Survey on Inclusive Education in ten Primary Schools of Kosovo

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Contents

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the authors and do not necessarily represent those of the
European Union and the Council of Europe.

*This designation is without prejudice to positions on status, and is in
line with UNSCR 1244 and the ICJ Opinion on the Kosovo Declaration
of Independence.

Acronyms
EU: European Union
CoE: Council of Europe
UP: University of Pristina "Hasan Prishtina"
OBQ: Olweus Bullying Questionnaire

Executive Summary

This report provides a comprehensive overview of the inclusive education situation in five municipalities in Kosovo, as perceived by children, parents, teachers, school directors, and local authorities. It identifies the situation regarding 1) inclusive practices for entry to school; 2) inclusion within the school; 3) inclusive teaching and practice approaches; and 4) community engagement. It sets out the methodology by which information was gathered, from desk review, fieldwork including interviews and training of students for data gathering.

This study looks at specific areas of inclusive education, such as inclusive practices within school, inclusive teaching and community engagement, always consulting four sources of data; children, parents, teachers, and school directors. As a result, the study points out the importance of inclusive education, not only in the municipalities where the study was conducted, but all over Kosovo.

Results presented in this report indicate that the majority of schools have started to establish practices and approaches for overall inclusion index with its four main dimensions. In addition results indicated significant differences on inclusive education perceptions between different stakeholders and in comparison to municipalities, thus providing argumentative basis for further interventions in this area. Creating, a best practices model can result fruitful in scaling up and replicating a successful model of intervention. Finally, it is of crucial relevance to work on raising the awareness on the importance of inclusive education among children as well as building synergies between various implicated parties. This approach will be fundamental to ensure sustainable and long-lasting effects of intervention in inclusive education.

1. Introduction

The Joint EU/CoE Programme "Supporting Access to Education and Intercultural Understanding: EU/CoE support in the field of education to forced returnees and to Roma, Ashkali and Egyptian communities in Kosovo" (ACCESS) aims to directly involve Kosovo authorities in building local institutional capacity, so that schools, local authorities and civil society are able to expand support and education services to integrate returnee children and Roma, Ashkali and Egyptian children into schools. The project started in September 2013 and will be active until December 2015.

The project is structured in five components that aim to:

- Foster the enrolment and regular attendance in schools of school- age returnee children and of disadvantaged minority children in general, with special attention to Roma, Ashkali and Egyptians;
- Increase the capacity of the education system to ensure higher chances for school achievement of returnee children and Roma, Ashkali and Egyptian children;
- Improve the status of Romani language as a subject in Kosovo schools;
- Enhance the integration of returnee children among peers in school and in local community;
- Review and improve policies concerning the education of repatriated children.

1.1 Purpose of the Study

The objective of this study, conducted as an external evaluation in the framework of the project, was to analyze the achievements, opportunities, constraints, and weaknesses of the project as well as capacity building of relevant stakeholders (teachers, parents, and local authorities) in the piloting. In addition, this external evaluation aimed to take a closer look on perception of teachers, parents, and local authorities' perceptions on social inclusion within school context. For this purposes the EU and CoE Joint Programme "Increasing Access to Education and Intercultural Understanding" and Rectorate of

the University of Pristina "Hasan Prishtina" signed a legal agreement of cooperation and appointed Department of Psychology within Faculty of Philosophy to conduct the study. For this purpose, the department engaged three research assistants and ten Master students from School Psychology and Counselling program within the department for data collection. The results of the study will be useful for the CoE to assess the status of inclusion in the schools and to compare them with a broader assessment conducted in the region.

1.2 Social Inclusions and Inclusive Education

Social inclusion is in most cases in relation to social exclusion. It is usually defined as one society in which all people feel valued and their basic needs are met, despite their differences, as such difference are respected and treated as a contributing factor to diversity (Robo, 2014). Social inclusion is associated with the sense of belonging, acceptance, and recognition of one's diversity. The major values behind the social inclusion are based on principles which value diversity but at the same time promise the support for each other, such as: everyone needs support, everyone can contribute, everyone can communicate, and everyone is ready. On the other hand, social exclusion is defined as process, which inhibits person's integration to the community, through its exclusion in the social, political, economic, and cultural life (Cappo, 2002).

Taking into account that exclusion might occur early in life, inclusive education is one of the most important mechanisms which will ensure promotion and expansion of the concept of social inclusion. Moreover, inclusive education is considered as one of the crucial requirements for democratic society (Lipsky & Gartner, 2013) and strongly contributes in the context of mental health (WHO, 2012). Although, findings from literature emphasize various definitions related to social inclusion (e.g., Mathieson, Popay, Enoch, Escorel, Hernandez, Johnston, & Rispel, 2008), the approach of the project is to take a broad definition of inclusiveness in education, referring to an education

system that manages to recognize and accommodate the needs of all groups, including those that are marginalized and at-risk-of-marginalization, in society.

2. Methodology

2.1 Participants and Sampling

A convenience sample from five municipalities was used to collect the data for this study, aiming to choose two primary schools with different levels of social inclusion index per each municipality. However, in the municipality of Shtime/Štimlje only one school was identified and included in the survey. The schools that participated in the study have been identified and selected by CoE office in Kosovo, and the list included eleven schools, but one school in the municipality of Novobërdë/Novo Brdo withdrew before the data collection. The study targeted both boys and girls with a range age of 11-15 years old and from grades 6th to 9th. The table below provides the list of the schools, from where the data collection occurred.

