ALBANIAN DISABILITY RIGHTS FOUNDATION

**ALBANIAN SCHOOLS
IN THE INTEGRATION PROCESS**

*A study on the integration of children with disability in
regular schools*

Tirana 2002

Sponsored by the United Nation Fund

A study on the integration of children with disability in regular schools

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*We thank all the administrators of the educational system,
directors, teachers, parents and pupils for their help in
preparing this study*

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CHAPTER I

I. INTRODUCTION AND METHODOLOGY

1. Retrospective in years and current situation

It is estimated that 1 in 10 children is born with or suffers a serious injury, and if not treated as appropriate it is possible that his/her development will be at risk. If we consider other factors that influence in life we can say that 20% of pupils show signs of special needs(at a less or higher degree) in the education process¹.

Attempts and interventions to support and help children with disability have been and are numerous, and at the same time achievements as well as failures have been notified.

Treatment of humiliation and charity predominant until the years 60ies or 70ies in different countries in the world were replaced in years later by practices of treatment in special settings, treatment in special schools or special institutions for children with disability. The main arguments that have supported these practices are related to the reasoning that the work is better organized in small homogenous groups, that they have the proper conditions to treat children properly etc. On the other hand these institutions have been critiqued for the artificial conditions and isolation; that they don't prepare the children with disability to face real life; lack of positive models; decline in the requirements from the staff due to adaptation , stigmatization etc.

Facing the continuous contraversaries and due to the campaigns to respect the rights of children with disabilities a number of special institutions are closed. However a good number has been renovated. It is a fact that in many industrialized countries due to the number of problems these children face, an in particular for children with profound multiple disabilities , special institutions are still deemed as valuable and necessary. Though still there is a neccessity for these institutions to be improved , without undermining the combination of alternatives or new opportunities or options that might come.

In our country , though at a later stage , the education and care in specialized centers or schools has been the main way in which people with disability were treated.

The beginning of the institutionalized treatment of the children with disability is on the '60. The first attempts are related to the first classes opened for blind and deaf children. The work done gradually lead to the establishment of the National Institute in Tirana, which later split in two institutions one for deaf people and one for blind people.

Ministry of Health established for children with development problems , mental retardation etc. some residential centers. In the last years, these centers have been under the responsibility of the Ministry of Labor and Social Protection.

¹ "One school for all" EFA 2000, Nr.32, f.2 Bulletin published by UNESCO

After the '70 in order to deal with the large number of the cases when children with disability left school and in order to meet with the requirement of obligatory education , it was deemed important to establish special schools for children with disability. Special curricula were prepared for the education of the children with disability in these special schools.

Actually in Albania , for children with special needs are operational six special school (Tirana, Durres, Shkoder, Elbasan, Vlore, Korce), three day care centers and three residencies (mainly for persons with mental retardation - learning disabilities) and two national institution: one for blind people one for deaf people. While the last two serve the needs of all the country the other institutions do not meet 3% of the demand. There is a lot to be done with respect to the efficiency and the work of these institutions. The staff experience has been gained through short-term training or from passing it on from generation to generation, without having a proper education. The varieties of cases and problems that they have encountered have not created the possibility to these institutions to have clear profiles, which also has influenced the quality of their work. As for the institutional arrangements both Ministry of Education and Science and Ministry of Labor and Social Protection didn't have the proper structures. Thus, without undermining the values of the above ministries, there haven't been existing a proper special education system with regard to the organization , management and proper functioning .

A part from the work carried out by the above institutions it is important to mention the initiatives of different NGO to create centers or set up support services like training or development centers etc.

Today, the small number of centers and schools that exist are considered a privilege of some cities. In a considerable number of cities, in particular in rural areas (where lives 60% of the population), don't exist institutions of special education. The data of empirical studies carried out lately shows that 2.7% up to 3.2% of the children of school age show slight problems (mental retardation , emotional disorders, physical or sensorial disabilities etc). From 500,000 pupils that attend primary school, 10-13% shows sign of different learning disabilities (in speaking, reading, writing, math etc).

From the surveys carried out results, in general, that for profound cases parents want their children to be treated in special institutions. Looking for solution families move to other cities or immigrate, while most of the children with disabilities are kept inside and are forced to live in isolation away from society and structures of social life .. Parents of children with slight or moderate disabilities, which represent the biggest number, try to include their children in regular schools together with their teens. The present law neither forbid nor guarantee this. Real events and facts prove that teachers don't like to have in their classes children with disability. The fact that there are special schools has influenced negatively consenting to teachers to say "this child shouldn't attend regular schools, but special schools". In facing the school reality parents have different experiences that vary from declared rejection to silent acceptance. Thanks to the pressure exercised from parents a part of

these pupils manage to attend regular schools. But only after one to two years they leave the school, as they can't survive in there. The reasons raised by teachers have to do with the fact that they are not prepared for such a job, they don't have the conditions etc. The medical model of disability seems still to be strong.

