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Ministry of Education, Science and Technology

STRATEGIC PLAN FOR ORGANIZING INCLUSIVE EDUCATION
FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS
IN PRE-UNIVERSITY EDUCATION IN KOSOVO
2010 - 2015

Prishtina, March 2010

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LIST OF ABBREVIATIONS

AAC	Alternative and Augmentative Communication
AST	Assessment and Support Teams
CSW	Center for Social Work
EI	Educational Institution
DSK	Down Syndrome Association of Kosova
EMIS	Education Management Information System / MEST Statistics Office
FE	Faculty of Education
IE	Inclusive Education
IEP	Individual Education Plan
ISUJ	Institutional Support of the University of Jyväskylä to the Ministry of Education, Science and Technology in Kosovo 2009-2010
KCB	Kosovo Consolidated Budget
KPC	Kosovo Parent's Committee
MED	Municipal Education Department
MEST	Ministry of Education, Science and Technology
MH	Ministry of Health
MHD	Municipal Health Department
MLSW	Ministry of Labour and Social Welfare
NGO	Non-Governmental Organization
OGG	Office for Good Governance, Human Rights and Equal Opportunities
PI	Preschool Institutions
PIK	Pedagogical Institute of Kosovo
PTA	Parent-Teachers Association
PTC	Parent-Teachers Council
RC	Resource Centre
TESFA	Towards Effective School for All
UNICEF	United Nations International Children's Emergency Fund
UP	University of Prishtina
UPTAK	Union of Parents-Teachers Associations of Kosovo
VTC	Vocational training Center
WB	World Bank

EXECUTIVE SUMMARY

We know that the world is an inclusive community. It's very important for children to have the opportunity to learn and grow within communities that represent the kind of world they'll live in when they finish high school.

Mara Sapon-Shevin

According to National Action Plan for people with disabilities 2009-2011, with the initiative of Down Syndrome Kosova Association¹ and as a part of ongoing activities foreseen in the development of education strategies, part of the state policy 'Education for All', and in close cooperation with Jyväskylä University², the Ministry of Education, Science and Technology, started the process of drafting the national strategy for supporting and functioning of the process of inclusion in schools, for the period 2010-2015.

This strategy reflects the close cooperation and consensus of many partners who contribute to the development of this process in central level, local level, civil society, professional organizations etc. Strategic document has summarized all the concerns and challenges that accompany this process by defining its purpose and vision and strategic objectives such as: early identification and intervention and increase the inclusion of children with special educational needs; provide and strengthen support mechanisms for inclusive schools; professional development of educational personnel; improvement of physical infrastructure for inclusive schools and increase awareness on inclusive education. At the same time it provides ideas and concrete activities for the realization of these objectives.

Establishing an inclusive educational community is the duty of each member of society, therefore it remains the responsibility of each of us to give the maximum contribution to the implementation of planned activities being convinced that it is the society the one who benefits the most.

¹ MEST & Down Syndrome Kosova- MoU "Advocacy Initiative for Early and Inclusive Education of children with disability"

² MEST & JU., (2009). *Memorandum of Understanding regarding the Institutional Support of JU to MEST in Kosovo 2009-2010.*

INTRODUCTION

Education of children with special educational needs is a challenge for all countries aiming to implement the principle of creating equal opportunities for all children regardless of religion, culture, race, gender, ethnical background or disability; that is basic fundamental right of all human kind.

In many educational systems of different countries inclusion has now become a reality, but accompanied with numerous challenges. Kosovo is also facing this challenge while making efforts towards the realization of the concept of inclusive education.

Many changes that occurred in our country in recent years, had strong effects in the field of education with the implementation of reforms at all levels of education, and it also brought new notions and concepts in the treatment and the place that special education should have. During this period, valuable inputs were provided by the Finnish Support to the Development of Education Sector in Kosovo (FSDEK)³, especially in drafting the education policy for children with special educational needs, training of experts, teachers, etc. Despite the progress in some areas, there are still many aspects which need to be worked on in order to ensure inclusion of children with special educational needs.

The inclusive process is supported by a set of principles that ensures that children with special educational needs are seen as valuable members of the school community in its every aspect. Thus inclusive schools assume that all children have the right to study together in a class closest to their home. Opportunities provided to the child should not be based on the assessment of disability but rather on the individual needs of the child; all teachers may teach all students without any exceptions.