Table 1. Name of Schools and Place

No.	Type of school	Place	School Name
1	Primary school	Ferizaj/Uroševac	"Tefik Çanga"
2	Primary school	Zaskok/Zaskok	"Naim Frashëri"
3	Primary school	Fushë Kosovë/Kosovo Polje	"Mihail Grameno"
4	Primary school	Fushë Kosovë/Kosovo Polje	"Selman Riza"
5	Primary school	Brekoc/Brekovac	"Zef Lush Marku"
6	Primary school	Gjakovë/Djakovica	"Mustafa Bakija"
7	Primary school	Gjakovë/ Djakovica	"Yll Morina"
8	Primary school	Medvec	"Fehmi Agani"
9	Primary school	Lipjan/Lipljan	"Ismail Luma"
10	Primary school	Shtime/Štimlje	"Emin Duraku"

Despite the fact that schools were selected through convenience sample, randomness in selection of the classes was aimed. The following procedure was used for selection of the classes for this study:

1.Firstly, interviewers after entering to the schools,

found the place where the classes are located;

2. Secondly, they chose one side either right or left, based on which side the classes are located;

3. Thirdly, they arbitrarily choose one number (No.2), and based on that number selected the classes for example V/2; VI/2; VII/2; VIII/2 ;IX/2 and V/4; VI/4; VII/4; VIII/4; IX/4; and

4. When they went to the new school, they followed the same rules, but this time, they choose one odd number for selection of classes, for example: V/1; VI/1; VII/1; VIII/1; IX/1 and V/3; VI/3; VII/3; VIII/3 ;IX/3.

By conducting this procedure for selection of classes, randomness in the selection of sample was aimed. Further, during identification and selection of the sample, schools psychologist or other school staffs offered their assistance in order not to disrupt the educational process.

2.2 Measurements

The measures for this study were based upon the Index for Inclusion developed by Booth and Ainscosw (2002), which has been shown to provide a good foundation for measuring school inclusion. The index has four main dimensions, each representing a dimension where inclusion/exclusion might occur. These dimensions include:

A. Inclusive practices for entry to school;

B. Inclusion within the school;

C. Inclusive teaching and practice approaches; and

D. Community engagement.

Several stakeholders have been identified to partake in this study, with specifically focusing on a) students; b) parents; c) teachers; d) school team which includes the director of the school; and e) local authorities. Each stakeholder group was presented with questions on relevant dimensions as illustrated in the following table.

Table 2.
Dimensions of
the Questionnaire

Dimension	Students	Parents	Teachers	Director	Local Authority	No. of Questions
A	✓	✓	✓	✓		4
B	✓					15
C			✓	✓		13
D		✓	✓	✓	✓	12

The response alternatives to the dimensions have been ranged from 1 (Not at all) to 5 (A lot). Further, the Olweus Bullying Questionnaire (OBQ; Olweus & Limber, 2010) which is the most widely used bullying self-report survey in the world (Nansel et al., 2001), has been used as well. This questionnaire is composed of 40 questions, primarily concerned with the frequency and types of bullying that students have experienced and how they responded to it. The response alternatives to the key questions are: 'I haven't been bullied/bullied other students at school in the past couple of months,' 'only once or twice,' '2 or 3 times a month,' 'about once a week,' and 'several times a week,' usually ranked on a 5-point scale. However, for the purpose of this study only 17 items have been used, which looked into the ways of being bullied by other student(s). Lastly, demographic questions had socio-economic background and included gender, birth year, school performance, parents' employment, number of siblings, and whether they had a working desk. The total number of items for children questionnaire was 41, for parents 17, for directors 13, for teachers 39 items, and for local authorities there were 24 items.

2.3 Data Collection Process

During the last week of September 2015, the process of translating questionnaires from English into Albanian language took place and to ensure translation accuracy, the questionnaires have been back translated into English from the team members. During the translation process there were no significant obstacles however, there was a difficulty with translating the term "bullying" in Albanian language, since there is no word that describes this term. In order to translate this term, studies and reports in the field of bullying that have been conducted in Kosovo and in neighbourhood countries (e.g., Albania and Macedonia) were consulted, and the closest meaning of the definition of "bullying" used to describe this term in Albanian was *"ngacmimi"*.

In addition, in the beginning of October 2015, the team informed Master students enrolled in the program of School Psychology and Counselling about an informational meeting regarding the project within the department of Psychology. Further, we asked interested students to send their CVs, with particular focus on the previous research experience. A careful selection of students has been made with particular focus on research abilities and social skills. From this process, ten students have been selected to conduct the data collection of the study. In the following week, the team organized training about the implementation of the questionnaires with particular emphasis on the ethical issues, as well as logistical arrangement including the appointment for schools, respectively municipalities. Data collection occurred in the third week of October, from 12-16 October 2015, after the approval from the directorate of education within the municipality had been granted. It is worth mentioning that the process of data collection went according to the plan and during the whole process the logistical assistance from the school staff (director, school psychologist, and teachers) was present.

2.4 Confidentiality Issues

An informational letter about the study was prepared by the research team which described in detail the purpose of the study, potential risks and benefits, confidentiality issues, the voluntary nature of the study, and contact details in case there are questions. Students have also been informed that those who have not returned their signed consent forms will not take part in the study, but would not be penalized by the school director, teachers, or school psychologist in any way. Children who had not taken part in the study had been instructed to stay in class and do their homework unless the school psychologist invited them to do activities under her/his supervision.

Detailed instructions had been given to students before the administration of the questionnaires and they were strongly encouraged to give sincere answers and not to tell anybody at school or at home about the way they responded. Anonymous self-reported questionnaires were distributed during a class period to all participants, and teachers and other school staff were not present during the administration of the questionnaires. The administration of the questionnaires was overseen by the field researcher who was available to answer questions that students had. Teachers and director of the school completed their questionnaires during the recess time in order not to disturb teaching and learning process, while parents were given the questionnaires through their children to be completed at home, and to be returned the following day with the consent for participation in the study. Local authorities have been sent the questionnaire via e-mail. The collected data have been stored electronically and only the researcher team has access to the data.

