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TH E S I S

"Inclusive Education in English Language Classrooms. A study conducted in primary school "Ismail Qemali", Nerashte, Tetovo"

Mentor: Prof. Dr. Agim Poshka   Student:Fatmire Ismaili

Tetovo, December, 2023

I declare that this Master's Thesis represents the culmination of my individual and original effort. It is submitted as a fulfillment of the prerequisites for the Master of Arts degree at South East European University (SEEU). I affirm that I have meticulously relied only on the sources duly acknowledged and disclosed in this work.

Every instance where I have employed direct quotations, paraphrased, or summarized content from these sources has been appropriately cited, in adherence to academic integrity standards. I affirm that no other external sources have been utilized in the conception and development of this thesis.

This statement attests to the authenticity of my work, underscoring my commitment to academic honesty and the ethical standards expected in scholarly endeavors.

Fatmire Ismaili,

ID: 112256

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Abstract

The aim of this study is to offer valuable insights into the effective implementation of Inclusive Education. It focuses on conducting a comprehensive analysis of Inclusive Education at the primary institution "Ismail Qemali" in Nerashte, Tetovo. This examination explores student collaboration dynamics, classroom management techniques, and the support and training of teachers. The ultimate objective is to understand how these factors contribute to creating an inclusive learning environment for students with diverse abilities.

Four research questions guided the investigation: 1). To what extent is the implementation of Inclusive Education at the primary school "Ismail Qemali" effectively guided and monitored by the Ministry of Education? 2). What challenges do educators, particularly EFL teachers, encounter when facilitating the teaching process in mixed-ability classrooms at "Ismail Qemali" primary school? 3). Is there a sufficient level of support and resources allocated to students participating in Inclusive Education at the primary school "Ismail Qemali" to ensure their academic success and holistic development? 4). To what extent are there observable manifestations of student agitation or discontent within the framework of Inclusive Education implementation at "Ismail Qemali" primary school?

To measure the objectives, this study employs a quantitative and qualitative case study approach. Observations encompass interactions between teachers and targeted students, as well as broader class dynamics during classroom and break periods, emphasizing student socialization. This atmosphere significantly impacts the efficacy of the teaching process. Interviews are conducted with three English teachers, the principal, and the school headmaster. These interviews yield insights into the challenges English teachers face. Moreover, the schoolmaster provided information about the school's inclusive education plans, disability registrations, support for students.

The results from the research show insufficient support from educational authorities which hinder Inclusive Education at "Ismail Qemali". Teachers encounter difficulties in managing inclusive classrooms, despite finding training valuable. Students receive only partial support for meeting their educational and personal needs, especially students with disabilities. Students, while occasionally exhibiting disruptive behavior, generally accept and collaborate with peers with disabilities at "Ismail Qemali".

Key language: inclusive, education, student, disability, difficulty

Abstrakt

Qëllimi i këtij studimi është të ofrojë një kuptueshmeri të plotë për efektivitetin e zbatimit të Mësimit Inklusiv. Fokusohet në kryerjen e një analize te gjërë të Mesimit Inklusiv në institucionin fillor "Ismail Qemali" në Nerashtë, Tetovë. Ky studim eksploron dinamikën e bashkëpunimit te nxënësve, teknikat e menaxhimit të orës mësimore dhe mbështetjen dhe trajnimin e mësuesve. Qëllimi final është të kuptojmë se si këta faktorë kontribuojnë në krijimin e një mjedisi mësimor gjithëpërfshirës për studentët me aftësi të ndryshme.

Kërkimin e udhëhoqën katër pyetje kërkimore 1).Në çfarë shkalle realizimi i Mësimit Inklusiv në shkollën fillore "Ismail Qemali" udhëhiqet dhe monitorohet me efektivitet nga Ministria e Arsimit? 2). Çfarë sfidash hasin arsimtarët, veçanërisht mësuesit e gjuhës angleze, kur lehtësojnë procesin e mësimdhënies në klasat me nxënës me aftësi të ndryshme në shkollën fillore "Ismail Qemali"? 3). A ka nivel të duhur mbështetjetjeje dhe mjete të dedikuara ndaj nxënësve që marrin pjesë në Mësimit Inklusiv në shkollën fillore "Ismail Qemali" për të siguruar avancimin e tyre akademik dhe zhvillimin tyre te pergjithshem? 4). Në çfarë mase vërehen manifestime të agjitacionit apo pakënaqësisë së nxënësve në kuadër të zbatimit të Mësimit Inklusiv në shkollën fillore "Ismail Qemali"?

Për vlerësuar objektivat, ky studim përdori qasje kerkimore kuantitative dhe kualitative. Observimet përfshijnë ndërveprimet ndërmjet mësuesve dhe nxënësve të caktuar, si dhe dinamikat më të gjëra të klasës për gjatë orëve mesimore dhe pushimeve, me një theks te vecantë ndaj socializimin e studentëve. Kjo atmosferë ndikon ndjeshëm në efikasitetin e procesit mësimor. Intervistat u realizuan me tre mësues të anglishtes, drejtorin dhe pedagogun e shkolles. Këto intervista dhanë informata mbi sfidat me të cilat përballen mësuesit e anglishtes. Për më tepër, drejtori i shkollës dha informacione rreth planeve të arsimit gjithëpërfshirës të shkollës, regjistrimeve të aftësisë së kufizuar, mbështetjes për nxënësit.

Rezultatet e hulumtimit tregojnë mbështetje të pamjaftueshme nga autoritetet arsimore që pengojnë Arsimin Inklusiv në "Ismail Qemali". Mësuesit hasin vështirësi në menaxhimin e klasave inklusive, pavarësisht se e shohin trajnimin si të dobishëm. Nxënësit marrin mbështetje të mangët për plotësimin e nevojave të tyre arsimore dhe personale, veçanërisht nxënësit me aftësi të vecanta. Nxënësit, ndonse shfaqin herë pas here sjellje përçarëse, ne përgjithësi pranojnë dhe bashkëpunojnë me bashkëmoshataret me aftësi të kufizuara te "Ismail Qemali".

Fjalë kyçe: inkluziv, arsim, student, aftësi, vështirësi

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List of abbreviations:

IE- Inclusive education

EFL- English as a foreign language

SWD- Student with disabilities

LD - Learning Disabilities

UNICEF- United Nations Children's Fund

UNESCO - the United Nations Educational, Scientific and Cultural Organization

UN- United Nations

UNDP- United Nations Development Programme

NEPC -Network Education Policy Centers

MLSP- Ministry of Labor and Social Policy

MCEC- Macedonian Civic Education Center

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Source: McConkey & Bradley, 2010

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Chapter I

1.Introduction

Inclusive education is a crucial aspect of modern teaching methods, and it is essential for educators to understand its benefits and challenges. By promoting accessibility and equality, this approach ensures that all students, regardless of their physical or psychological conditions or impairments, have an equal opportunity to learn. English teachers, in particular, must be prepared to face diverse classrooms and adapt their strategies to meet each student's unique needs.

Teachers must first gain a comprehensive understanding of inclusive education principles to successfully implement these strategies. In doing so, they can effectively address the needs of diverse student populations and foster a more inclusive learning environment. This approach not only ensures equal access to education but also upholds the undeniable right of every child to learn and grow.

Inclusive Education is implemented to ensure that every child receives equitable advantages within the educational process. Through this integration, children are afforded opportunities for socialization. Fostering social interactions is not only essential for the intended students with disabilities but also crucial for their peers in developing social aptitude collectively and constructing a cohesive world.

Pupils ought to learn collaboratively, celebrating their distinct characteristics while surmounting challenges. They are constructing the foundation of their society's future. Inclusion can be arduous unless it is mitigated, necessitating a collective endeavor for shared accomplishment.

In this investigation, the focal point will be on executing Inclusive Education at an elementary school, "Ismail Qemali" Nerashte, situated in a rural region in Tetovo, North Macedonia.

The actualization of this concept is contingent upon several elements. Key factors may encompass directives from the Ministry of Education, teacher training programs, instruction for school administrators, educators' disposition toward implementation, student interactions, and collaboration with parents. Nevertheless, one must underscore the pivotal role of instructors in orchestrating the inclusion process. Their efforts ultimately determine the degree of success achieved throughout the entire endeavor.