The data of the 1998 study organized by the Albanian Disability Rights Foundation "National Opinion Survey"² on public opinion attitudes of the Albanians about people with disability show that to the question "What is the nature of disability (medical, personal or social)

- 32.8 % answered that it is a medical problem
- 10.2% consider it a personal problem that belongs only to the individual
- 14.1% see it as a social problem
- 41.9% see it in the three above mentioned forms
- 1% of 855 people interviewed didn't answer to the question

Thus, nearly 56% of the interviewed people, selected as representatives of different categories of population in the country, think that this is a social problem.

The survey data shows that 20.5% of the interviewed people are related to a person with disability, showing that a relative big number (1/5) of the Albanian society has direct contact with these group of people.

From the survey's answers you get the impression that 83.3% of the Albanian public thinks that this social group is neglected, and that little attention is paid to them. 43.9% of the interviewed think that economical situation has been a problem for their integration, 28.8% believe that this is due to political system and 34.2% think that this has to do with the mentality and culture in Albania.

With regard to human rights and the tolerance of the society towards these people 81.6% of the interviewed think that they have the right for education and work as everyone else.

In general, the data of the survey shows a chaotic situation in this field, but at the same time it stresses the need to increase public awareness for changes needed and promotion of new approaches as part of the democratization of the Albanian society.

The last years practices show that in Albanian schools teachers regardless of the difficult conditions, the big number of pupils per class have kept and encouraged the attendance of their classes by the pupils with disabilities. In this respect we can mention a number of successful cases. However, despite the willingness and commitment of these teachers we should admit that their actions haven't brought changes to the practices and work methods used in classes, and they haven't contributed to the restructuring of the school in general.

The first attempts towards integration practices in Albania were in '90. The last decade along with the democratic changes, for different reasons, parents more and more refuse to

² National Survey – "public Opinion and People with Disability" ADRF Tirana 1998

accept that their children attend special institutions. They are conscious for the possibilities of their children and have increased their demands and expectations for acceptance and education of the children with disability in regular schools considering it not a privilege but a right that everyone should have.

In 1994-96 under the pressure of parents, the British NGO "Children's Aid Direct" in collaboration with Educational Department in Tirana and the "National Association of Parents of Children with mental handicap " undertook an integration process of the children with disability in some of the kindergartens in Tirana. During the same period of time the Parents Association in Librazhd undertook the initiative to integrate 11 children with disability in regular schools. The process for children of pre-school age faded away and wasn't followed in continuity. However, the group in Librazhd continues to function as a separate group within regular schools and quite often in full integration in classes along with other pupils.

In 1996, for the first time in normative dispositions of public education is stressed "the integration of pupils with disability in regular school is a necessary contemporary process" without specifying the solutions.

In the school year 1997-1998 the "Child Development Center " in Tirana endeavored a process to integrate a number of children with disability in regular schools of Tirana (children with hearing problems, autism , hyperactive, psycho motor development, speaking problems etc). In this process the pedagogical - psychological and social personnel of the center worked in a team including in this process parents too. At the end of the school year the results were satisfactory. Teachers were more motivated and parents increased their demands. Now these children attend their schools without a true outside support.

Starting in 2000 and in continuity 33 schools of the district of Librazhd financed by UNCIEF endeavored a number of initiatives to avoid that children abandon school and ensure a full integration of the children with disability in regular schools.

In the last year, Institute of Pedagogical Studies in collaboration with SOROS Foundation (AEDP) in their effort to create capacities in the field of special education endeavored concrete actions in a number of schools in the country to support and effectuate integration processes in the pre-school and primary school. These processes were deemed as necessary, but due to the lack of financing were terminated.

In integration processes a special attention is drawn to the activity carried out by the Albanian Disability Rights Foundation in the district of Tirana and Durres. Based on facts and school reality teachers and pupils are engaged in discussion for a better understanding on the noble nature of person with disability, discover their values, creating a receptive atmosphere for pupils with disabilities in schools etc.

2. The objective of the study and the methodology used

Based in the existent experience question arise:

How prepared is our school to continue in the road of the integration processes, what are the problems, needs and possibilities?

To give an answer to the question and know better the school reality, in the period January-February 2002 the ADRF organized a study in two big cities, Tirana and Durres.

The study was carried out on 520 subjects: teachers and pupils in regular school or special schools, parents and administrators of the school system selected randomly.