2.5 Limitations of the Study

It is worth mentioning that the study faced several limitations. First and foremost, lack of a baseline study limited the knowledge on the effect and impact of the social inclusion index, as the research team did not have initial

data to compare with the data from this study. Secondly, due to the withdrawal of the school from Serbian community, only Kosovo Albanian schools were surveyed. Third, one primary school in municipality of Gjakovë/Đakovica is only for students from 1st to 5th grade, and these were not a target group of this study. As a result, only parents, teacher, and school director took part in the study from "Yll Morina" school. Finally since only two municipal officers answered the questionnaire, their contribution was not deemed statistically relevant.
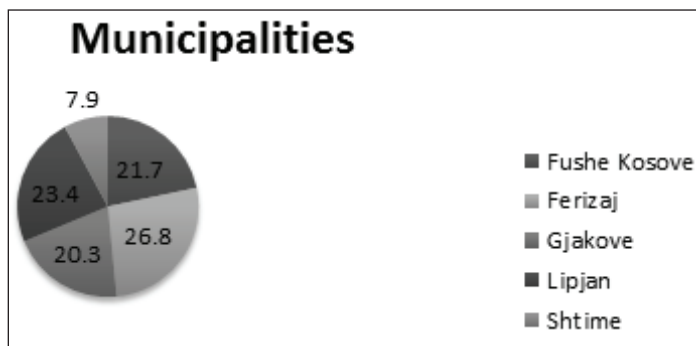
3.Results

3.1 Children's Perceptions on Social Inclusion and Bullying

In this section are presented the overall results of the study, including the demographic analyses. Each section provides an overview of major findings of the study. The first section presents findings from data collection on student, with a total sample of 1,039 students from five municipalities, respectively ten schools. The table below illustrates the number of students segregated per each municipality.

Table 3:
Number of pupils disaggregated by municipalities

Municipality	Frequency (%)
Fushë Kosovë/Kosovo Polje	225 (21.70%)
Primary school "Selman Riza"	112 (10.80%)
Primary school "Mihail Grameno"	113 (10.90%)
Ferizaj/Uroševac	278 (26.80%)
Primary school "Naim Frasheri"	69 (6.60%)
Primary school "Tefik Çanga"	209 (20.10%)
Gjakovë/Đakovica	211 (20.30%)
Primary school "Zef Lush Marku"	64 (6.20%)
Primary school "Mustafa Bakija"	147 (14.10%)
Lipjan/Lipljan	243(23.40%)
Primary school "Fehmi Agani"	58 (5.60%)
Primary school " Ismail Luma"	185 (17.80%)
Shtime/Štimlje	82 (7.90%)
Primary school " Emin Duraku"	82 (7.90%)
Total	1039

Municipalities

7.9
21.7
23.4
26.8
20.3

■ Fushe Kosove
■ Ferizaj
■ Gjakove
■ Lipjan
■ Shtime

Results showed that 48% (N=475) of the sample were boys, 52% (N=537) were girls, while 2.5 % of students (N=27) did not report their gender. In terms of classes, approximately similar number of students belonged to each class level and there was almost equal distribution of gender per class. Table below illustrates the distribution of students in classes segregated by gender.

Table 4: Number of students per class, disaggregated by gender

Classes	Boys(%)	Girls (%)
VI	120 (25.30%)	127 (23.60%)
VII	111 (23.40%)	132 (24.60%)
VIII	99 (20.80%)	133 (24.80%)
IX	106 (22.30%)	121 (22.50%)
Missing	39 (8.20%)	24 (4.50%)
Total	435	537

In terms of school achievements, approximately 60% of students (N=1039) reported having rather excellent grades, 22% very good grades, 11% good grades, and only 0.7% reported performing poor at school. In terms of gender distribution, it could be noticed that there were

statistically significant differences between boys and girls in terms of grades, where girls reported higher grades in comparison to boys. Table below illustrates the differences between gender and school success.

School Success	Boys (%)	Girls (%)
Poor	4 (0.4%)	3 (0.3%)
Satisfactory	21 (2.00%)	13 (1.3%)
Good	80 (7.70%)	34 (3.30%)
Very good	101 (9.70%)	119 (11.50%)
Excellent	258 (24.90%)	354 (34.10%)

Socio-economic situation was measured by asking students about their parent's employment. The results indicated that 80% of fathers are employed while 15% of participants responded that their father is not employed. On the other hand, only 35% of mothers are employed, while 61% reported not to be employed. These finding reflects the overall situation of female participation in labour market. In addition, 98% of students reported that they have a brother and sister, and 83% reported that they have a working desk for doing homework, which also is an indicator of socio-economic situation.

The following questions illustrated by graphs, present the responses of children regarding nature and prevalence of inclusive educational practices from their perspective. When students where asked whether they feel welcomed in school, 85% responded with "very", while 9% responded with "somehow".

Do you feel welcomed in school?
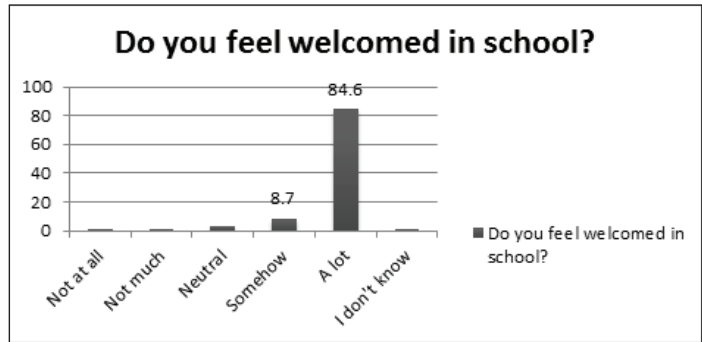
When asked whether other children are friendly, 63% responded with "very much", 17% with "somehow", 10% with "not very", 5% with "neutral", 3% with "I don't know" and less than 1% responded with "not at all". This is an indicator that majority of students perceive their peers to be friendly to them.

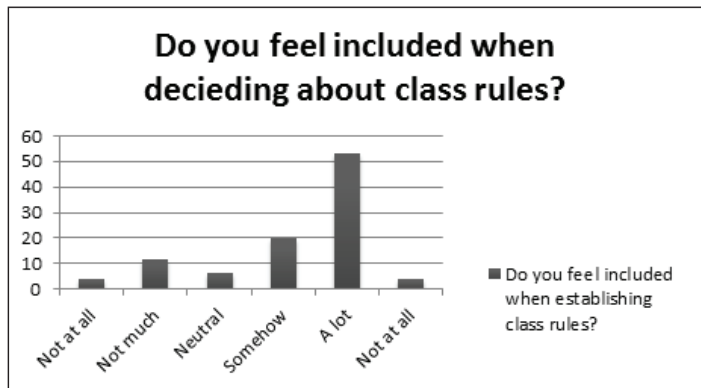*Graph 3. Students' perceptions of inclusion within school*