Through examining the primary institution "Ismail Qemali," a more intricate analysis will be conducted pertaining to student collaboration, classroom management by educators, and the provision of support and training for teachers in order to yield advantageous outcomes in the learning process for students with diverse abilities and gifted individuals.

The present study encompasses an examination of the educational landscape in its entirety. This investigation took place at "Ismail Qemali" Nerashte Primary School in Tetovo, where an analysis of Inclusive Education's implementation was conducted. As per a declaration from the UNICEF official press center (2014), Inclusive education is the most effective way to give all children a fair chance to go to school, learn and develop the skills they need to thrive. This institution accommodates a diverse array of students with varying requirements, including those with disabilities, exceptional talents, and typically developing students who necessitate distinct guidance or approaches during their learning process. Such measures are essential for providing equal educational opportunities and facilitating the attainment of their objectives.

Upon meticulous examination of this educational institution, an in-depth perspective was garnered regarding:

- the pedagogical strategies employed by educators,
- the collaborative dynamics among students,
- comprehensive support and training provided to teachers in order to facilitate favorable learning outcomes for pupils with diverse abilities and aptitudes.

Furthermore, the implementation of an inclusive learning environment was thoroughly assessed.

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This investigation aims to present a comprehensive overview of the adoption and execution of Inclusive Education. This research primarily concentrates on the Ministerial guidance and support extended to schools, the administration of Inclusive Education within educational institutions, the assistance provided to educators for its implementation, and the experiences and engagement of students in an inclusive learning environment. The information holds significance for English instructors, teachers with diverse specializations, school administrators, students, parents, and the broader community. It is crucial for educators to be equipped to address challenges that may arise while teaching students with varying disabilities, exceptionally gifted learners, and those with typical age-related development. As a result, this research aims to obtain a panoramic perspective on managing an inclusive classroom effectively.

 The primary research objectives are the following:

- 1. The primary school "Ismail Qemali" lacks support from the Ministry of Education on implementing Inclusive Education successfully.- How Inclusive Education in the primary school " Ismail Qemali" is guided by the Ministry of Education and Science of Republic of North Macedonia and also from local authorities from the municipality of Tearce- this analysis was employed with direct conversations (interviews) held with the Principal and the pedagogue of the primary school "Ismail Qemali" Nerashte to bear witness their perceptions and challenges that they face.
- 2. The teachers of the primary school "Ismail Qemali" Nerashte face difficulties in managing the classroom in Inclusive way. Difficulties for teachers and more specifically for English language teachers in conducting the teaching process having a mixed class of students- to analyze their viewpoints we did in-depth interviews with the EFL teachers of this school
- 3. Students partially have the support to meet their educational and personal needs. Students guidance and progress in Inclusive Education in the primary school "Ismaili Qemali" is crucial for them to thrive in their natural mixture. The observation of the classes gives evidence of the support and fractures of the implementationof Inclusivity.
- 4. Students are not noticeably agitated or distressed in having a mixture of fellow students in the school. Students agitation and disguise from the implementation of

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Inclusive Education in this school is to be analysed, where not all the needs of the students are being met. To have an insight of this there was a questionnaire done with the parents of the students.

The research is being conducted with these research questions:

1. To what extent is the implementation of Inclusive Education at the primary school "Ismail Qemali" effectively guided and monitored by the Ministry of Education?

2. What challenges do educators, particularly those responsible for English language instruction, encounter when facilitating the teaching process in mixed-ability classrooms at "Ismail Qemali" primary school?

3. Is there a sufficient level of support and resources allocated to students participating in Inclusive Education at the primary school "Ismail Qemali" to ensure their academic success and holistic development?

4. To what extent are there observable manifestations of student agitation or discontent within the framework of Inclusive Education implementation at "Ismail Qemali" primary school?

Nevertheless, it is imperative for teachers and school administration to consider the integration of the entire class and community because true inclusion is unattainable if students with disabilities are excluded from the rest. The ultimate goal of inclusion is to foster collective growth and interaction.

According to Mehrotra and Shelgikar (2015), inclusive education incorporates both students with and without special needs within the same physical environment, engaging in social and academic interactions. This concept extends beyond merely occupying the same space while partaking in distinct activities, emphasizing the necessity for a comprehensive understanding of inclusion within a school community. This understanding should be adopted as a collective goal by administrators, educators, parents, and students to maximize its value and benefits for all involved. To explore more the interaction between all the elements involved; this research aims

to set to light the reality setting of the implementation of Inclusive education in a rural area of the Republic Of North Macedonia.

In this chapter were tackled the aims and objectives of the study, the primary goals of the research, and the methodologies of how the study was conducted. Also, there were presented the research questions that lead to the primary assumptions of the study.

In the coming Chapter 2- Literature Review, there will be an in depth discussion and analysis of the notion of Inclusive education. There will be presented how inclusive education is interpreted by scholars and what it represent, methodologies or strategies to be used in Inclusive Education
 it's benefits, the challenges of implementing, and a brief overview on implementation of Inclusive education in North Macedonia. The Chapter 3 will recap the methodology that were employed to address this study. The Chaper 4 will include the research findings and discussion from the interviews with the Principal, pedagogue and three EFL teachers of the primary school 'Ismail Qemali' Nerashte, observation data analysis, and the preview and discussion of the questionnaire with the parents.

Chapter II

2.Literature review

In this chapter there will be given a preview of how Inclusive education is regarded i the scope of researchers and scholars. An emphasis will be given to the work of international organizations that aim for equality and equal opportunities for everyone in society. Scholars' studies convey the reality of implementing Inclusive education. Furthermore, how inclusive education is implemented in other regions of the world gives an overlook of the prosperity of embracing the differences within societies. Lastly emphasis will be given on the implementation of Inclusive education In North Macedonia.

2.1. What is inclusive education?

The subject of Inclusive Education has remained prominent within the educational sphere for numerous years. A vast array of research has been conducted, and numerous books have been authored to provide a comprehensive understanding of what inclusive education entails and its implementation in diverse locales globally. Its significance is further underscored by its incorporation into state regulations and legislation. Education is universally recognized as a fundamental right, with many state and national constitutions underscoring the equitable entitlement of all children to this crucial resource. Consequently, inclusive education extends to all children, irrespective of their abilities or disabilities. This concept has been championed by numerous scholars; however, the primary concern lies in the myriad challenges associated with implementing it.

Teachers and society in general are no strangers to the term Inclusive Education no more. However, what does it genuinely represent? The word inclusive in Merriam-Webster online dictionary (2023) alongside with other connotations is described as 'as of or relating to education in which students with disabilities are included with the general student population'. A similar description of the notion of 'inclusive' is given in Oxford Learner's Dictionary (2023) where it is

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described as deliberately including people, things, ideas, etc. from all sections of society, points of view, etc.

On the other hand, UNICEF (2020) gives a broader sense to Inclusive Education by stating it means all children in the same classrooms, in the same schools. It means real learning opportunities for groups who have traditionally been excluded – not only children with disabilities but speakers of minority languages too.

From the name itself Inclusive Education shows inclusion or involvement. So, we might guess immediately that it has to do with including the student together somehow. But, what inclusion is this in the educational system? Regarding this, the authors give their own perspectives. Here we have a definition "Inclusion refers to the practice of students with disabilities (SWD) learning alongside their peers in general education classrooms (Gilhool, 1989)" (as cited in Ford, 2013, p.3) He believes that this is the essence of the approach, therefore he also adds " Thus, classrooms that engage in this practice can be referred to as being inclusive." (Ford, 2013, p.3)

We have other more direct implication of the approach on Inclusive Education from Kirschner (2015) "The term "inclusive education" is most often used for the inclusion of persons with physical and mental impairments, such as sensory or mobility limitations, intellectual disabilities, learning disabilities, language disorders, behavior disorders and autism spectrum disorders." Here the focus goes directly on the students who have impairment, however she denotes that this 'used to mean' and therefore in the coming lines of the same work she says that nowadays the approach has a broader sense of inclusion.

Kirschner (2015) claims that educators and theorists also use "inclusion" in a broader sense, to refer to an educational system designed to ensure access for all groups that have been marginalized in society and in school and also she goes further with saying that to those who can face exclusion or disempowerment due to their ethnicity, social class, gender, culture, religion, immigration history or other attributes fall in the category of special focus in Inclusive education.