- 200 teachers of public education (primary and 8 year schools)
- 200 pupils in regular school ($\frac{3}{4}$ attend first to fourth grade, and $\frac{1}{4}$ attend fifth to eight grade)
- 70 parents of children with disability (10 children were integrated in regular schools and 60 attended special schools)
- 30 employees of the educational system not directly involved in the work in classes (school directors, staff of the Educational Department , Institute of Pedagogical Researches , Ministry of Education and Science)
- 20 pupil with disability

To collect the data was used a standardized survey (structured questionnaire and semi-structured questionnaire). Considering the wide variety and complexity of the phenomena to the interviewers were given the possibility to select between several alternatives.

To interpret unclear data was organized a focus group with teachers, parents and children.

To overcome the difficulties related to unfamiliarity with the subject, terms and procedure the survey was administered and assisted by people with the skills to accomplish such a task in the field.

The data was processed with statistical methods.

CHAPTER 2

II. DATA, ANALYSIS AND INTERPRETATIONS

The main objective pursued during the investigations was to determine clearly the stage at which our school stands today.

Because the subjects and the issues approached were various the presentation of the data of the study is organized in specific groups.

Talking about the school as a complex institution or organization, in which interact a number of factors, undoubtedly we evidence firstly three main actors: *pupils*, *teachers* and *parents*. It will be impossible to find solution without understanding first the way in which they act and what they think.

1. Perceptions, opinions, feelings and attitudes of teachers and children towards children with disability and the integration processes.

1.1. Which is the perception of teachers and pupils about person with disability?

Table.1

		Teachers	Pupils
1.	As ordinary, as the people without problems	19%	20%
2.	As people whom should be given charity	16%	30%
3.	As people who should be respected	61%	78%
4.	As people that should be kept near	82%	32%
5.	As people who need special attention and special care	77%	80%
6.	As ordinary / friendly / positive people	40%	63%
7.	As dangerous people to establish relation with	1%	4%
8.	As people not worthy of caring for	0	0

As shown in Table1.1, $\frac{3}{4}$ of the teachers and $\frac{3}{5}$ of pupils have a positive attitude towards persons with disability. "They should be kept near, should be respected and treated with care."

No one is of the opinion that they are not worthy of caring for.

1.2. Feeling and attitudes of teachers of regular schools towards pupils with disability?

Table.2

1	Don't have a different attitude and consider them ordinary people	48%
2	Worry about them and try to help	84%
3	Don't feel comfortable around them and find it hard how to behave	17%
4	Feel their influence and try to satisfy them	25%

Something like 4/5 of the teachers feel that something must be done about this pupils. As they say is related to the bigger efforts that teachers should make in their work. In relation to point 1, based on analyses of the questionnaire, around ½ of teachers who consider these children as ordinary in fact didn't know their specifics and in their everyday work they neglected them

1.3. Attitudes of pupils in ordinary schools while being near a pupil with disability?

Table.3

1.	Don't feel comfortable	13%
2.	Try to help and not make them leave	89%
3.	Hard to understand them	25%
4.	Want to help, but don't know how	62%
5.	Follow their wished and try to satisfy them	74%
6.	Try to avoid them	3%

From the answers of question 2 and 5 the most significant fact is that generally classmates don't have negative feelings towards children with disability.

They try to keep them near, to satisfy and help them but don't quite know how to do that.

The fact that only a small number of pupils find themselves uncomfortable in the presence of pupils with disability is meaningful.

From the discussion with children with disability results that:

- 78% feel well among their classmates
- 80% want to attend school together with children of their age

1.4. How do teachers accept and consider the presence and integration in their classes of pupils with disability?

Table .4

1.	This action benefits the children	74%
2.	Teachers will focus more on him , thus neglecting in some way the other pupils	12%
3.	Other pupils might worry and not be at their best performance	12%
4.	Being among other pupils influences negatively to his development	10%
5.	His presence in the class will reduce the opportunities of the others to act	6%
6.	Integration in the class will influence positively the other pupils	45%
7.	Requests numerous changes in the work of teachers	90%

- ¾ of teachers think that the integration benefits pupils with disability
- Most of them (80%) do not see the integration of children with disability in regular school as a problem for the school. 45% of them believe that this has a positive impact on the other pupils too.

According to teachers they don't interrupt the lesson, despite the fact that some of them sometime might tease their friends, do not participate in the lesson, have parents that don't show interest etc. These behaviors are seen mostly in cases when the class is not motivated, when pupils are passive, are neglected or mistreated. In these situations their behavior is nothing more than a way to get attention. Teachers say that with the passing of time their behavior changes in a positive way.

The data of the study show that many teachers try to keep these pupils near, work with them after class hours, give them easier homework insuring they don't feel inferior, motivate and advise them, show to them kindness and gentleness.