Are other children friendly with you?
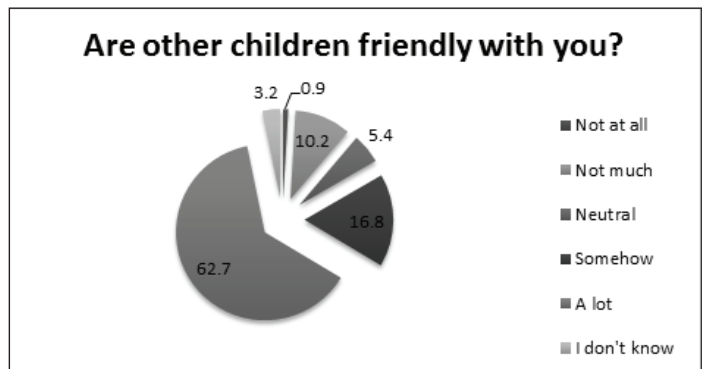
When asked whether teachers are friendly, majori-ty of participants responded with "very much" and only a small percentage responded with "not at all".

Graph 4. Students' perceptions of inclusion within school

Are teachers friendly?

4% 2% 7%
7%
16%
64%

- Not at all
- Not much
- Neutral
- Somehow
- A lot
- I don't know
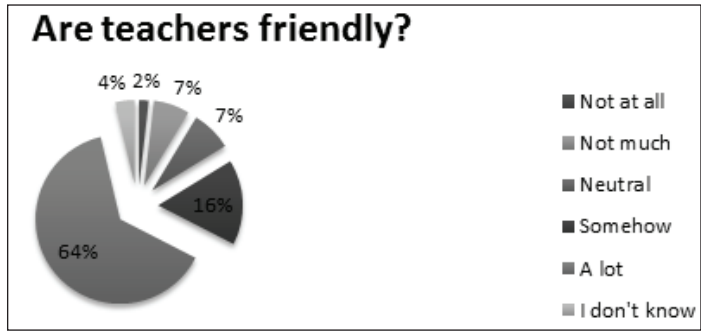
When participants were asked whether "they feel involved in formulating classroom rules", more than 50% responded with "very much" while the rest of the responses fell between "somehow", "not much", "neutral", "not at all", and "I don't know". In addition it is important to highlight that there is significant difference between those who feel and those who do not involved in this process.

Graph 5. Students' perceptions of inclusion within school

Do you feel included when decieding about class rules?

60
50
40
30
20
10
0

Not at all   Not much   Neutral   Somehow   A lot   Not at all

- Do you feel included when establishing class rules?

When participants were asked whether their classmates offer their help when facing with a problem or difficulty at school, majority of participants responded with "a lot", while about 20% responded with "not much". When asked whether teachers are ready to help when there is a problem, about 70% of the sample responded with "a lot" while less than 10% of the total sample responded with "not much". These results are particularly relevant for inclusion within school, from school staff, respectively teachers.

Graph 6. Students' perceptions of inclusion within school
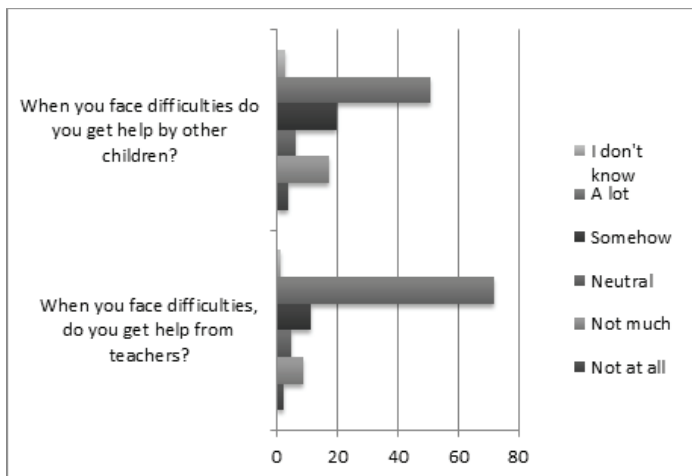
When participants were asked whether they attend activities outside of school (or extra-curricular activities), 28% responded with "very much", 33% with "not much", 28% with "much", 17% with "somewhat", 7% with "neutral", 13% "not at all" and 2% with "I don't know". These results reflect the lack of activities outside of school for children, which in turn might impact the inclusion of marginalized or vulnerable groups within school context.

Graph 7. Students' perceptions of inclusion within school
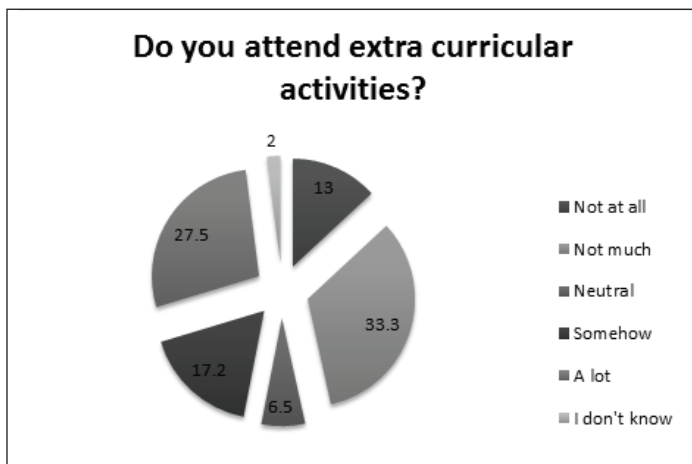
The next set of questions asked students about practices of inclusiveness practices within class. Majority

of students responded that "class rules are fair for all students", 52% responded positively that "teachers treat all children equally", and 48% responded positively "teachers are correct in their evaluation". These findings suggest that practices of inclusiveness are present within class context, and moreover emphasize the good role model that comes from teachers.