Such requirements imply the need for work to be done by decision-making institutions and schools to be able to take that responsibility which is very challenging. In order to accomplish such a mission MEST is working towards the creation of legal infrastructure that will enable education of all children and provide an environment open toward the diversity.

Our aim is that schools promote a friendly environment for children because no matter how good physical conditions are in the school does not mean they necessarily provide warmth to other children who for various reasons are outside the school.

These and many other aspects indicate that we should work on some areas to address problems on implementation of the inclusive education due to the fact that most children with special educational needs are not included in school, but also to those who are already in the school provide quality education based on their individual needs.

³ Completion report. (2009) Phase II of the Finnish Support to the Development of Education Sector in Kosovo (FSDEK II)

Despite efforts, much remains to be done in order to achieve the improvement of situation of education of children with special educational needs, which should be the concern of the entire society.

Thus in order to have effective and inclusive process and tangible results, we have to work in changing many things at school, to create a school under a new concept that is open and promotes equality and access for all children.

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ANALYSES AND PRESENTATION OF THE CONTEXT

Education of children with special educational needs in Kosovo functions since 1950. Several special schools have been functioning until the year 1980 by gradually increasing their capacities. These schools have organized primary and secondary education.

Teaching was provided to a limited number of children and was of a poor quality due to the lack of professional staff trained to work with these children. Limited capacity of special schools had its impact on low number of included children, mostly urban, excluding children from rural areas.

Nineteen's found Kosovo education in extraordinary circumstances working in parallel system, which also included the special education. During this period, 4 special schools and 4 attached classes functioned within the regular schools. Only 400 students were included with various types of disabilities⁴. This difficult situation of Kosovo education left many consequences in all segments of education and continued until the end of war in 1999, when Kosovar education marked first changes. These changes were reflected in the entire system of education including special education as well.

At this time many agencies were engaged in helping with reforms of Kosovo education and in this regard special education benefited as well. At this time Finland was appointed as leading agency by its project "Finnish Support for Development of Special Education in Kosovo, FSDEK". This agency has worked to enhance local capacity in special education in all segments, which also led to increased inclusion of children with special educational needs. Education of children with special educational needs in Kosovo is organized in preschool institutions, special schools/Resource Centers, in regular classes and attached classes, which operate within the regular schools, and in three schools where inclusive education teachers are employed. Inclusion of children with special educational needs has increased during last years, only during school year 2009/2010 the number of children with special educational needs receiving support and being included in the schools has increased by 30%, from 909 children to 1179 children⁵.

The current education system for children with special educational needs is being more opened toward regular education so that children with special educational needs become more and more part of regular schools and regular classes. During past years it has been worked on capacity building of Resource Centers so that they provide professional services to regular schools.

For the purpose of functioning of resource centers, core teams have been established in all Resource Centers with the aim of creating professional support system for teachers and children with special educational needs in regular schools. As part of this support system, itinerant teachers supporting children with special educational needs in regular schools have

⁴ FSDEK (2003). Special Education in Kosovo. GME. p. 24.

⁵ MEST. Special Education Unit (2009-2010)

been hired. During year 2009/2010 103 children with special educational needs in regular schools were supported by Resource Centers through itinerant teachers.⁶

Attached classes currently accommodate approximately 50% of children with special educational needs with total of 73 classes throughout the country⁷. Attached classes are very heterogeneous in the aspect of age and types of impairments of children, thus their needs for special education provision also vary.

During these years it has been continuously worked toward inclusion, referring in this aspect to the successful project of "Save the Children" in preschool institutions in the municipalities of Gjilan/Gnjilane and Peja/Pec as well as the program for Early Intervention and education of Down Syndrome Kosova, the program that is dedicated for parents of Down Syndrome community as well as preparation of children's in education system by achieving to register eighteen (18) children I both levels of pre-school and primary in Kosovo⁸.

In the school year 2009-2010, MEST in cooperation with the Finnish project "Institutional Support of the University of Jyväskylä to the Ministry of Education, Science and Technology in Kosovo 2009-2010", is working on the change of three regular schools into inclusive schools, establishing a good opportunity to try this model in practice so that in the future children with special educational needs are educated in regular schools with their peers.

Despite the marked achievements of MEST, many challenges are remaining for the education of the children with special educational needs including: increase the number of children included in the education system; in pre-school and pre-primary education, which is the basis for further education; higher secondary education which also requires efforts to train young people with special educational needs for the labor market and independent life.