- 90% of the teachers believe that the integration processes are successful when they ensure:
 - participation in class and outside the class
 - when friends take each other under the wing
 - differentiated work
 - collaboration and work with parents
 - participation so they don't feel inferior
 - organization of games
 - keep them for a longer time in first grade

1.5. Teachers opinion with regard to the best place to treat pupils with disability

Table. 5

1.	Regular Schools	40%
2.	Special Schools	58%
3.	Stay home	2%

As it can be seen from Table.5 the opinion of teachers is divided into 40% and 60%. To a certain degree this shows that although 74% of teachers (Table 4) believe that integration benefits pupils with disability, when it comes to them to find a solution close to the reality that they can or should face, they would rather prefer to do a routine job than work with pupils with disability.

However, the fact that 40% of the teachers feel that the right school for pupils with disability is the regular school is deemed as a positive and optimistic step in case the integration would take place.

1.6. What do pupils think about the presence of pupils with disability in their classes?

Table. 6

1.	The right choice	35%
2.	Children benefit from their class	64%
3.	Will be obstacle for their learning	19%

4.	Will be able to comprehend better people that have difficulties	66%
5.	They are able to help too	87%
6.	They shouldn't attend regular schools	20%
7.	Teachers don't pay enough attention to them	21%
8.	Teachers pay more attention to them than to the rest of pupils	11%

In general school children don't see the attendance of classes by pupils with disability as a problem or obstacle. Almost 90% of them feel that they are able to help them. At the same time they believe that they benefit from these integration process, too.

Below are some of the words that are used by pupils of primary education to describe their feelings and thoughts.

- I want that these pupils feel that they are part of the class.
- I think that the teacher should teach to pupils with disability the way that she teaches us.
- We should keep them near to us and we shouldn't dislike them.
- I talk to them as I talk to all my friends and with words that come through the heart.
- We should help them prepare the lesson and make them part of our group.
- I don't laugh at their mistakes. We make as many mistakes as they do.
- I believe that with time they will become like us.

1.7. The role of the society in integration processes

Table. 7

1.	Society treat them well	43%
2.	Society doesn't pay enough attention to them	33%
3.	Societies attitude is decisive	50%
4.	Economical assistance is enough	15%
5.	Society must feel responsible for their conditions	78%
6.	Society should create facilities (proper environment and conditions)	87%
7.	Society can't do anything	14%

In the above table the most significant answers are 5 and 6. The opinions of pupils of regular schools show a great sense of maturity. The messages of the new generation are more optimistic compared to those of the teachers.

2. Teachers of regular schools and their experience with children with disability

Quite often you hear teachers saying:

- *"The thing that has helped me the most in my qualification has been teaching in classes."*
- *"If you don't try it is hard to say whether you can or can't do."*

2.1. Which is the group of pupils with disability that have been encountered the most by teachers?

Table. 8

1.	Children with hearing problems	25%	
2.	Children with seeing problems	40%	
3.	Children with speaking difficulties	60%	
4.	Children with physical / moving difficulties	42%	
5.	Children with emotional / behavior problems	53%	
6.	Children with health problems	50%	
7.	Children with learning difficulties	Reading	81%
		Writing	83%
		Math	60%

The data shows that during their career, in general, teachers have had children with difficulties or development problems. In most of the cases pupils have difficulties in reading, writing, math; pupils with physical difficulties, speaking problems without forgetting here disorders in their perceptive capabilities.

- ❑ From the discussion in focus groups with teachers explaining what they consider children with learning disabilities , it results that they refer to children with retardation in their psycho motor development and children with mental handicap. Only a small group identifies children with special difficulties cases of specific learning disabilities like (dyslexia, disgraphia or discalcula)
- ❑ A small number has encountered difficult cases
- ❑ The data shows that young teacher have had the same number of cases as teachers with fifteen or twenty years of experience

2.2. With which group do teachers believe that the work is less difficult?

Table. 9

1.	Children with hearing problems	4%
2.	Children with seeing problems	6%
3.	Children with speaking difficulties	18%
4.	Children with physical / moving difficulties	12%
5.	Children with emotional / behavior problems	7%
6.	Children with health problems	10%
7.	Children with learning difficulties	43%

- ❑ Teachers feel that they are less prepared to work with children with hearing problems, seeing problems of physical problems. This shows that these children are not attending regular schools due to the fact that there exist special institutions and the condition in regular schools are not appropriate.
- ❑ Teachers feel somewhat more prepared to work with children that have speaking problems, behavior problems or health problems.

- Teachers feel that they are prepared to work with children that have writing, reading or math difficulties.

2.3. Process that teachers think can satisfactory accomplish if in their class they have children with disability.

Table. 10

1.	Prevent him from disturbing the others	68%
2.	Assign him different obligations or duties	68%
3.	Adopt material for him (exercises, texts etc)	42%
4.	Special plan for the child	64%
5.	Look upon his attitude and his relations with other friends	74%
6.	Create comfortable environment for all	35%
7.	Determine goals and objectives	39%
8.	Evaluate students situation and their accomplishments	39%
9.	Discipline and order in class	60%

Data show a positive trend. If teachers posses this skills we believe that 50% of teachers training is in place.