The following set of questions looked into inclusion practices within school. From the total sample size, 30% responded positively to the statement that "inclusiveness is an important element of the school", 25% reported that there are no "physical barriers to access school", and 40% reported that there are no "physical difficulties in entering the school for disables students". These findings indicate that practices of inclusiveness are present within school, students are familiar with practices inclusiveness and there is attention from student's to vulnerable or marginalized groups such as students with disabilities. More detailed information is provided by the graph below.
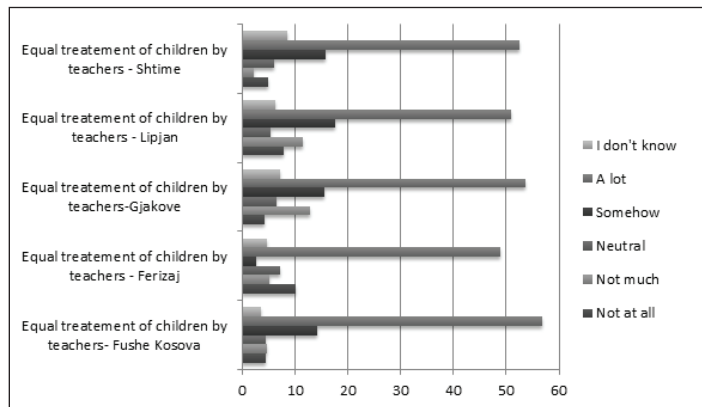
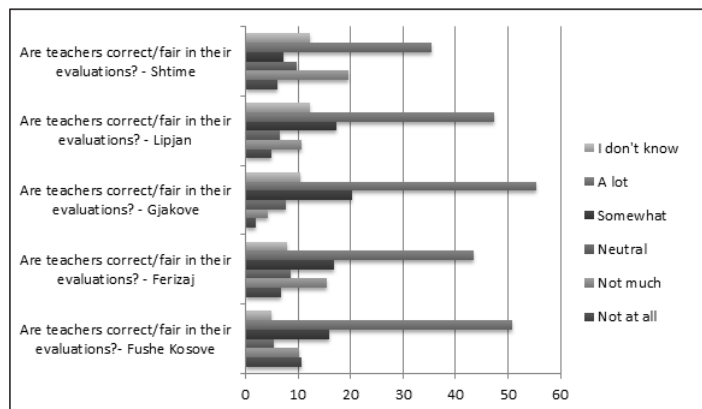*Graph 8. Students' perceptions of inclusion within school*
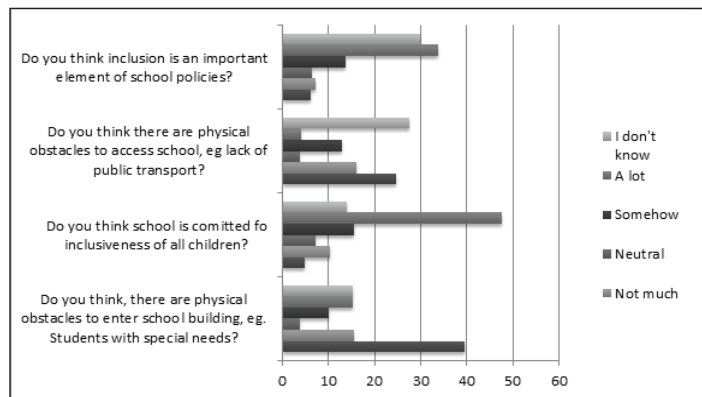
The second set of analyses included level of inclusive practices for entry to school and inclusion within schools segregated by municipalities. For example, schools from municipality of Fushë Kosovë/Kosovo Polje have reported the highest "equal treatment of children by teachers", while schools from municipality of Gjakovë/Đakovica have reported the lowest "equal treatment of children by teachers" with more than 10% responding

with "not very" (see graph 9). When asked about whether teachers are "fair in their evaluation", schools from municipality of Gjakovë/Đakovica reported to have the highest percentage, while the lowest percentage was from school in the municipality of Shtime/Štimlje (see graph 10). Lastly, results showed that "inclusion is an important element of school" significantly higher for schools from municipality of Lipjan/Lipljan where 40% of students responded positively to this statement, when compared to schools from other municipalities.
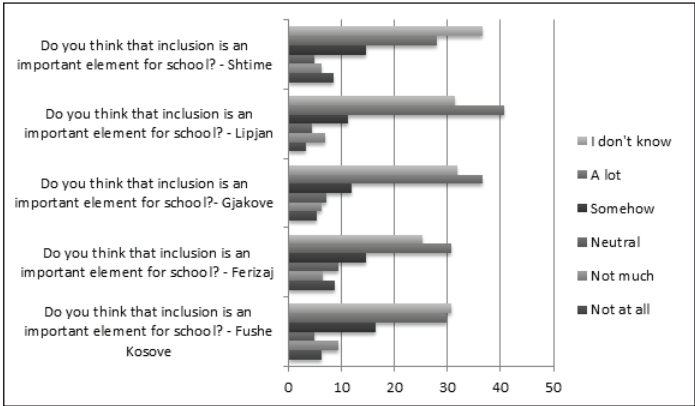
Graph 9. Practices for entry to school and inclusion within schools segregated by municipalities

Graph 10. Students' perceptions of inclusion within school segregated by municipalities

Graph 11.
Students'
perceptions
of inclusion
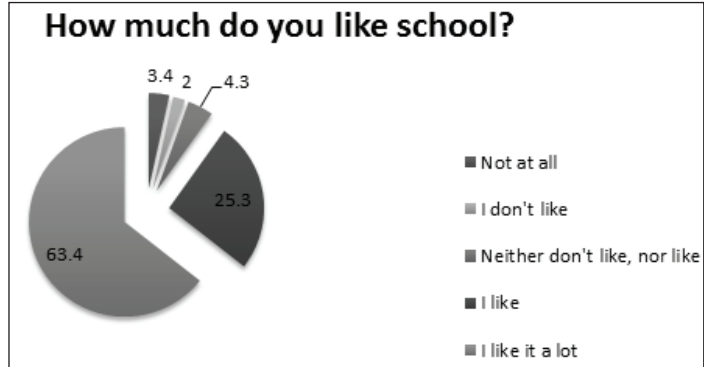*within school*
segregated by
municipalities

Besides dimensions of inclusive practices for entry to school and inclusion within the school, participants have been administered also the OBQ. The most widely used definition of bullying is that provided by Olweus (1978), which states that a person is being bullied when he or she is exposed repeatedly and over time, to negative actions on the part of one or more other persons. Negative actions may be both verbal (e.g. threatening, degrading, teasing) and non-verbal (e. g. hitting, kicking, slapping, pushing, vandalizing property, rude gestures, and making faces) (Olweus, 1993). As the definition highlights, bullying acts include the aggressive component, power imbalance, and repetitive nature.