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Inclusion is not as ideal and effortless as we might think. It requires dedication. Many scholars have debated whether to include the students with disabilities in the classroom or not. As there are disabilities that interfere with the progress of learning, such as cognitive disability, or learning difficulty LD (this abbreviation is used for learning disability). In this regard Ford (2013) said "There is great debate over including students with disabilities, in particular students with learning disabilities, in inclusive classrooms."(p.2)

Inclusion is a concern of scholars and policy makers as well. "Inclusion is a global phenomenon, with studies showing tension in various environments worldwide between educational policy and the practice that individual inclusion actors seek to implement" (Anderson, Klassen and Georgiou, 2007; Daly et al., 2016, as cited in Kurowski, Černý, Trapl, 2022, p. 117). Therefor, the challenges are real and the implementation is demanding.

As described from Mitchell (2015) the inclusive process involves the transformation of schools to cater for all children. This figure is a concept for all the participants of the Inclusive Education at their schools. This is the vision of implementation of this teaching approach.
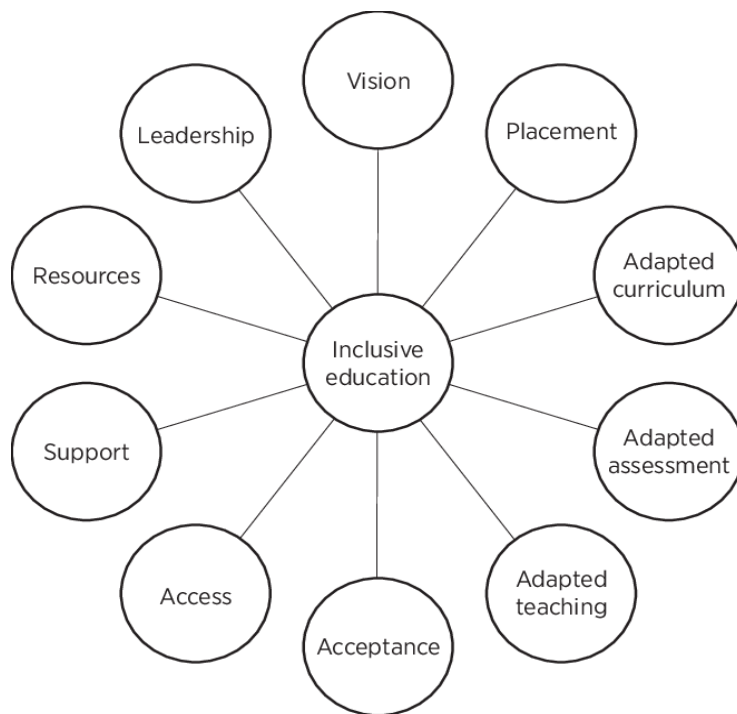
Figure 1. David Mitchell; Inclusive Education is a Multi-Faceted Concept

2.2. Methodologies or strategies to be used in Inclusive Education

To make the process of learning easier for all the students, and especially for the SWD, there are methods mentioned to be efficient, such as co-teaching, differentiated instruction, and peer-mediated learning as mentioned by Ford (2013). English teachers should use these strategies to include their students, in relevance with the type of activities and the mixture of students. Ford (2013) explains:

> There is no doubt that the needs of students with LD, including academic needs, can be met with inclusive practices by talented teachers and other educators. However, the skills required to implement such practices (e.g., co-teaching, differentiated instruction, peer-mediated learning) likely take time to develop. In addition, students with LD often benefit from direct skill instruction in individualized or small group settings. Thus it seems prudent that the skills of the teachers and others who work with students with LD (e.g., resources of the school) are considered as well as the student's skills. (p.13)

However, he explains that this takes time and skills from the teachers.

In addition to this, methods such as co-teaching, differentiated instruction, and peer-mediated learning; are exalted to be use in the classroom. This gives the chance to every student in the classroom to benefit from the methods. The students are different in many ways, not only with their (dis)ability. To include everyone with all of their differences, to beware of these differences and yet embrace rather than neglect.

Therefore, Ford (2013) adds that working individually or in small groups with direct instructions is very beneficial as well. This is important because in this case the teacher, or English teacher already knows the strength and weaknesses of the student and may adjust the situation in his favor, as well as class favor. The English teacher could adjust for instance the level of language towards a student cognitive level to a student with LD used in instruction of the activities or activities itself.

A broader knowledge on the methods to be used and their outcomes is given in this table as cited in Ford (2013):

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Comparison of Co-Teaching Methods

Method	Description	Benefits
One Teach, One Assist	One teacher instructs all students while a second provides additional support for those who need it	Students with and without disabilities can receive assistance on challenging material
Station Teaching	Students are divided into three separate groups with two groups working with one of the two teachers and the third working independently	Students with and without disabilities benefit from receiving small group instruction
Parallel Teaching	Teachers plan lessons together before splitting students in two groups, and then teach the same lesson to these small groups	Students with and without disabilities benefit from working in small groups, teachers also benefit by learning from each other's expertise
Alternative Teaching	One teacher is responsible for teaching and the other is responsible for pre-teaching and re-teaching concepts to students who need additional support	Students with disabilities, and other students struggling with challenging material, can receive additional direct instruction
Team Teaching	Teachers provide instruction together in the same classroom and may take turns leading instruction or modeling student behavior	Students with disabilities especially learn well from having behavior modeled, and students without disabilities likely benefit as well

Source: Vaughn, Schumm, and Arguelles (1997)

Table 1. Comparison of Co-Teaching Methods

Inclusiveness does not come with ease. It requires impediment. Inclusive education has been defined as a process of focusing on and responding to the diverse needs of all learners, removing barriers impeding quality education, and thereby increasing participation in learning and reducing exclusion within and from education. (UNESCO, 2005)

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2.3. International Institutes and Organizations - accelerators on Inclusive Education Process

Often quotes in the corpus analysis are related to what is inclusive education, the historical background on the enhancement of the legislative procedures to advance Inclusive Education in accordance with the international notions of human rights, and against discrimination. In the Salamanca Statement (1994) it is stated a call upon to all governments and urge them to: • give the highest policy and budgetary priority to improve their education systems to enable them to include all children regardless of individual differences or difficulties. Furthermore, in the next paragraph, it is mentioned that countries should adopt as a matter of the laws or policy the principle of inclusive education, enrolling all children in regular schools, unless there are compelling reasons for doing otherwise.

Also, it is crucial to understand the role of organizations like UNICEF-United Nations International Children's Emergency Fund, which support children's wellbeing, in terms of health and also receiving proper education. UNESCO the United Nations Educational, Scientific and Cultural Organization contributes to peace and security by promoting international cooperation, UN- United Nations is an international organization that is committed to maintaining peace and security; therefore their research is relevant to give a clearer picture of the reality.

In the Salamanca Statement (1994) there is a call upon the international community; in particular, a call upon: governments with international cooperation programs and international funding agencies, especially the sponsors of the World Conference on Education for All, the United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations Children's Fund (UNICEF), United Nations Development Programme (UNDP), and the World Bank to to endorse the approach of inclusive schooling and to support the development of special needs education as an integral part of all education programs and many other relevant points related to enhancement of Inclusive education are mentioned in the next paragraphs as stated from the Salamanca Statement to reaffirm the rights of all the individuals.

As inclusion is a notion of equality these organizations are the ones that stand for its enactment. "The broad definition of Inclusive education enshrined in the Salamanca Declaration (UNESCO,

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1994) and the Framework for Action (UNESCO, 2000) is reflected in the national legislation of many countries, especially the signatories of this declaration" (Kurowski, Černý, Trapl, 2022, p. 119)

For that matter the work that these institutions bring is significant to evidence on Inclusive Education implementation and exertion. Also, it shows their determination on the cause of equality, peace and affirmation of human rights.

