The Challenges of Inclusive Teaching in Albania and Its Issues in the Pre-School Curriculum

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Abstract

This study aims to explore the challenges faced by teachers in pre-school inclusive classrooms in Albania. Through a qualitative methodology, the research investigates the specific difficulties encountered by educators and offers suggestions for adapting teaching practices to effectively meet the needs and abilities of all students, regardless of their conditions and circumstances. The study includes 23 teachers interviewed in 5 schools/kindergartens where they teach in the preschool program classes in the city of Durrës. While the focus group included 26 third-year bachelor students enrolled in Preschool education for the 2022-2023 academic year at the University of Durrës Aleksandër Moisiu. The findings of the study highlight several key factors that can alleviate the challenges faced by teachers in inclusive classrooms. Firstly, it emphasizes the importance of providing assistant teachers, particularly specialized educators in the field of special education, to accompany students with disabilities. These professionals can offer dedicated support, expertise, and guidance, enabling a more inclusive learning environment. Additionally, the research emphasizes the significance of reducing the student-to-teacher ratio in these classrooms. By lowering the number of students, teachers can provide more individualized attention and support to each child, catering to their unique requirements. Furthermore, the study emphasizes the need for enhancing teachers' knowledge and skills in adapting teaching methods to accommodate the diverse needs and abilities of students with disabilities. Professional development programs, workshops, and training sessions can empower educators with effective strategies, specialized techniques, and resources necessary for inclusive classroom practices. In conclusion, by addressing these key factors, pre-school inclusive classrooms can meet the requirements of inclusive education. It is anticipated that these efforts will contribute to the alleviation of challenges and promote an inclusive educational environment where all students can thrive.

Keywords: inclusive pre-school classroom, teachers’ adaptation, assistant teacher, Individualized Education Program (IEP), Albania
1. Introduction

This study aims at examining the influencing factors in the implementation of the inclusive education model in pre-school classes within the Albanian pre-university education system, along with the attitudes of the teachers in these classes, attitudes which in terms of the inclusion of students with disabilities appear complex and multidimensional. This research will identify and analyze the problems presented today by teaching in preschool program classes, where the inclusion of students with disabilities is growing more and more.

Teaching in preschool program classes, which are inclusive classes, due to the very fact that children with disabilities are an active part of these classes, requires an adaptation of teaching in several directions. And most important for the staff is to adapt teaching based on each student’s learning needs and abilities. But in order for this adaptation to have a scientific basis and for teaching to be as efficient as possible, an analysis and intervention in the factors that directly affect the efficiency of teaching in these classes is required. Through the attitude of teachers, in the Preschool program (participants in this research), the factors that influence effective teaching in inclusive classes will be analyzed. Key implementers’ acceptance of the basic values of inclusion is crucial for the success of inclusive education policies (Denglerová et al., 2022; Bhatnagar & Das, 2014; de Boer, Pijl & Minnaert, 2011; Macartney and Morton, 2013). While inclusive education is widely acknowledged as a societal benefit, its implementation methods remain inadequate despite support from policymakers and academics. Stakeholders, including school principals, teachers, paraeducators, and parents, play essential roles in promoting inclusion (Denglerová et al., 2022; Downing & Packham-Hardin, 2006).

This study focuses on evaluating teaching practices in inclusive classrooms and exploring the potential for adapted teaching to cater to students’ diverse needs and abilities, irrespective of their conditions and circumstances. The study considers teachers’ competencies and abilities for adapting instruction, curriculum, and learning environments. The Albanian education system faced a paradigm shift with the Salamanca Statement (1994), advocating for inclusive education as a fundamental principle, enrolling all children in regular schools unless there are compelling reasons otherwise. Although many developed and developing countries committed to inclusive education under the slogan of Education for All, challenges persist. The 2009 report highlights disparities in access to education and learning opportunities, particularly affecting disadvantaged socio-economic contexts, rural areas, and children with disabilities (UNESCO, 2009). UNESCO’s recent reports continue to underscore the unequal distribution of education and the exclusion of millions of children, adolescents, and youth, emphasizing the need for comprehensive efforts (UNESCO, 2023).