In line with findings from literature regarding the trends of bullying in the Balkan Peninsula, the study conducted by UNICEF (2005) in Kosovo, found that children between 11 and 18 years were affected by injustice in school and expressed difficulties in coping with bullying. In addition, study conducted by Agani (2010) found that out of 247 Albanian and Serbian participants between grades 6th and 9th, 12% experienced bullying "once or twice" and 6% experienced bullying "2 or 3 times a month or more". Thus, bullying as a phenomenon although new within school context and low reported prevalence is present within school context.

When participants in this study were asked "how

much do they like school", 63% responded with "I like school very much", 25% responded with "I like school", 4% "neither liked or disliked school", 3% responded with "I dislike school", and only 2% responded with "I dislike school very much". These results present another perspective of inclusiveness within school, as it takes in consideration student's attitudes toward school.

How much do you like school?

3.4 2 4.3

25.3

63.4

- Not at all
- I don't like
- Neither don't like, nor like
- I like
- I like it a lot

The following question asked participants about the "number of good friends they have in the class", and 61% of participants responded that they have more than 6 friends in class, 16% responded to have 4 or 5 friends in class, 9% responded they have 2 or 3 friends in class, 5% responded to have 1 good friend in class, while 6% of participants reported not to have any good friend in class. In addition, participants were asked about the frequency of bullying within school during the last month and 69% of participants reported not to have experienced bullying during the last month, 17% reported that it happened "once or twice", 4% reported that they have been bullied "two or three times during last month". 3% reported to have experienced bullying once a week, and 4% of participants reported to have been bullied numerous times within the week. As the results indicate and in line with findings from literature, bullying is present within school context, primarily between students among grades 6th

and 9th, although the prevalence of bullying behaviours is not high.

The second set of analyses included frequency of bullying, disaggregated by municipality, where schools from municipality of Fushë Kosovë/Kosovo Polje reported to have the lowest frequency of bullying within school (80% of students have not experienced bullying in the last month), while municipalities of Lipjan/Lipljan, Gjakovë/Đakovica, and Ferizaj/Uroševac reported to have the highest frequency of bullying within school.

Graph 13. Students' perceptions on frequency of bullying disaggregated by municipalities
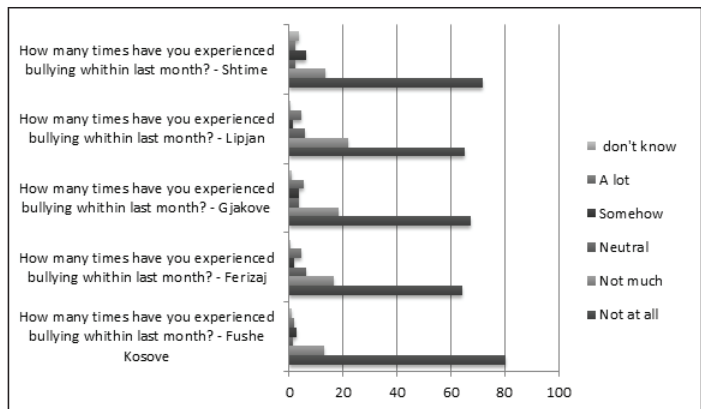

3.2 Parents' Perceptions of Social Inclsion

Second group of stakeholders in this study included parents of children that were composed of 1,141 participants in total. Below are the graphs that illustrate the differences in parents responses segregated by municipalities. When parents were asked whether "all children feel welcome in school from their teachers regardless of their ethnic background", more than 60% of parents from municipality of Gjakovë/Đakovica responded with "very much", whereas more than 10% of parents from the municipality of Fushë Kosovë/Kosovo Polje responded with "not at all"

*Graph 14.
Parents' per-
ceptions on
inclusive prac-
tices for entry
to school*

Graph 14. Parents' perceptions on inclusive practices for entry to school
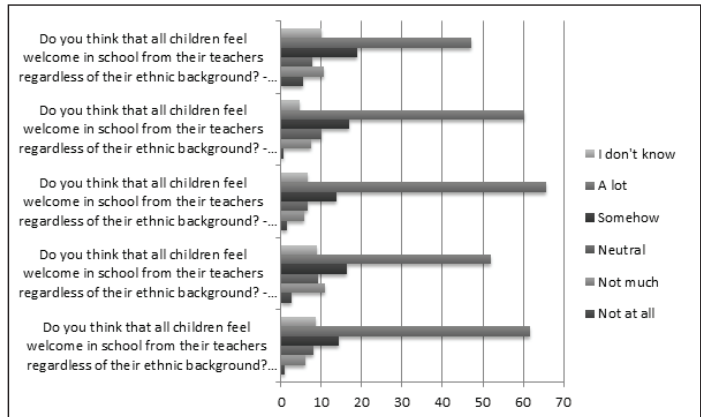
The following set of questions asked parents whether "students with different cultural and social background face difficulties to register and attend schools". The results showed that schools from municipality of Fushë Kosovë/ Kosovo Polje had the highest percentage of response alternative "not at all", while parents from municipality of Shtime/Štimlje responded with nearly 30% with response alternative of "I don't know". When parents were asked whether "students were protected from teachers and school staff, which enables them to feel comfortable to attend school", parents from municipality of Lipjan/Lip- ljan reported with the highest percentage of more than 60% with response alternative of "very much". The lowest percentage for this item had parents from the municipal- ity of Shtime/Štimlje with less than 50%.