⁶ MEST. Special Education Unit (2009-2010).

⁷ MEST – EMIS (2010). Statistics of Education in Kosovo 2009-2010.

⁸ DSK- Data base system and records 2009

VISION OF THE STRATEGIC PLAN

Taking into account the meaning of determination by UNESCO (1994) for inclusive education, which means that "... all schools must accept all students regardless of their physical, intellectual, social, emotional, linguistic or any other condition. This should include children with disabilities and talented children, street children and working children, children from remote areas and nomadic populations, children of linguistic, ethnic or cultural minorities and children from rural or marginalized groups"⁹, and also considering the vision expressed in the Strategy for Development of Pre-University Education in Kosovo 2007-2017¹⁰, the drafting group of this strategic action plan defined this vision:

"Quality education system for all children, taking into account and respecting individual needs, interests and opportunities".

AIM OF THE STRATEGIC ACTION PLAN

This strategic action plan defines in structured and integrated fashion the way the inclusive process should be approached and treated, but in its practical and functional terms.

Since it respects and relies on some basic documents such as Strategy for Development of Pre-University Education in Kosovo 2007-2017, the United Nations Millennium Development Goals (2000), Laws that protect the rights of child (which guarantee the inclusion in education), National Action Plan for Persons with Disabilities, different education strategies etc., the main goal of this strategic action plan is to influence in practical level in addressing this issue, implementation of effective activities, ensuring cooperation and coordination at all levels of society, its compliance with budget planning and other development frameworks in Kosovo, and monitoring and evaluating the progress of its implementation, by contributing in creation of an inclusive society in which everyone has the opportunity to meet and express their individual capacities, at service and for the benefit of the society.

⁹ UNESCO (1994). The Salamanca Statement and Framework for Action on Special Needs Education. p. 6

¹⁰ MEST (2007). Strategy for Development of Pre-University Education in Kosovo 2007-2017.

OBJECTIVES AND POSSIBILITIES OF REALISATION

Objectives of the Strategic plan are set within a single framework, which addresses:

- *Relevant objectives*, implementation of which would enable the creation of schools ready to accept all children.
- *Specific activities/actions* that break down the relevant targets enabling their easier and secure accomplishment
- *Main responsible* for the implementation of relevant activities
- *Partners* who will assist in the implementation of relevant activities
- *The timeline* when activities shall take place
- *Source of the budget*, which reflects the financial support for each action [funding from the Kosovo budget, budgets of municipalities or support from donors and the amount needed]
- *Indicators* of activities which will also be used to measure and assess its viability
- *Assessment mechanisms*, responsible for monitoring and evaluating the implementation of activities and thus determined objectives

Defined objectives include:

- Objective I: Early identification and intervention and increase the inclusion of children with special educational needs
- Objective II: Provide and strengthen support mechanisms for inclusive schools
- Objective III: Professional development of educational personnel
- Objective IV: Improve physical infrastructure for inclusive schools
- Objective V: Awareness rising on Inclusive Education

Budgeting of the plan respects the budgetary framework of the Ministry of Education, and annual planning possibilities of municipalities. All activities conducted and referred to MEST as the main source, means that those activities are part of the activities planned and budgeted by the Ministry, while for the activities noted with another source, funds must be obtained from relevant sources referenced under each activity.

OBJECTIVE 1: =====	EARLY IDENTIFICATION AND INTERVENTION AND INCREASE THE INCLUSION OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS					
Action steps:	<i>Responsible institution/ organization</i>	<i>Partners</i>	<i>Timelines</i>	<i>Source of the budget</i>	<i>Indicators</i>	<i>Assessment mechanisms</i>
Establish cross-sectoral mechanisms for identification of children with special educational needs	MEST MH MLSW	MEST MLSW MH CSW NGO Parents	September 2010 In process	KCB 11.350 €	* Functional network * Number of identified children	OGG
Establish and functionalize assessment and support teams (AST) in Municipality	MEST MED	Municipality	September 2010	MEST Municipality 11.350 €	* Established teams * Number of assessed children	MEST
Establish a specific program for early intervention and education	MH MEST MLSW	Health institutions, Advisories PI	2010 on going	MOH MEST MLSW 42.524 €	Established and functional programs	MH MEST MLSW Parents
Media campaign on importance of identification and early intervention	MEST	NGO Parents Municipalities	March-June 2011	MEST, UNICEF Donors NGO 39.000 €	Number of programs in media, leaflets and various articles	MEST
Drafting administrative instructions (AI) and bylaws required by the revised law	MEST		April 2010 - 2015	MEST 28.000 €	Number of bylaws AI on AST, IEP	MEST
Monitoring of implementation of laws, bylaws and AI	MEST (regional inspectors) MED, MHD	MED <i>Civil society</i>	September 2010 - 2015	MEST	Monitoring progress report	MEST MED