Analyzing the determinants of effective teaching in inclusive pre-school classrooms will inform specific orientations and familiarize future teachers enrolled in pre-school education programs at the bachelor’s level with essential elements of inclusive teaching. Teaching effectiveness, including knowledge and preparation related to disabilities, as well as teachers’ attitudes is extremely important. The degree of confidence among preschool program teachers in this integration determines the degree of success of the comprehensive program (Prakash, S.S. 2012). According to Subban & Sharma (2005), the degree of trust among teachers, for the integration and inclusion of students with disabilities in the classroom in these classes, is influenced by the teacher’s perception, on which the success of this integration depends, but expressing with reservations for children characteristics and severe restrictions. What is important is the integration of these children into school life in the group and not the obstacles they can create for other students. As the inclusion of children with disabilities becomes increasingly prevalent, students (future teachers) must assume responsibility for accepting and integrating these children into the classroom. However, fulfilling several conditions, such as manageable class sizes smaller than those currently found in Albanian pre-schools, the presence of special or support teachers, and the development and implementation of Individualized Education Programs (IEPs), curriculum adaptations, and an inclusive learning environment, is crucial and can be informed by successful practices in pre-school programs in other...
countries.

New methods in teaching as well as the use of various techniques with contemporary technology, where the basis of learning in the preschool program is "Game-based learning" which enables interactivity in the classroom. This interactivity is realized as a teacher-student interaction, and moreover when students with disabilities are included in the class. These students, with their individuality, as well as with the opportunities and skills they present, constitute the basis of a differentiated or individual work that finds reflection in efficient teaching. In the reality of the Albanian school, there is an increase in the number of students with disabilities in classes. In his book, Michael A. Carrera (1996) offers practical advice for those who also work with such children. Chapter nine is based on the belief that all students can learn and can be successful. "Each student - he says, should be seen as an individual with great gifts, talent and wealth".

Intervention and improvement in these elements are making inclusive teaching have a visible impact on the efficiency of teaching in these classes, as this constitutes one of the priorities that puts inclusive education in front of new challenges in the reality of the Albanian schools. The concept of inclusion encompasses various interpretations across different countries. In some cases, it refers to the participation of marginalized or economically disadvantaged students, while often it pertains to the integration of students with disabilities or special educational needs into mainstream schools (UNESCO, 2009, p.11). In Albania, the focus of inclusion has been predominantly on providing opportunities for students with disabilities or special needs, rather than addressing other socially marginalized groups.

Teacher effectiveness plays a pivotal role throughout a teacher's professional journey and is intertwined with complementary dimensions. The integration of students with disabilities into general classrooms presents new challenges for teachers (Lampert, 2012). A comprehensive and effective teacher is better equipped to navigate the demands of inclusive classrooms through dedication and extensive preparation. Some researchers propose that personal effectiveness in teaching influences teachers' behaviors, beliefs, and outcomes (Morris-Rothschild & Brassard, 2006). The inclusive education movement has increasingly emphasized the responsibility of early childhood educators in caring for and educating children with disabilities (Chang, Early, Vinton, 2005). While significant progress has been made in terms of research and legislation supporting inclusive pre-school education, there is still a need for high-quality inclusive solutions (Barton & Smith, 2015). High-quality early childhood education has been shown to promote academic success for children with disabilities. However, they are often overlooked in mainstream programs due to a lack of necessary support services and barriers to inclusion (Hyseni-Duraku, Jahiu, Lika-Shllaku, Boci & Shtylla, 2021).

The preparation of early childhood educators from teacher education faculties should encompass knowledge and application of various practices from special education, whether in early childhood education or school-age settings (McLeod, Hardy & Sands, 2022). Furthermore, Kleeberg-Niepage et al. (2022) suggest that recent studies have increasingly focused on student-centered research, although these studies tend to concentrate on specific groups of students, such as typically-developing students.

This study conducted interviews with candidates for teaching positions in the pre-school system who are currently undergoing their practicum in these institutions. It considered the benefits and risks of inclusion for children with and without disabilities in the same pre-school program. Rafferty & Griffin (2005) identified two factors through confirmatory factor analysis: risks and benefits. Parents expressed greater support for the inclusion of children with mild to moderate disabilities compared to those with severe disabilities.

Teachers also emphasize the importance of family support in student motivation and performance (Cheung, 2008). Efforts to include all children, particularly those with diverse difficulties or low motivation, rely on such support. Collaboration between schools and families is deemed necessary, especially for students with special needs, where families play an active role and hold significant influence over their child's educational development. However, since most parents
lack the necessary education, culture and patience, they try to mostly leave the academic work and input exclusively to the school and the teachers. In certain instances, even, the parents refuse to collaborate, making the work of the teachers harder as already is.