2.4. Why teachers fear to have children with difficulties in their classes?

Below are some of the answers.

- Because teachers don't know the specifics of children with disability.
- Because they will attract the attention and the other pupils will not be focused on the lesson.
- Because they will need more of the time of the teacher thus reducing the time for other pupils.
- Because teachers don't know how to behave and communicate with them.
- Because their presence will be an obstacle in the teaching process, a higher workload for the teacher.
- Because teachers are not trained on how to take care of pupils with disability.
- Because the school facilities ,accessibility for them don't exist, the materials base too.
- Because the work in groups is more difficult.
- Because it requests to pay more attention to the differentiated work.
- Because teachers would rather have an easy job, routine job.
- Because the teacher is not helped out in the class.
- Because of parents and children prejudices.

What are the changes that need to take place in school or classes in order that teacher organize the work better and the children with disability feel more comfortable?

Some of the answers where:

- ❑ Reduce the number of pupils per class.
- ❑ Prepare special programs for them, and improve facilities.
- ❑ Move away from traditional teaching methods.
- ❑ Change the children mentality and the overall school mentality.
- ❑ Teachers should be assisted by other services i.e. psychology, assistant teacher etc. Create support service in schools for teacher and pupils.
- ❑ Schools need more didactic materials.
- ❑ Built accessible physical environment in schools.
- ❑ Develop awareness programs in schools.
- ❑ Have special programs for these kids, teachers should be allowed to prepare a special program for them.
- ❑ Prepare evaluation standards for their performance.
- ❑ These kids shouldn't be left aside, but should be part of all activities.
- ❑ Ensure parents collaboration and support.
- ❑ Review texts and program of different subjects including problems of disability in education curricula.

“The school should show understanding, will and wish to help. Accessibility and other conditions and opportunities created in schools for children with disability , would make them feel comfortable and thus encouraging the faith that the communication with them will be easy,” – said A.V. (teacher).

What are the areas of assistance you need?

Some of the answers are.

- ❑ Didactic materials, books, notebooks, other visual tools.
- ❑ Special programs
- ❑ Help from qualified teachers, psychologist
- ❑ Training courses on issues such as organization of work, work methods etc.
- ❑ The necessary literature.
- ❑ Experience exchange.
- ❑ Concrete help in classes without forgetting urgencies.
- ❑ Publication for these kids.
- ❑ Increased information about these children
- ❑ Improvement of the school legislation.
- ❑ Reduce the number of pupils per class.
- ❑ Better financial compensation for the actual workload.

How do teachers view parent's role?

In many cases teachers think:

- ❑ The role of a parent is determinant.(more then90%)
- ❑ Without and understanding and collaboration with parents the work can't go further.
- ❑ Parent's role in selecting programs and objectives is very important.

- ❑ The collaboration between parents and teachers should be in schools and outside the school. Parents support teachers in the school, and teachers support parents at home.

3. How are welcomed and treated children with disability in regular schools

- ❑ Almost ¾ of the children with disability that attend regular school have attended pre-schools, which shows a positive trend.
- ❑ When first entered the school only in 38% of cases there was a positive atmosphere. For 62% of the children the reaction of teachers have been relatively acceptable and normal.
- ❑ For the first years of integration and later in fifth and eight grade 50% of the parents say that they are pleased with the way their kids are treated and 50% are not happy with the way the kids are treated.
- ❑ Parents have expressed their dislike for the work of some teacher, which had forced them to change the class or the school of their kids. “This child is not for me, he should attend special school, disturbs other children, I don’t have time for him,” have been some of the reactions of teachers. However, many parents say that teachers have kept our children near, have show great care and had never discriminated them. In both cases we referred to five or eight years experience in regular schools. If the first years the works is smooth, when they start fifth grade they face more difficulties in part from the fact that there are more teachers involved in teaching different subjects.

To the question what are the effort made by the teacher to meet the need of your child many parents answered:

- ❑ He has assigned him special duties, so he can be closer to the success
- ❑ Spend more time with him.
- ❑ Has involved him more in games , physical culture and other school activities.
- ❑ Has created a friendly environment in class.
- ❑ Not all the teachers have given him the possibility to participate.
- ❑ The teacher of art class, English class and biology class have been very nice to him and he adores them.
- ❑ Has kept him near and advised his friends to do the same.

More than 75% of the parents believe that these action are really effective.

Some parents blame for the low results the fact that there isn’t a different program for their kids and that the work doesn’t address the special need they have.

How much do they participate in class?