OBJECTIVE 2: =====	PROVIDE AND STRENGTHEN SUPPORT MECHANISMS FOR INCLUSIVE SCHOOLS					
	<i>Responsible institution/ organization</i>	<i>Partners</i>	<i>Timelines</i>	<i>Source of the budget</i>	<i>Indicators</i>	<i>Assessment mechanisms</i>
Action steps:						
Functioning of Resource Centers (RC)	MEST	MED Schools PI	2010 2013	MEST MED 529.840 €	Number of supported students with support services and supporting materials	Core group within the RC MEST MED
Provision of assistants based on children needs	MEST MED	Agencies KPC	August 2010	MEST 120.000 €	Number of assistants hired	MEST MED NGO
Increase the number of inclusive education teachers based on the need	MEST MED	Agencies	August – 2010	MEST 1.296.000 €	Number of teachers hired	MEST MED external experts
Increase the number of inclusive schools	MEST MED	KPC	2010 2015	MED MEST Donors 817.020 €	Number of inclusive schools	MED MEST
Provide transport and working tools for itinerant teachers	MEST	MEST	In process	MEST	Functional transport and access to working tools	MEST RC
Drafting norms on standards of inclusive education	MEST	MED NGO Donors Schools	2010 2011	MEST Donors	Finalized normative documents	MEST MED
Implementation of Index for Inclusion in PI and schools	MED MEST	NGO Donors	2010-2011	MED Donors	Increasing number of inclusive	MEST MED

				203.290 €	schools	
Piloting of IEP implementation	MEST MED	Parents Schools Experts	2010 ongoing	MED 6.180 €	Number of IEP drafted and implemented	MEST MED
Organize trainings on implementation of IEPs in all levels of education	MEST	UNICEF FE ISUJ PIK Save the Children TESFA	September 2011 2015	UNICEF FE NGO PIK Save the Children TESFA, MEST 6.048 €	Number of organized trainings	UNICEF FE ISUJ PIK Save the Children TESFA MEST
Implementation of IEP in all levels of education	MEST MED Schools PI	NGO KPC PTA	January 2012	MEST MED 10.000 €	Number of children with IEP	MEST MED EI PIK
Transformation of attached classes into resource rooms and their functioning	MEST MED	NGO Donors	2010-2011	MEST 751.809 €	Number of transformed and functioning resource rooms	MEST
Establish the network of inclusive education teachers	MEST MED	Schools, PI	2010	MEST	Established and functional network	MEST
Identification of needs for hiring interpreters and instructions of sign language	MEST	NGO	2010	MEST 144.000 €	Number of employees	MEST
Establish conditions for studying in UP for students with special educational needs	MEST UP	UP	2010 ongoing	UP MEST	Number of enrolled students	MEST
Provide educational programs to persons with special educational needs over school age	MEST MED	Donors VTC Schools MLSW	2010 ongoing	MEST MED 910.438 €	Number of students included in AJ	MEST MED
Systematic analyses of situation and identification of needs	MEST MED	Schools PI	2010-2014	MEST	Number of surveys, activities	MEST

				50.000 €	realized and suggested	
Establishing the group for monitoring the implementation of the strategy on Inclusive education	MEST	MED	2010-2014	MEST 450€	* Established group * Monitoring reports	MEST
Publishing journals, books and translation of books beneficiary for the Inclusive education	MEST	MEST Donors NGO	2010-2014	MEST 20.000 €	Number of editions	MEST