The presence of additional staff support in classrooms where students with disabilities require specialized assistance according to their specific needs is imperative. Different forms of support, such as the presence of teaching assistants working alongside general teachers in the same classroom, have been shown to improve attitudes toward inclusion (Avramidis & Kalyva, 2007).

Assistive technology in the classroom proves highly effective and facilitates instructional adaptations, enabling students with disabilities to leverage their strengths to overcome limitations (Marshall & Stanberry, 2010). The use of assistive technology for adapting instruction in inclusive classrooms has demonstrated positive outcomes in student achievements. Incorporating technology enhances students' motivation to learn by providing "individualized" instruction tailored to their specific needs (Zorigian & Jennifer, 2010).

This study aimed at examining the influencing factors in the implementation of the inclusive education model in pre-school classes within the Albanian pre-university education system. This was done by exploring various factors, through a series of semi-structured interviews, with teachers in the pre-school system, as well as focus group with students enrolled in the bachelor “Early Childhood Education” and then running a thematic analysis of the data, which answered the questions.

2. Methodology

This qualitative study was conducted in Durrës, Albania, during the period 2022-2023, using inductive content analysis. This analysis is considered to be the most appropriate method to find and explore the factors that were of interest in the study. The aim of the study was two folded: on one hand it explored the most important factors of having a successful inclusive pre-school class, through the lenses of a sample of pre-school teachers in Durrës, Albania; on the other hand it explored the perceptions of students enrolled in the "Early Childhood Education" Bachelor’s program regarding teaching in pre-school classrooms, with a specific focus on effective teaching in inclusive classrooms and the attitudes of young teachers towards the inclusion of children with disabilities.

2.1 Participants

Based on the objectives of the study, the sample consisted of two subsets: 23 teachers from five schools and kindergartens which were located in Durrës. Criteria for these participants were teachers in the pre-school program where at least one of the children had a diagnosed disability and was attending the public education institution. Data on the distribution of children with disabilities in pre-school classrooms were obtained from regional education and statistics offices in the city of Durrës. While, the second subset consisted of 26 third-year students in the "Early Childhood Education" program at the Faculty of Education, "Aleksandër Moisiu" University in Durrës. They were organized in focus groups and were asked about their perceptions of including children with disabilities in the pre-school classes.

2.2 Data collection

To gather the information, there were two different methods: the first one was semi-structured interview format which was used to collect qualitative data from the actual teachers that teach in pre-school classes and kindergartens. The interviews aimed to gather detailed information through a series of questions, including general inquiries about the number of students with disabilities in the classroom, classroom technology, and specific questions about teachers' views on inclusive education and the support they require to meet the needs and abilities of students with disabilities. The initial interview data were transcribed and subsequently coded for thematic analysis. The analysis process
followed the stages of thematic analysis, which involved identifying themes, categories, and subcategories.

The second method was focus group with the third-year students in the "Early Childhood Education" program at the Faculty of Education, "Aleksandër Moisiu" University in Durrës. The focus group questions were more to see the perspective of the students based on their internships and how they viewed the classes which have children with disabilities.

The following table provides a summary of the identified themes, categories, and subcategories related to the study questions.

Table 1. Teachers’ attitudes towards teaching in inclusive pre-school classrooms

<table>
<thead>
<tr>
<th>Category 1: Teaching in inclusive pre-school classrooms for children with disabilities with the presence of a special education teacher.</th>
<th>Subcategory 1: Teachers work with children with disabilities in pre-school classrooms who are diagnosed and receive support from assistant/special education teachers.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subcategory 2: Teachers work with children with disabilities in pre-school classrooms even when they are undiagnosed and without assistant/special education teachers.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category 2: Students’ perspective for inclusive pre-school classrooms for children with disabilities with the presence of a special education teacher.</th>
<th>Subcategory 1: Students’ perspective for children with disabilities in pre-school classrooms who are diagnosed and receive support from assistant/special education teachers.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subcategory 2: Students’ perspective for children with disabilities in pre-school classrooms even when they are undiagnosed and without assistant/special education teachers.</td>
<td></td>
</tr>
</tbody>
</table>

The interviews conducted with teachers from the 5 schools/kindergartens (1), (2), (3), (4), and (5). The duration of each interview was approximately 35 minutes.