United Nations in the Convention for Human Rights (2007) gives a preview on defining characteristics of Persons with disabilities including those who have long-term physical, mental, intellectual, or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others. In this convention, in the General Obligations, it is stated in the article "(a) To adopt all appropriate legislative, administrative and other measures for the implementation of the rights recognized in the present Convention;" (United Nations, 2007). This means this institute will be holding accounts of all the parties (countries) members of the institute to ensure the right changes in their laws and regulations so that students with disabilities will be granted the equal opportunities. Furthermore, the next paragraph continues " (b) To take all appropriate measures, including legislation, to modify or abolish existing laws, regulations, customs and practices that constitute discrimination against persons with disabilities;" (United Nations, 2007)

 For instance, in the convention of the United Nations it is stated that "(a) Persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education! or from secondary education, on the basis of disability" (2007, p. 16) This denotes the idea that the children with disability must be included in the mainstream education system to get the same benefits. Besides, inclusion is beneficial for all parties. As stated by the European Agency for Special Needs and Inclusive Education (EASNIE) (2018), inclusive education increases social and academic opportunities for both children with and without disabilities, as well as significantly increases the likelihood that children with disabilities enroll in higher education and have better employment and life outcomes (see also Florian, Black-Hawkins & Rouse, 2017)

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It is important to note here that in the convention of the United Nations (2006) stands for "(i) To promote the training of professionals and staff working with persons with disabilities in the rights recognized in the present Convention so as to better provide the assistance and services guaranteed by those rights." Accordingly, teachers and school staff are also among these professionals in need of training, as they interact with persons (students) with disabilities on a daily basis.

As it is comprised in UNESCO-IBE (2016). Inclusive education begins with the assumption that all children have a right to be in the same educational space (Cobley, 2018; Florian, Black-Hawkins & Rouse, 2017; Hehir, et al., 2016; Schuelka & Johnstone, 2012; Meaning there is an equal opportunity for everyone to be present and it is an undeniable reality that all stakeholder must alienate.

2.4. Why is Inclusive education important?

Nowadays, we are familiar with the notion of inclusiveness, but have we learned it's imperative? There must be proof and facts to denote the indispensability of Inclusive Education. Kirschner (2015) says that countries around the world have passed laws and instituted policies implementing inclusion. This dedication to compel laws and policies the Inclusive Education has shown nonetheless the significance of the approach.

 As cited in Kirschner (2015) the Salamanca statement of the United Nations (1994) and the UNESCO Dakar "World Declaration on Education for All" (2000) note the importance of inclusive schooling, both as a means of ensuring access to educational opportunities for all children and as a way to combat discriminatory attitudes and to socialize rising generations to be more accepting of all kinds of diversity.

Meaning, the importance derives from the fact that not only the marginalized children will get the benefit of being educated equally as their peers, however it is also important that their peers accept them by learning and growing in the same surroundings. " To combat stereotypes, prejudices and harmful practices relating to persons with disabilities, including those based on sex and age, in all areas of life;" (United Nations, 2007, p. 16). Related to this "inclusion is necessarily tied to social justice as the practice supports respect, care, recognition, and empathy

as well as challenges beliefs and practices that directly or indirectly foster the perpetuation of marginalization and exclusion" (Theorharris, 2009, as cited in Ford, 2013, p.3)

It is utterly important to see the other factor of marginalization to be softened and rather all the differences to be embraced. Kirschner (2015) in this matter says there is a need to recognize and to try to lessen the many forms of literal and symbolic exclusion that may emerge, even in a setting that is devised to minimize these problems. Furthermore, Kirschner (2015) in the same work adds that one of the challenges of Inclusive Education is the "normalization" of the reality of human differences.

Kurowski, Černý, Trapl (2022) denoting the barriers of Inclusive Education add these highlights:

- Lack of relevant research on the topic of barriers in inclusive education as well as a research knowledge gap in terms of the formation and application of broader models and coherent theories, which might be applied more universally on the topic of IE.
- We are missing the mechanisms that make the implementation of the declared legislation realizable.
- The core of inclusive education is transdisciplinary, but we still see difficulties in cooperation between different professional identities.
- Inclusive education is a transnational issue; thus, the unclear terminology of inclusive education is reflected in the challenges of pedagogical practice globally.
- There is a lack of support (material, technical, and training) for the pedagogical staff worldwide; the pedagogues don't feel prepared well for work in the inclusive classroom.

To sum up, Inclusive Education is a modern call for equality. The notion of avoiding discrimination, marginalization, and all types of injustice is what Inclusive Education stands for. This is what a democratic society aims for as well. Advocates of inclusion argue that it is a form of schooling that puts the values of a democratic society into practice Kirschner (2015)

2.5. Disabilities to be included in Inclusive Education

The Ministry of Education In North Macedonia described the following as students with disabilities: students with permanent physical, mental, intellectual or sensory impairments, and when in interaction with various societal barriers, their full and effective participation in the society on an equal basis with others is impeded, students with behavioral disorders or emotional problems or with specific learning difficulties (Law of education, article 35)

Teachers should be aware that learning disabilities are not the same as special needs. In learning disabilities IDEA (The Individuals with Disabilities Education Act) defines a specific learning disability as: "a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia." Whereas as stated by Peterson and Pennington (2015) dyslexia is a neurodevelopment disorder characterized by reading and spelling impairments that develop in the context of normal intelligence, educational opportunities, and perceptual abilities.

The problem may appear that teachers and parents might neglect the disability of the student. It is very common to have students that do not pay attention, are not motivated and show little interest in the learning process. The difficult part for the teacher is to notice if the student is struggling due to a learning disability or if the student is showing poor performance. It is difficult to get a clear picture of the situation and have a diagnosis. Therefore:

> The diagnosis requires persistent difficulties in reading, writing, arithmetic, or mathematical reasoning skills during formal years of schooling. Symptoms may include inaccurate or slow and effortful reading, poor written expression that lacks clarity, difficulties remembering number facts, or inaccurate mathematical reasoning.(Specific Learning Disorder fact sheet, American Psychiatric Association, 2013) (as cited at Cortiella, 2014, p.2)

All this leads to the importance of being able to recognize the problem and treating it correctly. It would have spared the teachers, and the student with learning disability if all collaborated. It this matter Cortiella (2014) said:

> Early recognition that children may be at risk for LD can prevent years of struggle and self-doubt. As they grow older, learning about the specific nature of their LD, accepting that LD is not who they are but what they have and orchestrating the types of services, accommodations

The difficult part comes in the fact that these students are not diagnosed as special needs students, or students with learning disabilities.

Another challenge in teaching in inclusive settings is to adjust the curriculum and the learning material that would meet the needs of all the students equally. Parveen & Tamheeda (2018) mention that the key to inclusive education is a transformative approach and that the transformation of the regular school system is needed so that mainstream schools are given an enhanced capacity to reach out to all learners in a continuous and sustainable manner that becomes an ongoing process.