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OBJECTIVE 3: =====	PROFESSIONAL DEVELOPMENT OF EDUCATIONAL PERSONNEL					
Action steps:	<i>Responsible institution/ organization</i>	<i>Partners</i>	<i>Timelines</i>	<i>Source of the budget</i>	<i>Indicators</i>	<i>Assessment mechanisms</i>
Opening MASTER studies for inclusive education (IE) in FE	UP FE	MEST	2010-2011	UP MEST 125.500 €	* Opened department Number of registered students	UP
Inclusion of certain number of subjects on IE in basic program of teacher training programs	FE	UP MEST	2010 -2011	UP 11.040 €	* Drafted program * Number of subjects included in the curriculum	UP
Training of nursery teachers, educators, teachers, professional personnel for inclusion (in basic level)	MEST MED	NGO Donors RC	2010 on going	MEST NGO MED 12.250 €	Number of trained educators and teachers	MEST MED
Professional development of teachers and educational staff	MEST MED	NGO	2010 on going	MEST MED 77.125 €	Number of teachers included in professional development	MEST
Training of municipal education directors and school principles	MEST MED	Agencies	August 2010	MEST MED 1.500 €	Number of trainings	MEST,MED
Organize seminars for MEST staff	MEST MIUJ	Agencies	May 2010-	MEST MIUJ	Number of seminars	MEST MIUJ

Organize conferences in national, regional and international level on inclusive education	MEST MED	Agencies	December 2010- 2015	MEST MIUJ Donors 30.000 €	Number of conferences	MEST MED agencies
Training of itinerant and inclusive education teachers	MEST MED	Agencies	SEPTEMBER -2010	MEST MED Donors	Number of trained teachers	MEST MED External experts

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OBJECTIVE 4 :	IMPROVE PHYSICAL INFRASTRUCTURE FOR INCLUSIVE SCHOOLS					
=====	<i>Responsible institution/ organization</i>	<i>Partners</i>	<i>Timelines</i>	<i>Source of the budget</i>	<i>Indicators</i>	<i>Assessment mechanisms</i>
Action steps:						
Building school facilities respecting inclusive standards	MEST MED	Agencies	In the process	MEST MED WB	Number of built schools according to standards	MEST MED
Renovation of schools for inclusion (building slopes and special toilettes for access to schools, provision of adequate furniture, etc. according to European standards)	MEST MED	Donors Community	In the process	MEST Donors Community	Number of adopted schools by standards	MED MEST
Equipping resource rooms with adequate means	MED MEST	MEST NGO Donors	In the process	MED MEST	Rooms equipped with adequate means	MED MEST
Regulating space around the school that enables access according to standards.	MEST MED	Donors NGO Community	2011-2013	MEST MED Donors	* Number of schools that meets the standards for horizontal access * Number of children	MEST MED
Organize suitable transport for children with disabilities	MED	Donors	2010-2011	MED	Number of children with disabilities that use the transport	MED

Organize suitable school areas (classroom, sanitary nodes, sports hall, library, cabinets and providing suitable furniture) for children with disabilities	MEST MED School	Donors	2010-2014	MED MEST Donors 400.000 €	Number of schools according to standards	MEST MED
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OBJECTIVE 5 :	AWARENESS RISING ON INCLUSIVE EDUCATION					
=====	<i>Responsible institution/ organization</i>	<i>Partners</i>	<i>Timelines</i>	<i>Source of the budget</i>	<i>Indicators</i>	<i>Assessment mechanisms</i>
Action steps:						
Organize debates, seminars, regional and international conferences on IE	MEST MED School PI	NGO Donors	2010 2014	MEST MED Donors	Number of organized conferences	Participants
Organize awareness raising campaigns on inclusive education	MEST	MED NGO Donors	In certain timeframes	MEST Donors 14.000 €	Leaflets, brochures, media programs	MEST
Capacity building of the staff of decision-making institutions	MEST		2010 2012	MEST Donors 300 €	Quality at work	MEST
Strengthen and functionalize the role of KPC	MEST MED KPC School	MED KPC School Donors	2010	MEST Donors MED	Number of meetings held and their effect	MEST

TERMINOLOGY

Child with special educational needs – Child with special educational needs is a child who has considerable learning difficulties compared with his/her peers and needs special support. This support should be provided in official and organized way and as much as possible in integrated settings, in regular schools. The Municipal Assessment Support Team defines which children have special educational needs. All children who are defined as having special educational needs and have the decision on special needs education shall have IEP.

Attached class– is a class that functions in a regular school and children with special educational needs are learning in it. In these classes are placed children with different special needs and different impairments and of different ages. In these classes are working teachers who are trained to work with children with special educational needs. These classes are much closed, which means that children there are learning separated from their regular peers.