Table 2. Data about the teachers in the pre-school classes

<table>
<thead>
<tr>
<th>District</th>
<th>School / Kindergarten</th>
<th>Number of teachers in pre-school classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Durrës</td>
<td>Kindergarten (i) &quot;i Qershori&quot;</td>
<td>8 pre-school program teachers</td>
</tr>
<tr>
<td>Durrës</td>
<td>Kindergarten (2) &quot;g Marsi&quot;</td>
<td>8 pre-school program teachers</td>
</tr>
<tr>
<td>Durrës</td>
<td>School (3) &quot;Demokracia&quot;</td>
<td>2 pre-school class teachers</td>
</tr>
<tr>
<td>Durrës</td>
<td>School (4) &quot;Nënë Tereza&quot;</td>
<td>3 pre-school class teachers</td>
</tr>
<tr>
<td>Durrës</td>
<td>Kindergarten (5) &quot;Met Hasa&quot;</td>
<td>2 pre-school class teachers</td>
</tr>
<tr>
<td>Total</td>
<td>Schools / Kindergartens</td>
<td>23 pre-school class teachers</td>
</tr>
</tbody>
</table>

This table shows a good representative of schools and kindergartens in Durrës, not only from the number of the teachers that participated, but also in terms of the children with disabilities that they have in their classes. These schools and kindergartens, according to the official statistics of the city, had a considerable number of children with various disabilities, which made the pre-school class teachers highly experienced and very knowledgeable of the issues related to the inclusiveness in education.

From this analysis, the teaching experience of teachers towards children with disabilities is evident, as can be seen in the following table:
Table 3. Number of children with disabilities in pre-school classes

<table>
<thead>
<tr>
<th>Number of children with disabilities in the class</th>
<th>Interviews (n=23)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No students with disabilities</td>
<td>n = 12 (52.2%)</td>
</tr>
<tr>
<td>One student (diagnosed)</td>
<td>n = 6, (26.1%)</td>
</tr>
<tr>
<td>Two students (diagnosed or undiagnosed)</td>
<td>n = 4 (17.4%)</td>
</tr>
<tr>
<td>Three students (diagnosed or undiagnosed)</td>
<td>n = 1, (4.3%)</td>
</tr>
</tbody>
</table>

2.3 Ethical Considerations

The study’s participants, who were students, received training conducted by two researchers who also hold positions as professors in pedagogical subjects at the Faculty of Education in Durrës and the Faculty of Social Sciences in Tirana. This training, spanning two days with two hours of instruction per day, primarily focused on research ethics, including ethical considerations related to the diagnosis of disabilities in schoolchildren. Additionally, it emphasized adherence to the guidelines provided by the Ministry of Education, as discussed in the previous section. To protect the privacy of individuals involved, the manuscript refrained from using actual names for teachers or students during interviews, opting instead for pseudonyms like "Student A" or "Mentor X," ensuring confidentiality and anonymity.

3. Results

This study aimed at examining the influencing factors in the implementation of the inclusive education model in pre-school classes within the Albanian pre-university education system. This was done by exploring various factors, through a series of semi-structured interviews, with teachers in the pre-school system, as well as through several focus groups with students enrolled in the bachelor “Early Childhood Education” in Aleksandër Moisiu university and then running a thematic analysis of the data, which answered the questions.

Both the semi-structured interviews and the focus group responses underwent qualitative thematic analysis. All participants’ answers were diligently transcribed and subjected to thematic analysis. The insights shared by the participants were categorized based on their perceived importance. During both the interviews and focus groups, individuals responded as they saw fit, sometimes providing more information than solicited or reiterating points. However, this information was thoughtfully selected and organized to address the study’s research questions.

These interactions, encompassing interviews and focus groups, were conducted face-to-face. The primary topics of discussion revolved around participants’ experiences and perceptions of inclusive pre-school classes, the challenges and opportunities associated with such environments, and strategies for optimizing the well-being of children.

One notable revelation was a significant discrepancy in the reported number of children with disabilities in classrooms compared to official data from the educational statistics office. Teachers and students, drawing from their experiences and internships, reported a much higher prevalence of children with disabilities. This incongruity can be attributed to two primary factors.