2.6. Challenges in implementing Inclusive education

The challenges that the implementation of inclusive education denotes may be analyzed in different angles. All the stakeholders such as teachers, students, students with disabilities, parents, curriculum, policies & and institutes have their own dimension of the difficulties and challenges. On this matter, O'Raw & Winter (2010) illustrated the major themes of inclusion:
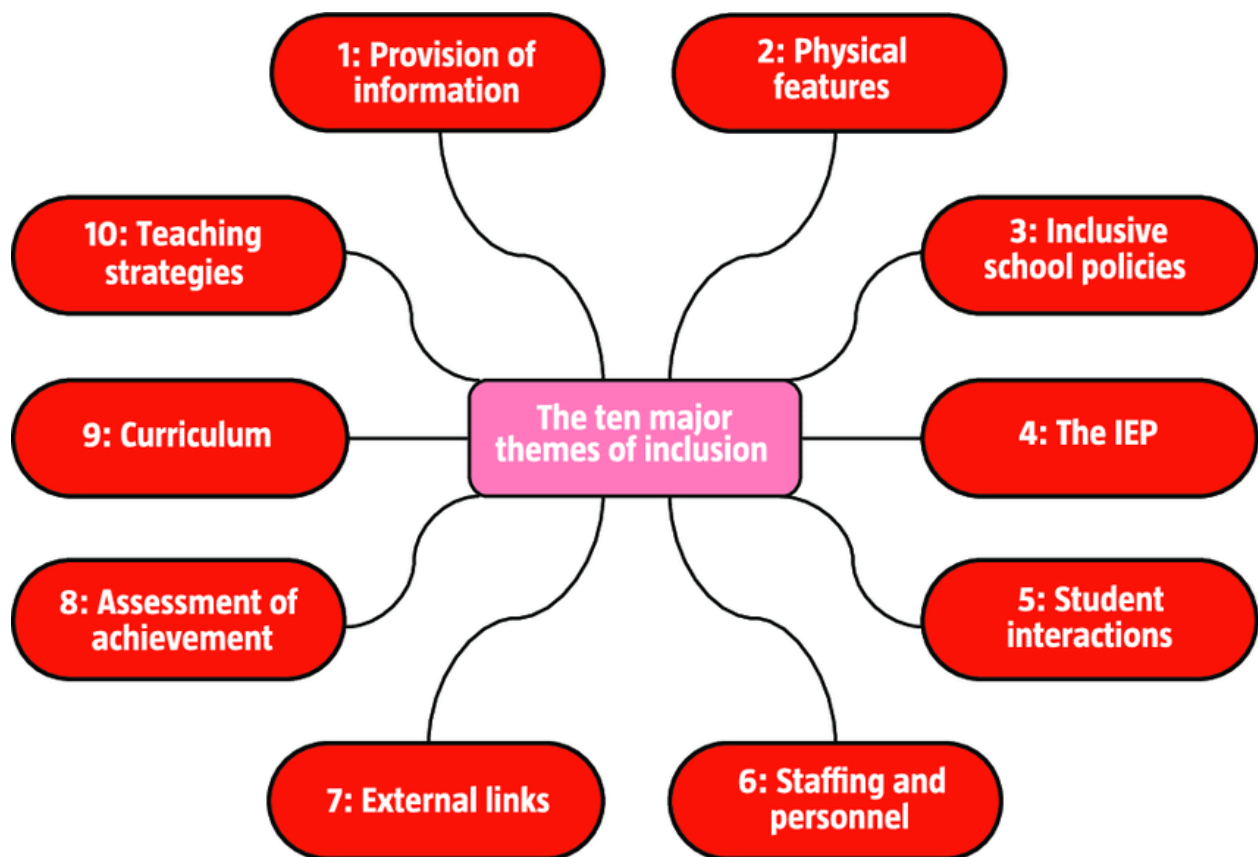
Figure 2. The ten major themes associated with inclusive education (O'Raw & Winter,2010)

Sijuola & Davidova (2022) did an extended research on challenges on implementing Inclusive education. They mention that teachers experienced challenges like lack of teaching materials and poor attitude of parents and authorities towards the idea of inclusive education.

Sijuola & Davidova (2022) say that the challenges include a lack of competence on the part of the teachers, poor financial and material support for the programme, poor administration, poor attitude of the teachers, lack of collaborative efforts, unfair treatment of students and a host of other challenges.

Another challenge is having all the staff as the situation demands. Delubom, Marongwe & Buka. (2020) mentions that the shortage of staff is an obstruction to supporting students with disabilities. In many regions, there are more voluminous classes and meeting the needs of

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individuals is quite an impediment. According to Khoaeane and Naong (2015), the shortage of qualified teachers, as well as overcrowded classrooms, are among the factors that contribute to the low quality and efficiency of education at all levels.

It is not effortless to teach in Inclusive settings. Students with disabilities, special needs students, and students with learning disabilities require special attention in planning the curricula, but also they require attention during the class to meet their particular needs. Causton and Theoharis (2013), in their study, argued that teachers were unable to manage the increasing number of children with disabilities, especially behavioral difficulties in the classroom. For instance, they disrupt classes and undermine the learning climate of the classroom.

Professional training and preparedness of the teachers is crucial for implementing Inclusive education. Causton and Theoharis (2013) note in their study that teachers did not have sufficient knowledge and skills to offer necessary help to learners with disabilities and the lack of knowledge usually led to frustration. The professional capability and preparation of the teachers to be able to manage an Inclusive classroom are crucial. "Many educators have reported that they do not regard themselves as sufficiently prepared for their role as inclusion actors (Cologon, 2013; Soto-Chodiman et al., 2012, as cited in Kurowski, Černý, Trapl, 2022, p. 117)

Another implicating conclusion from Sijuola & Davidova (2022) is that while the government makes policies to ensure the realization of inclusive education, it fails to back it up with necessary financial provisions. To illustrate this we could consider the fact that having co-teachers, psychologists, or other professionals to implement inclusive education, needles to say is costly to the government.

As mentioned by Kurowski, Černý, Trapl. (2022) Inclusion is perceived as something that needs to be accomplished, but at the same time, it always has the character of something extra, simply another requirement placed on the already overburdened school ecosystem. This statement is valuable in the terms that are more recent of 2022, and it is a conclusion that consists of an analysis of 27 expert articles.

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To sum up, the challenges are visible and should not be neglected. The challenges come from the complexity of the conditions of the schools. Therefore, putting into practice laws and regulations is an impediment. There is a gap in meeting the needs of every student with the conditions that are offered in mainstream education in many countries around the world.

2.7. Inclusion beyond disabilities

When speaking about Inclusive Education, we automatically relate it to students with disabilities or special needs students. However, inclusion does not necessarily mean solely that. Nowadays, the approach towards inclusion goes far beyond that. It is said that aside from including students with disabilities, there should also be considered inclusion of students with another spectrum of being different from the typical students. Gardiulo and Metcalf (2015) claim that three other groups of learners are also common in inclusive classrooms-students who are gifted or talented; culturally and linguistically diverse individuals; pupils who are at risk of future learning difficulties, school failure or becoming a school dropout.

While most commonly mentioned in relation to the education of persons with disabilities, the zero-reject principle prohibits the exclusion of any person from general education, such as Roma in Europe (Bruggemann & Friedman, 2017, as cited in Hunt, 2020),

2.8. Benefits of Inclusive education

Throughout the history of humankind segregation has never been To consider how necessary is the inclusivity in the school we should see the outcomes of it. Now, why is so much noise on the successful implementation of Inclusive education? We could analyze this point on how society benefits from inclusive education.

As mentioned by Inclusion Europe (2019) in their study we need to lay emphasis on raising independent personalities who can also get along with others. Children learn this positive attitude towards diversity from their first school day and during every single day in school. This is a

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prove that students being raised in the same environment, will be accustomed to the differences of one another. Rather than building barriers, with good management the differences will not be obstacles but only challenges we must overcome.

Parveen & Tamheeda (2018, p. 66-67) "Research has shown positive effects for children with disabilities in areas National Journal of Multidisciplinary Research and Development such as reaching individualized education program (IEP) goal, improving communication and social skills, increasing positive peer interactions, many educational outcomes, and post-school adjustments." Children with disabilities should learn the society's norms and values and how to interact with others. Therefore, being included in the mainstream education system will give them the opportunity to learn the basic communication skills with the outside world. Also, the other students having typical developmental skills for their age will benefit from getting accustomed to behaving naturally around people with disabilities in general. In the same study of Parveen & Tamheeda (2018), it is stated that positive effects on children without disabilities include the development of positive attitudes and perceptions of persons with disabilities and the enhancement of social status with non-disabled peers.

Children might have not encountered situations in their lives with people with disabilities. They might gain the wrong perceptions and attitudes. Related to this in the Salamanca Statement (1994) it is said that schools with an inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society, and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system.

Inclusive education will benefit in overcoming the stigmas and prejudice. Learning together in diverse settings the bond and friendships between peers will grow strong. This is also the aim of the United Nations (2007) To combat stereotypes, prejudices, and harmful practices relating to persons with disabilities, including those based on sex and age, in all areas of life. It is a win-win situation for all parties involved.

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2.9. Inclusive Education in North Macedonia, general key points

By searching for scholarly works mainly in the display will appear the case studies, research, training programs, and reports from institutions like Global Education Monitoring Report, UNICEF, UNESCO, NEPC (Network Education Policy Centers), UN or similar done in North Macedonia.

To have accurate information on how Inclusive Education was carried out in our country (North Macedonia) we can not rely on assumptions on the situation with the reality of inclusive education in the country. We must consider the studies and research that are made on this matter, especially relevant international institutions like UNICEF, UNESCO, and the UN. Therefore these coming paragraphs will display an analysis of the findings, interpretations, and conclusions that the named institutions have been providing in their studies, research or other public formats.

The studies have been carried out by local experts, (even though the international organizations take credit for them) as it is claimed in the introductory parts of the studies. The UNICEF itself withholds from the declarations made in the research as it is said in the introductory part of Case Studies Involved in Inclusive Education (2012-2014), it is specified that the opinions expressed in the case studies are those of the authors and do not necessarily reflect the official position of UNICEF.