Graph 15. Parents' perceptions on inclusive practices for entry to school
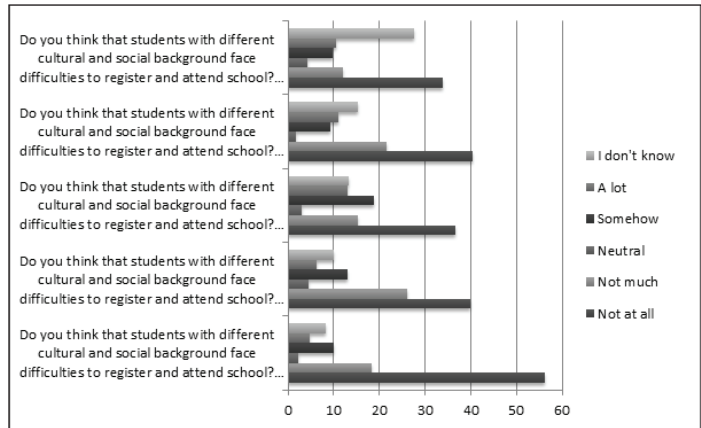
The following question asked parents about "involvement of parents from Roma, Ashkali, and Egyptian communities involved in school activities". Results showed that parents from municipality of Gjakovë/Đakovica reported 35% the alternative "very much", while parents from municipality of Lipjan/Lipljan and Fushë Kosovë/Kosovo Polje reported 20% the alternative "not at all". About 25% of parents from municipality of Shtime/ Štimlje and Ferizaj/Uroševac responded with "I don't know" to this question.

Graph 16. Parents' perceptions on involvement in school activities for Roma, Ashkali, and Egyptian communities
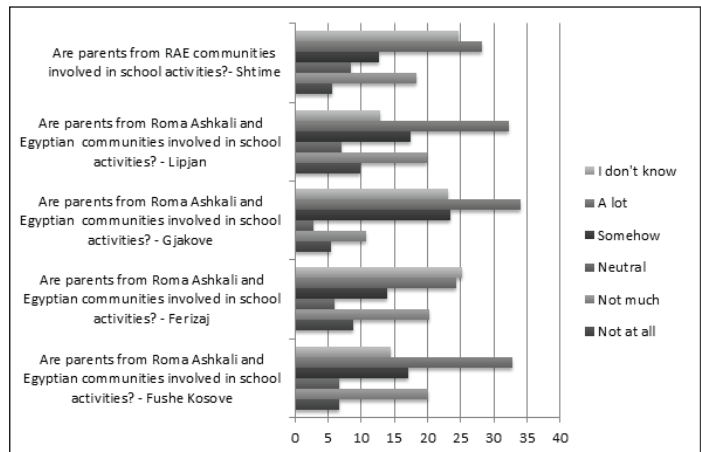
The next question asked parents whether "school

treats families that live in the same neighbourhood equally, regardless of their social, economic, ethnic, and religious background" and about 60% of parents from municipality of Fushë Kosovë/Kosovo Polje responded with "very much", while nearly 20% of parents from municipality of Gjakovë/Đakovica responded with "somehow" (see graph 17 for more details). Lastly, when parents were asked about the relationship between parents and school, nearly 70% of parents from municipality of Fushë Kosovë/Kosovo Polje responded with "very much", while parents from municipality of Lipjan/Lipljan reported the highest percentage of alternative "not much" which constituted 10%.
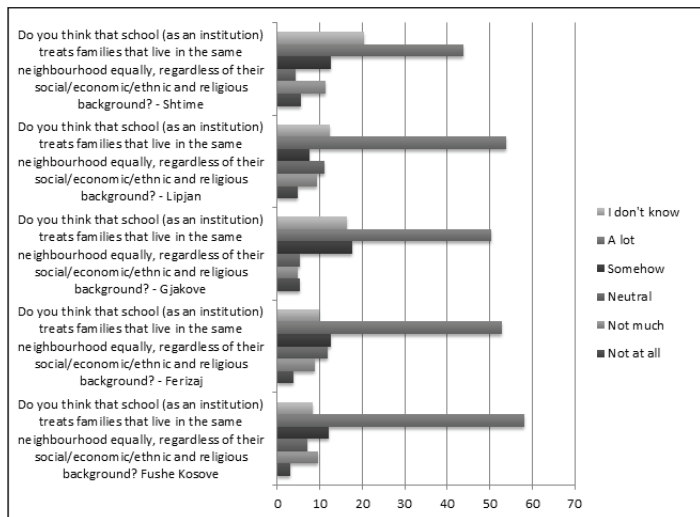
3.3 Teachers's Perceptions on Social Inclusion

Third group of stakeholders for this study were 169 teachers from ten municipalities. When teachers were asked whether "children are supported by teachers and school staff in order to feel comfortable at school", more than 80% responded with "very much", while less than 5% responded with "not at all". The following question asked teachers whether "children with different social and cultural background face difficulties to enrol and attend school", and nearly 70% of teachers responded with