Firstly, there are instances where children with various disabilities remain undiagnosed by specialists, often due to parents not acknowledging their child’s disability. As one teacher noted, "I have 2 students with disabilities in the preschool group (both undiagnosed). Undiagnosed students lack the appropriate documentation, which complicates my teaching." Another teacher revealed, "I have 1 undiagnosed student," while another shared, "I have 1 student who is not diagnosed because the parent does not acknowledge any developmental issues. However, I provide differentiated instruction for this student.” These cases are challenging because, primarily due to parental denial, these children do not receive an official diagnosis. Consequently, the Regional Education Office does not assign an assistant teacher, placing a heavier burden on the classroom teacher.
Secondly, even when children are diagnosed, some parents choose to conceal the diagnostic reports, effectively rendering their child’s disability “invisible.” For instance, there was a student with hearing and pronunciation difficulties who had a medical diagnosis, but the parents had not shared any medical reports with the school. This behavior often stems from parents’ fears that their child will face discrimination and bullying due to their disability. However, they may overlook the fact that by not addressing the issue proactively, the child may fall behind, and their disability could become evident, potentially leading to unavoidable discrimination and bullying.

Among the interviewed teachers, approximately 30.6% reported having students with disabilities who were undiagnosed in their classrooms, 13.9% had diagnosed students whose parents had not provided diagnostic reports, and 55.5% had diagnosed students. It’s important to interpret these figures cautiously, as teachers are not specialists in diagnosing students. Nonetheless, based on their experience with students in this age group and their observations of their behaviors compared to their peers, teachers can make approximate assessments, even though they are not responsible for providing formal diagnostic evaluations. Moreover, the law explicitly states that unless there is an official written report from the necessary institutions, the teacher has no authority over the official diagnosis of the student, and consequently, it has no bearing on whether the student receives an assistant teacher. However, teachers may suggest to parents a consultation with a psychologist if they notice anything that warrants further attention.

Shifting the focus to classroom technology equipment, responses from the 26 students included in the focus group, who completed their internships in preschool classrooms, revealed varying levels of access to technological resources. While 37.5% of teachers reported that their school management used graphics to enhance teaching through smart boards, 50% believed that technology is essential for teaching students with disabilities, despite their schools lacking smart boards. Additionally, 12.5% mentioned having access only to a projector that was not connected to the school’s wireless network.

Regarding the provision of support teachers or specialists for students with disabilities, the responses indicated that 26.1% of children with disabilities did not receive support from special teachers, while 73.9% did benefit from such support. In most cases, this support was provided on an individual basis, with parents being aware of their child’s condition and arranging for additional professionals such as psychologists, speech therapists, and physiotherapists, depending on the child’s needs and disability. In these instances, teachers found their work more manageable, as they had assistance and collaboration from all involved parties, which ultimately benefitted the child.

Lastly, in response to the question about the number of children with disabilities in the same class, the teachers provided the following breakdown:

- 31.7% of preschool program teachers did not have students with disabilities in their classes;
- 39.4% had one student with disabilities;
- 21% had two students, one of whom was diagnosed with a disability, while the other remained undiagnosed;
- 7.9% had three students, one diagnosed and two undiagnosed.

Though such cases are rare, when there are more than two children with disabilities in a class, the teacher’s workload becomes significantly more intensive and challenging. The teacher must organize lessons, manage the class, address the needs of students with disabilities, and coordinate with the assistant teacher, all of which must be accomplished every day in every lesson. The workload becomes even more demanding and problematic when there are undiagnosed children in the class. In such cases, support from the education system and families is virtually nonexistent, leaving the teacher to shoulder the entire burden.

These findings illuminate the complexities involved in identifying and supporting students with disabilities in pre-school classrooms. They underscore the need for improved diagnostic procedures, increased access to suitable technology, and the presence of specialized professionals to provide adequate support.
4. Discussions

The interviews conducted with teachers in preschool program classes provided insights into the composition of their classrooms in terms of students with disabilities. Approximately half of the teachers (50%) indicated that they did not have any students with disability in their classes. But, 26% reported having at least one student with disabilities, while 19% mentioned having two students with disability. A smaller percentage (5%) of teachers had the challenge of teaching three students with disability in the same class. It’s worth noting that these figures encompass both diagnosed and undiagnosed students, which adds complexity to the teacher’s role in effectively managing the teaching process and ensuring the inclusion of these students.

During the interactions with the teachers, there was a strong emphasis on the importance of training related to understanding disabilities and adapting teaching methods to accommodate the abilities and needs of students with disabilities. Sadly, over 70% of teachers reported that they had not received sufficient training in these areas. This glaring gap in training highlights the urgent need for professional development programs that can equip teachers with the knowledge and skills necessary to effectively support and educate students with disabilities.