The Inclusive Education in these researches is viewed in two parallels: the laws and legislative and on the other side the real-life situations in the country of North Macedonia. In presenting a chronology of the events on the implementation of Inclusive Education in North Macedonia in the research it is mentioned that the Law on Primary Education (2002) implemented important principles and values directly related to the regulation of the issue of inclusion, including universality, and non-discrimination. Thus, Article 2 stated that "Every Child has the right to primary education" and Article 3 stated that "the role of primary education is to include and care for the development of students with special educational needs. The law stipulated the right of

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the child with special educational needs to be accepted and treated equally with other children, in accordance with applicable laws and regulations.

UNESCO 2020 document claims" that Cooperation between the Ministry of Education and Science, the Ministry of Labor and Social Policy (MLSP) and the Ministry of Health on inclusion in education is regulated in several laws. The new Law on Primary Education ("Official Gazette of the Republic of North Macedonia" No. 161/2019) was adopted on the basis of extensive consultation and after previously secured a favorable opinion from the Ministry of Labor and Social Policy and the Ministry of Health, especially in the area of inclusion to all students in the education system."

In explaining what The Ministry of Education and Science in North Macedonia has identified the following groups as students with special educational needs (i.e. vulnerable students):

> students with disabilities-students with permanent physical, mental, intellectual or sensory impairments, and when in interaction with various societal barriers, their full and effective participation in the society on an equal basis with others is impeded, students with behavioral disorders or emotional problems or with specific learning difficulties and students whose origin is from disadvantaged socio-economic, culturally and/or linguistically deprived environment. (Law on Primary Education, Article 35)

The laws of education that are in force for the time being (2023) imply that equality, affordability, accessibility, and inclusiveness are crucial for the education system (Law of Education, North Macedonia).

The law aims to provide help to all grades; the first grade is helped in the second semester, after proving the necessity of the child and getting the official diagnosis. This is explained in the lines above

> Requirements from municipal elementary schools for educational/personal provision assistants are submitted for the students for whom the Professional Assessment Body has issued opinion on the need for an educational/personal assistant. An educational/personal assistant is provided for a student with a disability regardless of which grade of primary education the student studies.
> (Article 11, Law of Primary Education)

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The Ministry of Education and Science has regulated the all the norms and regulations on ideally helping students with special needs, in assisted co-teaching in the classroom with an assistant, also other professionals will be employed to help the student accordingly to their need as mention in the coming article of the Primary Education Law:

> To support learning for students with disabilities, primary school provides: educational assistant, personal assistant, appropriate professional support from the center for learning support, inclusive team and assistive technology as recommended by the expert assessment body and in accordance with the individual educational plan or the modified program. (Article11, Law of Primary Education)

As an endangered group for dropout from school the Ministry of Education and Science of North Macedonia added a specific article of the Law of Education, mentioning exclusively for the Roma students drop out "For Roma students who come from social disadvantaged families and/or are for a long time outside the educational system, educational staff can be hired as mediators." (article 37, Law of Education). Further actions are added to this law to ensure providing the opportunity for all Roma children to finish primary school, as a compulsory requirement for all citizens of North Macedonia.

Also, it is important to mention that international institutions have had an impact on the changes of the legislation. Therefore, the UNESCO (2020) report claims that representatives from UNICEF, USAID, and the Macedonian Civic Education Center (MCEC) were involved in the process of drafting the new Law on Primary Education and the Law on Teachers and Associates in Primary and Secondary Education (and by regulations deriving from these laws). The new legislation provides for major changes in inclusive education for all vulnerable categories of students (listed above). This represents the power that these organizations have in terms of making a good change for the cause of inclusion.

On the other hand, the concern about successful implementation has arisen many times in the research studies. It is stated that the rights of persons with disabilities were advanced because of

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the ongoing reforms in social protection and education, however, still the analysis indicates that the approach based on the rights of persons with disabilities is not consistently adopted in legislation. In the study done by UNICEF 2018, it is conveyed that attitudes towards the impact of efforts by the state and society and of families to support inclusion of children with disabilities are still rather pessimistic. Also, a report by UNICEF 2021 still shows concern public spaces, infrastructure, and information are largely inaccessible to citizens with disabilities. In the same report, it is said that the reforms in education, although advanced in the primary education sector, are yet to tackle secondary education, which remains segregated and restrictive.

Chapter III

3. Research Methodology

The implementation of Inclusive Education is best analyzed in real-life situations. It is the circumstances that define the whole process, as complex as it is. By complexity in this case, there should be considered the factors involved like the teachers and how they organize the classroom, the mixture of the students, and the type of disability students might have, overall school environment, school regulations, parents, etc.

3.1. Research design

This research study is conducted at primary school "Ismail Qemali" Nerashte, Tetovo. There is an analysis of the application of Inclusive Education. In this school, there is a mixture of students with different needs, such as students with various disabilities, specially talented students and also typically developed students, who need specific guidance or approach in the learning process, in order for them to get equal opportunities in education as well as to meet their goals as well as their peers. The students are native Albanian group.

It is important to see how the students work along with each other, how the teachers manage the classes, and how the teachers are helped or trained to grant students with various disabilities and talented students beneficial outcomes of the learning process.

3.2. Instruments

The methodology applied for this research study is qualitative methodology. The instruments used for this research are

1. Observation of the classes.
2. Interviews with 3 EFL teachers, the school's principal, and the schoolmaster.
3. Questionnaires given to the parents

With the observation it is seen the interaction between the teacher and the targeted students, furthermore the interaction of the whole class with one another. Also, they are observed how they interact in classroom settings, and between breaks, namely the socialization of the students. The atmosphere in which they collaborate with one another is crucial to determine whether there are difficulties or problems for all parties involved in the teaching process or on the bright side there might be an excellent collaboration among the parties in the classroom.

On the other hand, interviews will be carried out with the English teachers working in this school (3 English teachers in total), the principal, and the school headmaster. English teachers working in this school, provide data on the difficulties they encounter, challenges they face, and methods and approaches they use for teaching English in a mixed environment of students.

In addition to interviewing the principal of the school to gather information firsthand about the approach, the school has towards the organization of the educational process. Lastly, the schoolmaster (the pedagogical administrative) was asked about the actual plans and procedures that the school might be implementing for conducting Inclusive Education in the school education process, what kind of disabilities they have registered in this school, also special talented students and other cultural diversity that they have there. Furthermore, if there is a special plan (individual Plans) that they follow for each of them individually or in general for all the students having different disabilities, special needs or learning disability.