When established at the beginning these classes were meant to be an opportunity for the increase of participation of children with special educational needs in school. It was meant for those children to stay for a short time in those classes until they are adapted and then to be integrated in regular classes. But, after a long time now and still those children are there. Very small number of those children was integrated in regular classes. In fact it happened the opposite, children were moved from regular classes to these classes. When these classes were established it was planned that children there some of the lessons, as much as possible, to attend with regular peers. This did not happen or it is happening rarely. This way of bad functioning of these classes is seen also from the research¹¹ made by Pedagogical Institute of Kosovo.

It is planned in the future for these classes to be transformed into resource rooms and most of children to be integrated into regular classes and teachers who have been working in those classes will support these students with special educational needs in regular classes.

In the future attached classes will serve only groups of deaf children and for children with severe impairments.

Special education – Learning process planned to respond to educational needs of children with special educational needs according to their development. Special education is developed as separate system for children with special educational needs based on the assumption that these children has such needs that can not benefit from the teaching organized in regular schools.

Special schools/Resource centers- These are schools where children with different disabilities are attending lessons and are organized based on the type of impairments. There are 7 special schools: The school for visually impaired in Peja, the school for hearing impaired in Prizren, schools for intellectually impaired in Prishtina, Prizren, Mitrovica and Shtime. There is another special school in the North Mitrovica where Serbian children are attending. This school is not integrated into the MEST system and no information about it. These schools are very expensive and are serving very small number of students. In 2006 by support of FSDEK (Finnish Support to the Development of Education Sector in Kosovo)

¹¹ Taken from the research report made by Pedagogical Institute of Kosovo: *Attached Classes possibility for integration or segregation for children with special needs, Prishtinë 2008*

started the transformation of these schools into Resource Centers i.e. transforming from closed to more open school. This transformation process is not yet over and is aiming that the staff working in special schools will not serve only children who are attending the school but will support also children with special educational needs in regular schools.

The transformation of these schools is planned to be so that the school as Resource Center will have two units: The Unit of the special school who will organize teaching for children who have severe and multiple disabilities who are in the centre and the Unit or the Centre of Support Services which will support children with special needs in regular schools and their teachers.

In the future is planned to happen the reorganization of the staff of Resource centers in that way that more staff will pass to the Unit of Support Services. It is planned also to employ new staff in these Centers in order to increase the capacity of Support Services to support children with special educational needs in regular schools.

Inclusive Education – It is new approach in education where all children learn together in the nearest school. Thus, all children regardless of race, gender, ethnic, disability or any other difference have the right on education in the nearest school. Inclusive education does not mean only the placement of the child in the school, but also organizing effective support based on individual needs of children.

Inclusive School - is a school institution that accepts all children regardless of any differences they might have. Schools that have inclusive orientation make all needed changes, physical and in the aspect of attitudes to accommodate different types of learners and organize effective support system for children who have learning barriers.

Child with disabilities – is a general term used for functional limitations that cause difficulties in abilities of one person for example to move or to learn. This can be referred also to a physical, hearing or mental condition of a person.

Itinerant teachers - Are teachers employed in Special Schools/Resource Centers who support children with special educational needs and their teachers in regular schools.

Individual Education Plan -IEP – Individual Education Plan (IEP) is an official pedagogical document that is made for children with special educational needs who have the decision on special needs education by Assessment Expert Team of different development fields. Individual Education Plan serves as for systematic planning of education, teaching, support and follow-up of child's individual progress in education. All children who have the decision on special needs education shall have IEP.

Core Teams – are teams established from the employed staff of special schools/resource centers and their task is to build support services for children with special educational needs in regular schools and their teachers. These groups will coordinate the whole process of the transformation from the type of a closed special school into a Resource center and to build the support system for inclusive.

Assessment Support Teams – These teams are planned to be established at the municipality level and are meant to consist of different professionals who will make professional assessment of children with special education needs, will bring the decision of special need education, will propose the placement for children and give recommendations for the support to be provided to the child. The assessment is based on strengths and abilities of the child and assessment reports should have more pedagogical language that will help teachers and other pedagogical staff who work with the child rather than medical report.

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Annex 1

Budget according to years:

2010	2011	2012	2013	2014	2015
€111.342	€ 833.015	€ 1.107.629	€ 1.220.409	€ 1.801.535	€ 1.981.944

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