- ❑ 12% of parents say very little
- ❑ 63% of parents say a little
- ❑ 25% of parents say good

In which activity do they feel better?

Parents list: music, physical education, school activities, excursion, when he is with his friends, social activities, group discussions etc.

When do they feel bad?

They are irritated when teachers don't show much attention to them, when they are asked questioned in front of the class, when they are left alone, when their efforts regardless of the results are not appreciated, when they are offended or neglected etc.

How is the kid evaluated about his school performance?

Parents list: poor, sufficient, good, satisfactory, more that they deserve, as diligent, flunk them, or given them negative marks.

What do you think about the relation of your child with his friends?

Friends love him, they don't interact much together, not good, normal, good, friends keep him near, before his relations were better, in primary schools they don't feel the same way, he chooses to be alone, he wants to spend more time with his friends but they keep him away etc.

Did you ever have conflicts with school? With whom?

With teacher because they don't want extra work, they don't understand that he is a kid as everyone else, with the school director who wanted my kid to leave the school.

Why do you think teachers don't like children with disability in their classes?

Parents answer that this is not true for all the teachers, but only for a part of them as they lack human and citizenship culture , don't have the will to do that, it takes them more time, they see it as extra workload, they think they are not prepared.

“To me this is hard to understand,” says a parent. “I do most of the work, 90% of it, with my kid at home. I wished teachers collaborated more with parents.”

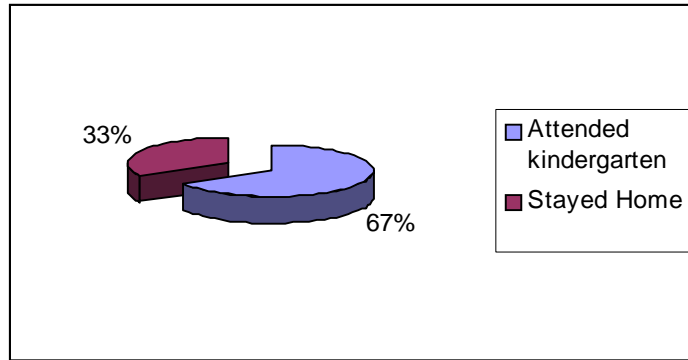
3.1. Parents think that regular school should change.

Table.11

1.	Create a tolerant environment	37%
2.	Prearrange teachers, pupils, physical environment	50%
3.	Create special classes in regular schools	25%
4.	Adapt the environment	25%

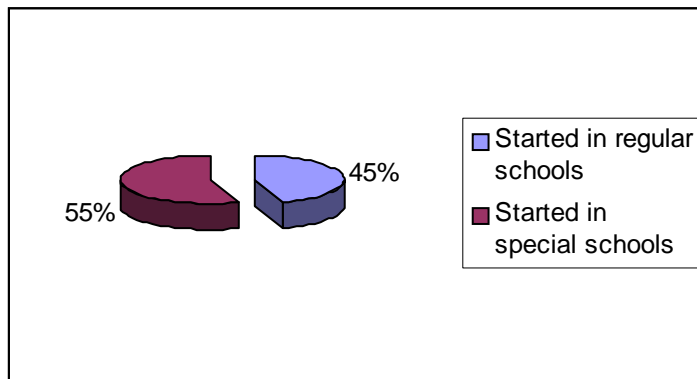
4. Data on the progress of sixty children, which attend regular schools.

(Based on the information provided by the parents.)



a. Pre-school age

b. School age

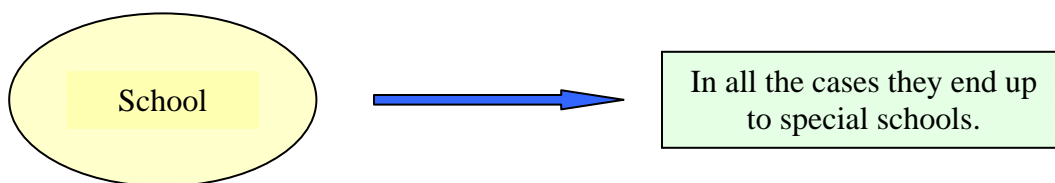


Period of time that they have attended ordinary schools :

Table. 12

Some days	17% of the children
Up to 1 year	8% of the children
Over 1 year	20% of the children
Zero days	55% of the children

c. Age school



The data shows that 50% to 70% of the children attend regular education for some months or years. Only in 46% of the cases the parents say that due to their effort they were able to keep their children in regular school. The others say that they didn't try hard enough.