Similar to the for mention analysis is explained from McConkey & Bradley, 2010, where they explain all the factors intermingling with one another to form the complexity of Inclusive education itself in low income countries.
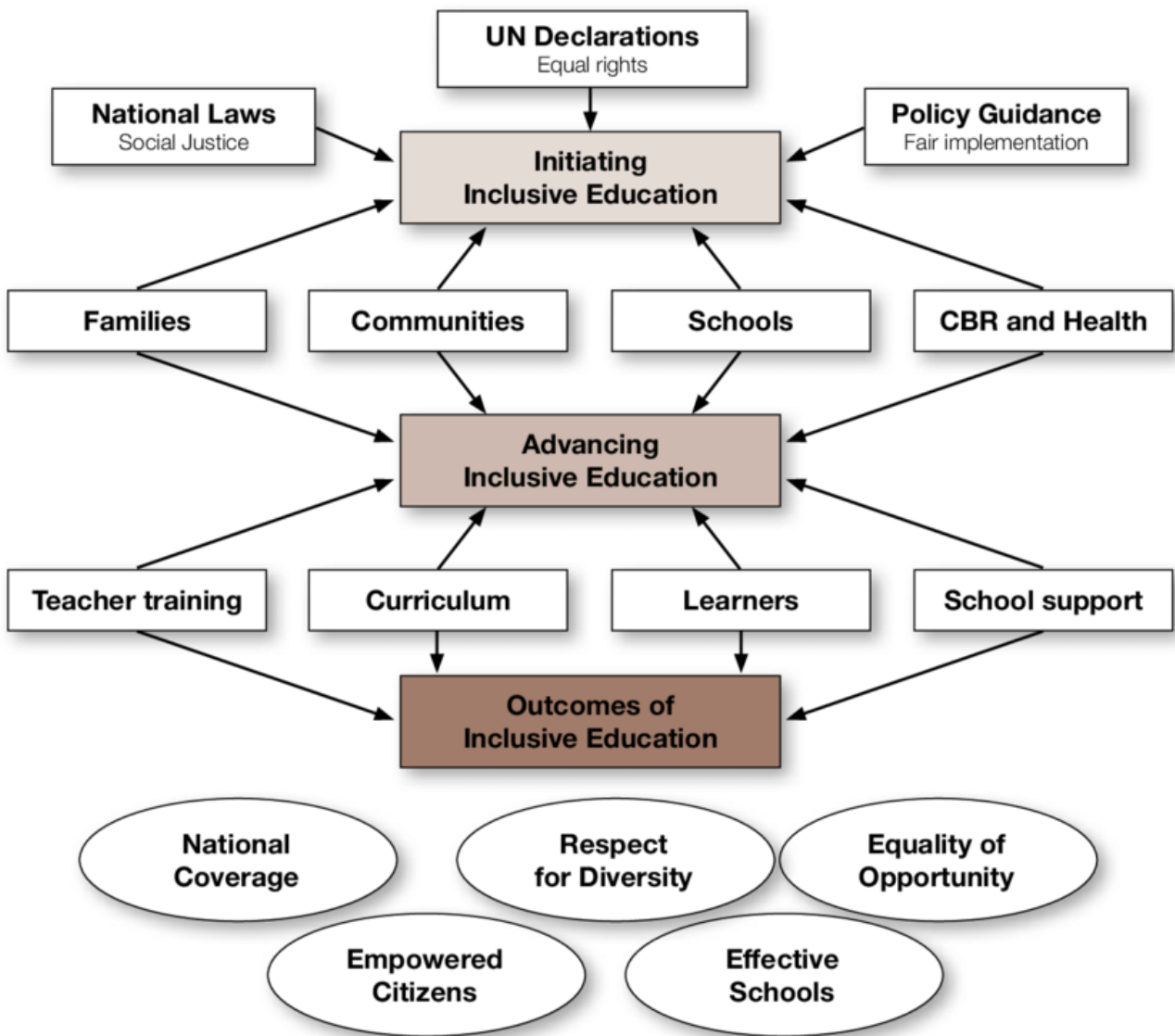
Figure 3. The processes influencing the development, advancement and outcomes of inclusive education
Source: McConkey & Bradley, 2010

3.3. Participants

The population of the school where this research is conducted is 277 students, 34 teachers, and 10 staff. The sample of the students to carry out the research is 105. From which female students are 54 and male students are 61. There are 41 students 3rd graders divided in two classes, one 4th grader class with 19 students grade, 28 6th graders in two classes, and 9th grade with 17 students. The students to be identified from the school as with more severe and disruptive disabilities or SWD are 4. The disability is regarded in different spectrums with a psychological disability, and with a physical disability (comorbidity, physical and psychological). Also, there are students with special talents in these classrooms, such as painting talent, art talented students (music), and other talents. The school is more homogenous in terms of nationality, ethnicity, and religion and has less distinctive social elements.

3.4 Interviews

In the part of interviews, there will be presented a descriptive preview of the general key points relevant to the research gathered from the interviews with the Principal of the school, the pedagogue, and three EFL teachers of primary school 'Ismail Qemali' Nerashte.

Chapter IV

4. Research Findings and discussion

4.1 Interview with the School Principal

In the interview with the principal of the school 'Ismaili Qemali' Nerashte Mr. S.Sh. information was gathered about the process in general. He described how overall the Inclusive education is mandatory and they must welcome all students into their school without any discrimination and regardless of their (dis) abilities, social status, religious or ethnic background. However, he explained that the diversity in this school is not broad and more or less the students have no major differences in their background (in terms of the students being from the same ethnic Albanian group, Muslim religion) (S.S. personal communication 18. May. 2023) .

He explained that it is regulated by the law of the Republic of North Macedonia that two teams should be established within the school. The first one is The Inclusive School Team and the second one is the The Inclusive Team for the student/ individual. The Inclusive School Team is composed of: the principal, the schoolmaster (the pedagogue), professionals (psychologists, whom they seek cooperation from the other schools within the municipality of Tearce), all teachers of the school, and parents (representatives). The team gathers relevant information about the school's students, a special focus is on the students detected with special needs, disabilities, etc., and from the information gathered they prepare the annual programs and the teachers incorporate the special needs of the students within the curricula.

The Inclusive Individual Team is anticipated by class teachers, the subject teachers, and the specialist collaborators. In this case, the school has collaborations with other schools within Tearce municipality, where they ask for assistance from other professionals, such as psychologists, logopedists, etc., who are not directly employed by the school 'Ismail Qemali'; however these professionals will provide their professional support accordingly to the needs of the students. Namely, the School does not have its own psychologist, but they can "borrow" them from the schools in the municipality, as the School Principal explains. The shortage of

psychologists employed within the municipality is apparent, and the consequences are visible in our school he explained.

The principal S.S. (personal communication 18 May 2023) expressed his concern on this matter, on not having a psychologist that will work particularly in this school, and explained that he has sent many requests to the Ministry of Education and Science of North Macedonia, also to the border of the Tearce Municipality, however, the attempt was not successful so far. The excuse is the lack of staff, and the possibility of using the same professionals (psychologist, logoped) employed by the Municipality of Tearce in the closest schools of the area. He explained that the collaboration that they have with the psychologists and other professionals is minimal to cover all the necessities in the teaching process.

The principal was asked about the teachers' professionalism in implementing Inclusive education at this school. He explained that teachers undergo training and workshops continuously to obtain that goal. The teachers are being helped and guided by the Schoolmaster, he added. It is a challenge for older teachers of the school to keep up with the training and the challenges.

Upon being asked about the challenges that they face in implementing Inclusive education he said that first he and the school staff (teachers) have difficulties in collaborating with parents. There are cases when there is poor communication with parents (whose children are to be identified by the teachers with signs of potential psychological problems, learning difficulties, disruptive behavior etc.). In some cases, parents do not accept the suggestions from the teachers, neglecting the problem, sometimes because they fear that their child will be marginalized in society as a handicapped person. In the school there is a student diagnosed by the doctors with comorbidities and cognitive deficiency for the age of the student, however the bureaucratic steps to be followed by the parent were a huge burden, and eventually, the parent did not proceed with the procedure of recognizing his child as an SWD student; wherefrom all would benefit from him being officially documented as an SWD student, nevertheless, the student himself, to get a personal assistant. The teachers and the students of the class would benefit in having an assistant in the class who could make the class more productive.

However, the school principal explained that there are cases with excellent collaborations with parents, who have children who show psychological disorders. Still, in this case, the parents find difficulties with the bureaucracy of the system, in identifying the students with disabilities

officially. He explained the case of a student with serious psychological disorders, ADHD, and autism, who is not officially recognized as a student with special needs, even after being diagnosed by a psychiatrist with a psychological disability. The student should be officially diagnosed by the Institute of International Classification of Functioning, Expert body on functional evaluation, Gostivar.

The parents could not grant the official document that would be beneficial for the student, to have the treatment from the school as a disabled student. This leads to no chance for the student to have the help of a psychologist. On the other hand, the principal explains that he has had many complaints from the teachers, who find it difficult to teach in this class, and where the classroom is being disturbed. The class teacher and subject teachers of this class require a co-teacher/assistant who would facilitate the teaching and learning process. He had several complaints from the parents of other classmates, as the student is molesting the other students, and in some situations, she is aggressive towards them. The principal has expressed his concern to the Municipality of Tearce and also sent a request for this issue to the MES of North Macedonia, however without promising feedback.

The Principal of the school says he is not satisfied with the physical conditions that the school offers to students with physical impairments. They have classrooms and cabinets on the second floor, and the students with physical impairment must walk through the regular stairs of the object. For the moment, two students have impaired physical mobility (their classrooms are upstairs, toilet downstairs).

Upon asked about any problems or major difficulty that there has been in the school in terms of inclusive education, the principal mentioned the case of the student mentioned above in this article as the major difficulty that they are facing, due to the fact that the student has disruptive behavior in the class, towards the classmates and other students. The student is sometimes physically violent, destroying their own working materials and those of her classmates (notebooks, pens, pencils, school supplies). Also, the student is verbally aggressive towards other students. However, the principal is more optimistic about the overall situation and the students showing compassion, teachers collaboration, and the teaching process going smoothly.