Moreover, even among the teachers who had one or two students with disability in their classes, there was a notable sense of fatigue expressed when discussing the challenges of teaching these students, especially when lacking support from assistant teachers. This emphasizes the need for additional resources and support to effectively meet the needs of students with disability in inclusive classrooms.

These findings shed light on the challenges faced by teachers in preschool program classes when it comes to including students with disability. They underscore the pressing need for targeted training and support to create a more inclusive and accommodating learning environment. The study also highlighted that students showed a greater aptitude for identifying and diagnosing inadequacies among students in the class compared to the teachers, emphasizing the importance of improving teacher education curricula to equip new teachers with the knowledge and competencies necessary to diagnose and address these disabilities effectively, ultimately enhancing the academic progress of students.

The study’s findings revealed a significant cultural factor within Albanian families that hinders parents from openly accepting and seeking help for their children from institutions that could undoubtedly provide substantial assistance. This phenomenon was prominently observed in both the interviews with practicing teachers and the feedback from student interns. Cultural elements, deeply ingrained within society, cannot be transformed overnight, but it is imperative to prepare teachers, especially those entering the profession, with diverse forms and methods of communication to engage with parents effectively. The primary aim of educational institutions should be to assure parents that their child’s well-being and prosperity are the sole objectives, fostering trust and cooperation between families and schools. Addressing these cultural barriers is a gradual process that necessitates a multifaceted approach.

4.1 Assistant teacher

The study findings give emphasis to the inadequacy of assistant teachers in Albanian schools, as highlighted by the participants. Meanwhile, several faculties of education in the country are producing specialists in the field of special pedagogy. There exists a significant unmet need for specialized recruiters in the educational sector. These specialists play a pivotal role, not only in supporting classroom teachers but also in diagnosing disabilities and designing auxiliary curricula for students with disabilities in both preschool and primary education.

International trends reflect a global shift toward inclusive education, coupled with a substantial increase in the deployment of pre-professional educators, including teaching assistants and aides. Countries such as Australia, Italy, Sweden, Canada, Finland, Germany, Hong Kong, Iceland, Ireland,
Malta, New Zealand, South Africa, the United States, and the United Kingdom have witnessed a significant rise in the prevalence of these educational support roles (Giangreco, Doyle, and Suter, 2014).

This shift towards a more comprehensive support system, including the presence of assistants and specialized teachers, can cultivate a more inclusive and welcoming classroom environment. Such an environment fosters positive interactions among students, regardless of disabilities, and alleviates the teacher's workload (Zurbriggen, Hofmann, Lehofer & Schwab, 2023). The inclusion of assistants and specialized teachers has the potential to enhance classroom teachers' performance and maintain job satisfaction (Webster & Boer, 2019).

Official reports concerning students with disabilities in Albanian schools may underestimate the actual numbers due to financial constraints within the education ministries. The study highlights the urgency for all stakeholders within the educational system to recognize that inclusive education is no longer mere rhetoric but a vital reform that must be fully implemented. The Albanian government's commitment to prioritize primary and preschool education, including financial support for students pursuing teaching careers, should extend its impact to sustain teacher satisfaction. This can be achieved by providing essential assistance and ongoing support, including specialized teachers, to ensure the successful realization of inclusive education in Albania.

5. Recommendations

Inclusive classrooms within the preschool program necessitate comprehensive support, particularly in terms of equipping classrooms with modern technology. Integrating contemporary technology is pivotal for adapting teaching methods to accommodate the unique challenges faced by each child with disabilities. Prioritizing the provision of specialized teaching materials tailored to individual cases and diverse student needs is essential to ensure effective support.

Furthermore, there is a critical need to raise awareness among families about the significance of early diagnosis for children. Promoting early identification and intervention empowers families to actively contribute to their child's development and ensures timely access to suitable educational resources and interventions.

Additionally, it is imperative to allocate resources for assistant teachers or specialists in schools and kindergartens. Their presence is instrumental in providing dedicated support to every student with disabilities. This support is a top priority, as the involvement of assistant or specialist teachers significantly enhances the efficacy of the teaching process in inclusive classrooms. Their presence fosters a sense of capability and inclusion among students with disabilities, enriching their overall educational experience and enabling them to thrive alongside their peers.

By addressing these aspects and implementing necessary support measures, inclusive preschool program classrooms can create an environment conducive to the optimal development and learning of all students, regardless of their abilities or disabilities.

References