4.1. Parent's opinions on the reasons given by teachers not to keep children with disability in their classes.

Table. 13

1.	The child is not for them	17%
2.	The child shouldn't attend special schools	43%
3.	The child doesn't learn	27%
4.	The child disturbs the others	10%
5.	The child interrupts the class	5%
6.	Parents have complained	5%
7.	Represents a danger for the others	3%

From the data shown on Table.13 around 50% if the teachers don't consider the education of children with disability as their responsibility. This might us think that the existence of special school has had a negative influence with this regard.

4.2. Parents took the kids away from the school because:

Table. 14

1.	The director was against	17%
2.	The teacher was against	14%
3.	The school neglected him	7%
4.	The school didn't have the conditions	24%
5.	The number of pupils in a class was big	29%
6.	The child wasn't benefiting	33%
7.	The child wasn't treated well	17%
8.	Leaving was a personal decision	27%
9.	Leaving because of the school pressure	9%
10.	Thought to experience the special school	29%

The reasons why the children left the regular schools are a variety. In general you get the impression that the way school is organized influences the way they feel. They feel neglected and don't meet parent's expectations.

4.3. What could be the best school for the children with disability. (parent's opinion)

Table. 15

1.	Regular schools with necessary equipment	41%
2.	Special schools	83%
3.	Schools where children are happy and feel safe	67%

4.	Schools that treat children based on their possibilities and capabilities	62%
5.	Schools with high requirements for the pupils	31%
6.	Special schools with dormitories	43%
7.	Regular schools that take care of pupils with difficulties	36%

The fact that 83% choose the special school shows that these institutions offer the best conditions for children with disability. Parents share that they are happy if their kids have good conditions, are happy, feel safe and are treated based on their needs in regular school, but first things need to change (45% of parents).

5. School directors and administrators of the educational system.

Quite frequently parents and teachers have mentioned in their answers directors of schools

- Director did want to accept him
- Go to the director, if he wants I will be happy to have him
- The director want high performance, no one should fail.
- At first he said “Take him in your class and I will help you. He never did anything. On top he added four more people to my class”
- You need an approval from education department. If they approve we will accept him etc.

It is a fact that directors play an important role in schools. Their attitude, prejudices are reflected in the school relations.

In the last year directors of the educational system have become aware of the big diversity of pupils in schools. They feel that things need to change in work practices so that school would be an inclusive community. Trying to respect the right of children with disability directors of the educational system are more open to new alternatives that will improve the educational system of children with disability.

5.1.School directors, employees of the educational system, Ministry of Education and Science and other administrators see the difficulties in realization of integration and inclusive processes as stated below:

Table.16

1.	In absence of legal support(lack of proper legislation)	32%
2.	In absence of teachers preparation	60%
3.	In wrong manners of teachers	21%
4.	Additional funds needed	25%
5.	Need to adapt facilities	21%
6.	Schools wasn't prepared	43%
7.	Schools need additional services	26%

Two are the most important elements stated in the table above.

- The legal support in the integration process
- Schools and teachers are psychologically and professionally unprepared.

To the question: “If you had one child with disability what would you do?”

- 32% of the administrators prefer special education because of
 - special programs
 - better conditions
- 68% of the administrator say they would include him in regular school. The reasons they give for their choice are not clear. Simply, they want kids to be among other kids.

5.2. What needs to be done that children with disability feel happy and successful in regular schools.

Directors of schools and educational system answer:

Table. 17

1.	Change the attitude of all school members, build a tolerant environment	70%
2.	More support from governmental organizations and NGO	54%
3.	Prearrange environment and prepare pupils	26%
4.	Create special classes in regular schools	21%
5.	Insure the necessary facilities and accessible environment	26%

A part from the above some directors consider valuable:

- Preparation of the public opinion in general and that of teachers and pupils in particular.
- Provide psycho-social assistance as well as special services to teachers and pupils.
- Provide additional funds to schools and teachers should have the right to make decisions.
- Change and improve the curricula
- Do not apply grades to them and allow them to pass classes of the obligatory education.
- Prepare teachers to play a new role in a new society.

CHAPTER 3

III. CONCLUSION AND RECOMMENDATIONS

Below we will present a summary of some conclusions derived from the data of the study.

First, we have to admit that the integration of children with disability in regular schools doesn't represent a massive phenomena. Due to the pressures exercised by parents of children with disability (moderate disabilities), has been possible that these children attend regular schools. With the passing of time their school attendance especially eight grade of primary schools becomes difficult. A good number of them leave schools before completing fourth grade.

In general, for pupils with disabilities that attend regular schools the attitude of teachers and pupils have been positive, love giving and human. According to them these children benefit from the school experience and don't represent a problem for the class or the school. In the contrary, they themselves benefit from these processes, teachers professionally and pupils in a wide variety. Almost 90% of the pupils feel that are able to help these children, but don't know how.

Without undermining the value that different teachers bring through the activities they organize in support to integration process, it should be mentioned that a characteristic of teacher's work is lack of organization of clear program of work and lack of clear objectives.