"not at all". Lastly, teachers were asked whether "children feel welcomed in school regardless of ethnicity", 80% responded with "very much", while less than 5% responded with "not at all".
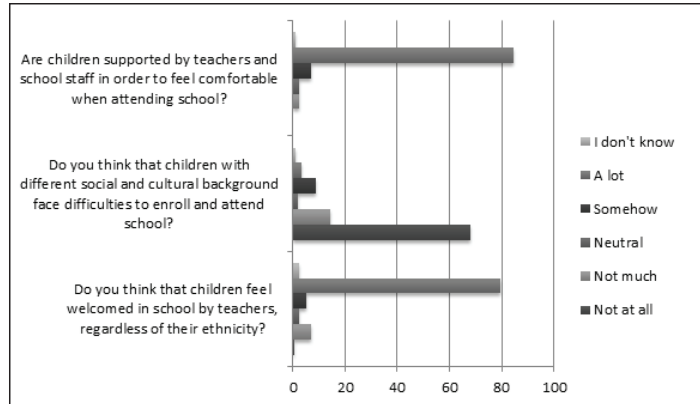
When participants were asked whether school undertakes actions to inform children and parents with school prior to registration, 43% responded with "very much", 20% responded with "not at all", 16% responded with "somehow", 3% were "neutral", and 9% responded with "I don't know". When teachers were asked whether "all children are treated equally regardless of their religious belief", almost 90% responded with "somewhat". When asked about whether "all children are treated equally regardless of their ethnic background", more than 80% responded with "very much" and less than 1% responded with "not at all". When participants were asked whether "all children are treated equally regardless of gender", more than 80% responded with "very much" and less than 1% responded with "not at all". Lastly, when teachers were asked whether "children are involved in creation of class rules", 60% responded with "very much", while about 10% responded with "not at all". Graph 19 elaborates in more detailed the responses of participants.
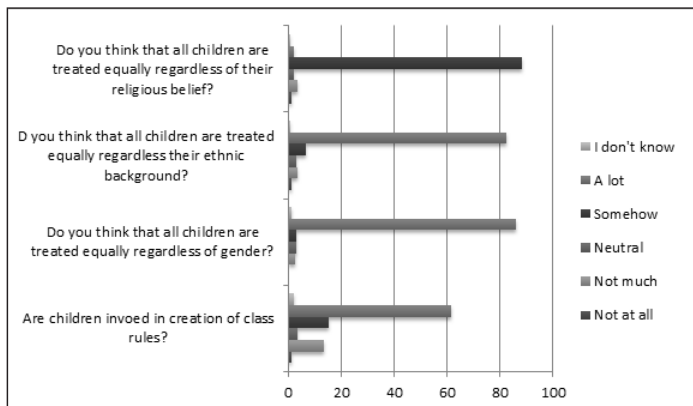
Participants were also asked whether they work with children from Roma, Ashkali, and Egyptian communities, and the results showed that 90% responded with "yes", 7% with "no", and less than 2% responded with "I don't know".
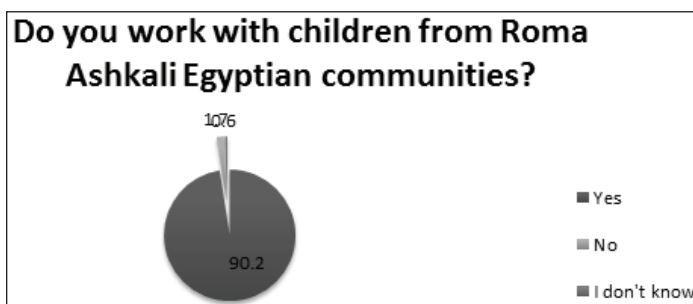
Lastly, participants were asked about the relationship between school and parents, and 75% responded that their relationship is "very good", 9% responded with "somehow", 4% responded with "neutral", and 5% of participants responded with "not much".

3.4 Directors' Perceptions of Social Inclusion

Fourth group of stakeholders included 10 school directors in ten schools, respectively five municipalities. The questionnaire for directors was composed of 29 items and included dimension of inclusive practices for entry to school, inclusive teaching and practice approach, and community engagement. Due to the small number of participants from this stakeholder group, only interpretation of the results was conducted and comparisons between the municipalities were not possible.

Results indicated that majority of school directors used inclusive practices for entry to school (e.g., welcomed into the school by teachers regardless of children's background), inclusive teaching and practice approach (e.g., all students are treated equally irrespective of ethnicity); and community engagement (engagement with the local community as an important element of school mission). Nevertheless, there were differences regarding responses of participants primarily for community engagement dimension, specifically regarding the involvement of parents from Roma, Ashkali, and Egyptian communities in the school activities, where majority of participants responded with "somewhat".

3.5 Local Authorities' Perceptions on Social Inclusion

The last group of stakeholder included local authorities, which was composed of five participants from each municipality. However, only two participants responded positively to the completion of the questionnaire. The small number of this group of stakeholders did not allow for descriptive statistics or any comparisons between the municipalities.

4. Conclusion   The results of the study indicate that majority of schools have established practices and approaches for overall inclusion index with its four main dimensions. However, there are differences between stakeholders, particularly based on municipalities. For example, students perceptions on inclusive practices for entry school and inclusion within school have been reported to be significantly higher when compared to those who reported "not much" or "I don't know". At the same time, students perceived that school inclusion practices are satisfactory, and scored significantly higher on the positive side of the items. However there were significant differences when analyses were conducted for municipalities on the four dimension of inclusion index. Furthermore, majority of children responded that they have not experienced bullying within school context one month before data collection however there was reporting of small percentage of children that have experienced bullying within school context. Nevertheless, there were significant differences of bullying behaviours when disaggregated by municipalities. These results indicate that bullying is present within schools that participated in this study, which in turn might impact practices and approaches for inclusion.

Parents have also reported high percentage on inclusive practices when entering school and community engagement, however, a number of them were not familiar with different aspects, particularly when asked of involvement of Roma, Ashkali, and Egyptian communities in school activities. In addition, there were differences regarding different municipalities as well, but it should be kept in mind that some municipalities have different levels of ethnic structure when compared to other schools.

Majority of the third stakeholder group (teachers) reported that inclusive practices for entry school, inclusive teaching and practice approach, and community engagement are well established in their schools and that their everyday work is guided by those principles. Moreover, more than 90% of teachers reported that they work

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with children from Roma, Ashkali, and Egyptian community.

Fourth stakeholder group of this study were school directors, who also emphasized that inclusive practices for entry to school, inclusive teaching and practice approach, and community engagement are practices that school aims to achieve and establish. The last stakeholder group was local authorities but the small number of participants did not allow for descriptive statistics or any comparisons between the municipalities.

4.1 Recommendations

Findings suggest that social inclusion within schools needs continuous support in order to ensure sustainability. This is particularly relevant for teachers and directors of schools in order to integrate these practices within their academic year plan as well as to adapt these practices to their everyday activities. Secondly, capacity building within school is also essential, in order to ensure further advancement of dimensions of social inclusion within school context, especially by empowering relevant stakeholders (e.g., parents, teachers and/or local authorities) with trainings that maximize their knowledge, capacity, and abilities about social inclusion, as well as trainings that are planned in multidisciplinary approach. Third, stronger synergies must be built between key stakeholders, by organizing monthly meetings where issues about school inclusion are discussed. Fourth, awareness raising campaigns regarding social inclusion and bullying intervention programs should be planned and organized within school context, in order to introduce and empower a different school culture and climate, which is based on inclusive practices and prevention of bullying behaviours within school context. On the other hand, more efforts should be made towards a more qualitative engagement of parents, teachers, directors, and local authorities to ensure a larger safety for beneficiaries of the project. Finally, to properly assess the functioning

and quality of social inclusion index, it is advisable that in the future experts be able to partake in some of the activities planned within the framework of the project, in order to provide professional insight.

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