Quite often, in their professional work experience, teachers of regular school have had pupils with learning difficulties or with other disability, but these were more individual cases of an isolated project or part of many years work experience.. However, these experiences have not had a big impact on their work approach or not being imposed to their work. Still today most of our schools are characterized by the routine, one program, one text for all, some or none adaptation to the needs, capabilities or interest of pupils. To many teachers the important thing is the program or the text rather than the pupils.

Some teacher perceive the work with children with disability as an act of charity, an additional workload and not as their responsibility. They justify it saying: "For these pupils exist special schools, we are nor trained for these work, our classes don't have the conditions especially for those which have physical problems etc."

If we would look at the situation we would see that the work of teachers in our schools generally is isolated in their classes, they don't work together to solve problems they encounter in their classes. It is common that schools lack facilities for teachers and pupils. Quite often facing lonely the problems the teachers feel that they fail, are not motivated and feel unappreciated.

In some cases devoted teachers regardless of the organized support driven by their concern, with their good work achieve very good results in their classes and for the children with disability.

Answers to questionnaires and discussions with focus groups evidence a complex dynamic of the factors that lead to accomplish successful inclusiveness of the children with disability.

Attempts to qualify teachers and support them are deemed as necessary to change the daily practices. Only by working hard to find efficient solutions teachers are convinced that this process will be at benefit of all pupils. Teachers should be convinced that they possess the skills to treat children with disability. In this way they develop professionally, know where to ask for help or information, are motivated moving gradually to what is considered as the most delicate element, but important, to accept unreservedly to teach classes to children with disabilities.

The study in schools, also shows that the integration processes should be realized gradually, should be prepared carefully in order to avoid mistrust and refusal, which lead to negative attitude from teachers and pupils that would be hard to change.

Activities organized by teachers in and out the class should be organized oriented more towards collaboration aspect and less toward competitiveness.

Schools don't have a clear policy for implementation of integration processes. Normative dispositions for public education don't offer clear directions for actions. All these create confusion. The law acknowledges the right of everyone for education considering their capabilities, but it doesn't show the roads through which this process can be realized.

A special importance in implementing integration process plays the increase of awareness and the revision of the attitude of people and in particular that of teachers. Compared to previous years we can say that there are a number of positive changes. It shouldn't be forgotten that there is a lot to be done in order to achieve changes in ideas, point of views. This is a complex process, which requires time and is related not only to school but to the society, too.

Recommendations for the future

Integration of people with disability in regular schools is not related simply to the fact they are accepted to the school. The most important thing is that all of us: teachers, pupils, parents and school administrators should eliminate and reduce all the factors that lead to isolation, shyness and negative attitude in accepting every pupil.

A part from family, the schools is for the child the first model of an organized society. If in this phase we don't try to make them part of our school community, it will

be very late tomorrow for pupils with disability to become part of our social community. Such participation is a fundamental right of every individual.

We should accept that implementing the integration process presents a challenge for all of us: teachers, pupils, parents and administrators. To move forward on the integration process it is important:

- Promotion and support of integration processes at an early stage, pre-school education
- Study, generalization and gradual extension of positive experiences in integration of children with disability in regular schools. Set up a database for the needs and accomplishments in this sector.
- Wide variety of public opinion awareness, awareness of pupils, teacher and public officials of the values and advantages of this integration process.
- Gradual transformation of schools in communities in which predominate the culture of cooperation, social protection and reciprocal respect, where the differences are not seen as obstacles, but qualities that should be valued.
- Preparation and implementation of an inclusive curricula (flexible programs, efficient strategies and methods).
- Efficient use of human resources; wide variety of cooperation within schools, cooperation teacher-parents, pupil-pupil support, use of volunteer work and support from different specialist.
- Implementation of the integration process in schools shouldn't be seen as an issue that belongs to one or some teachers. All the school should be involved in this process. With this respect an important role should be played by the school director.
- Flexible organization, reduction of the number of pupils per class, better school facilities, accessible built environment better financial support for schools
- Accept parents as equal partners in education
- Offer qualification to teacher introducing inclusive education. Teachers should be given a chance to learn, reflect and explore new ways of thinking and acting.
- Build capacities in university level and qualification of university professors with regard to inclusive education.
- Preparation of publication for the integration processes for teachers and parents.
- Support regular schools with different services such as physiological and pedagogical, social and special.
- Assign to special schools the role of information source(Resource Centers) for the integration process of regular schools.
- Collaborate and cooperate with government structures and NGO to implement the integration process.
- Improve school legislation in order to favor, facilitate and guarantee the integration process.
- Establish near Ministry of Education and Science a consulting group for the problems of inclusive education.
- Implementation of the integration process to be considered among the priorities of the education reform.

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