4.2 Interview with the School Master (Pedagogue) of the primary school 'Ismail Qemali' Nerasht

Personal conversation with A. Xh. pedagogue of primary school 'Ismail Qemali' Nerashte (18.05.2023)

The pedagogue described the process of Inclusive Education in general and how they are dedicated as an institution to abide by the rules and regulations of implementing Inclusive education from the Ministry of Education and Science of Republic of North Macedonia..

He was asked about his role in implementing inclusive education. He explained that he has a great responsibility but also consideration for it. He explained that his implications start from welcoming the first graders at school. He has a meeting with the students and parents individually to determine the students' strengths and weaknesses; eventually disabilities. He is devoted to forming the classes of first graders in a balanced mixture starting from genre, cognitive abilities, etc.

He is directly involved in the processes of forming Inclusive Teams and has a crucial role in guiding the processes when there are cases with students with different disabilities.

He explained the challenges that he undergoes with guiding the teachers and helping them deal with difficulties of the teaching and learning process. He regards the difficulties in the part of not being able to diagnose all the students that show signs of disabilities be it cognitive, learning disability, or psychological disorders. He is concerned about the rise of the children with signs of autism, which he himself considers that the children are affected by having too much screen time with smartphones or playing video games. He also is worried about the children entering the first class and not being able to speak in their native language, Albanian (however they can speak and understand the English language)

He was asked whether incidents and conflicts were recorded in the school due to the students' differences. He explained a situation where there was a conflict between the student and the parents as well as where the conflict escalated to verbal and physical assault. The reason was the bullying of a student (having a lower family income) who could not afford to buy brand clothes. The student was molested by their classmates. They managed to overcome this situation.

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Afterward, the school staff was more dedicated to detecting the cases of bullism and tried to address the issues of bulls through the classes and in the regular weekly class with the class tutor.

The pedagogue expressed his concern about meeting the needs of all the students of the school, not to forget students with special talents. In the school, there are corners that try to expose the talents of the students by presenting their work. There are expositions organized with the purpose of depicting the talented student's work and to give them motivation.

The most difficult part according to him is the cases with more severe disabilities of the students, like the student in the third grade with psychological disorder and in the fourth grade a student with co morbidity of physical illness that caused cognitive impairment. The worst part of this is that they cannot grant the position of officially identified as disabled. After that, the process could be a lot easier for the SWD themselves, the teachers, and the other students or classmates.

He stated the necessity of employing a psychologist in the school, which is a huge gap at the moment for the teaching process in general at this school

He says that the training and seminars are always welcomed by the teachers. He finds them beneficial for himself to be part of these training sessions, online self-guided training, and workshops.

Overall, he thinks that the school is on a good track to help the students and the teachers implement Inclusive education in their school.

4.3 The key point summary of the interviews with the Principal and the Headmaster

(pedagogue) of the Primary school 'Ismail Qemali

Both the Principal and the Head master (pedagogue) of the Primary school 'Ismail Qemali expressed similar concerns about the overall process of implementing IE in this school.

4.3.1.Discussion on the interviews with the Principal and the Headmaster

To summarize the key points from the interviews, general concerns are included above. Key points from the interviews with the Principal and the Headmaster (pedagogue) are as follows:

- The school lacks common ground and collaboration with the parents.
- Parents have run into bureaucratic procedures to have their children diagnosed with disabilities
- The school is in desperate need of having psychological support for the student from a psychologist. The school has addressed this requirement many times to the relevant institutions, however has not had a positive outcome.
- The teachers have difficulties and have complaints about not having assistants with some students who have the primary diagnoses of SWD, however, the inclusive team and assistant teachers may only be employed after the recommendations of the expert assessment body.
- The teachers have complained about managing a classroom (third grader) with a special needs student, who has disruptive behavior, interferes with the classes, and is abusive towards her classmates.
- Parents have addressed complaints for specific students who have psychological disabilities. These students are disturbing the teaching process, disturbing the class peers with inappropriate behavior of mocking and being abusive towards their classmates.
- The school does not have good conditions for students with mobility difficulties or disabilities.

4.4 Interview with the EFL teachers of the primary school "Ismail Qemali"
Personal conversation 17.05.2023

4.4.1.Interview with the teacher YY

The teacher was asked about how she considers the implementation of inclusive education in general. She said that she personally does not have major dissatisfaction. In this school, there is not much diversity, according to her.

Upon being asked about the challenges she is facing in teaching in inclusive inquiries she explained that there are many students with disabilities in the school, however not being officially diagnosed. She says that there are more students that show signs of autism among the younger generations and the number has increased dramatically according to her.

She explained that for the moment a student that she is teaching at third grade is in a more complex situation. This student is interrupting the teaching process in many ways. She is constantly seeking the teacher's attention, by speaking and interrupting everyone in the class. She shows inappropriate behavior with her peer students by using cursing words during the class or even showing physical aggression. She was asked then how her peers react, and she explained that the other students show compassion to her, avoid the conflict with her, they help her and do not react to her behavior (as they are used to her acting 'like that' she says). The problem is outside of the classroom, where she is sometimes at trouble with the students of other classes after she mocks them. The teacher adds that she would be so grateful if she had a co-teacher in this class for this particular student.

Being asked about the collaboration and overall atmosphere at this school, she says that the students in general are getting along well, and there are no conflicts or major difficulties. She wants more collaboration from the parents, for them to show more interest in their children, especially if their children show low progress in learning, or show bad conduct at school.

4.4.2. Interview with teacher XX

In interviewing XX EFL primary school teacher there are some factors to be taken into consideration. In asking the teacher what types of learning disability students he is facing right now she answers that there are many cases of students with autism, dyslexia, and dysgraphia. But she was hesitant to add numbers.

The difficulty part according to her comes in the fact that these students are not diagnosed as dyslexia/ dysgraphia persons. Then the logical questions would be how would you know then and why are they not diagnosed? She and her colleagues assume that these students have dyslexia, since they have no problems of cognitive and learning difficulties, yet cannot read even when prompted. She explained that they face difficulties in collaborating with the parents to get their children diagnosed. There is the presumption from the parents that their children being diagnosed are shameful and the child lowers the chances in the community to have a prosperous future. Also, she explained that these students are being mocked by their peer students for not being literate.

The teacher also mentioned that in order for a child to be treated as a student with a disability there should be an official diagnosis that requires several bureaucratic steps. The parent should make several appointments with different psychologists and psychiatrists to get the official diagnosis. This is an impediment for the parents that lead to them neglecting and their children's condition remains untreated, according to the teacher. Many parents do not collaborate with the teachers to find a reasonable solution, she added.

Being asked how she recognized that the student is dyslexic, she said that the student is in the seventh grade and he doesn't recognize any letter of the alphabet. The next question was how is this student performing and coping with the subject matter and material. The answer was that he is doing very well with comprehension and performance besides reading. She explained that teachers are trying to teach him to read and write, with no results. They have tried to help him intensely last year. He had some improvements then, but now he is again at the same level of not being able to recognize even the letter A. They are providing oral instructions to him. In general,

the student seems not to have any other problems in learning besides having dyslexia and has good comprehension skills.

The severe case that she had was one with co morbidity, when the student besides not being able to read, he showed a severe lack of cognitive level for his age. The parents refuse to send this student to a special needs school as they will lose face in the community. The student showed poor improvement in the learning process.

The next question was how the school provides help for the teacher. She said that they have several meetings and discussions among the teachers and schoolmaster (pedagogue) where they advise each other on how to deal with students with learning difficulties and special needs students. Teachers have mandatory training that they should pass and also seminars to attend. She says that she found the training very useful in providing guidance on how to behave with students with different learning disabilities and special needs students.

She explained that if they have a student officially diagnosed with a learning disability, special need, or physical disability they have to do an Individual Teaching Plan for that student and the municipality sends a co-teacher or a professional (psychologist, logoped etc.) to help the teacher, however, this is not happening in this school and the teacher says this is so damaging for all involved, i.e. teachers, the students with the special need or learning difficulty/ disability, and other students.

4.4.3 . Interview with teacher CC

The teacher: She holds the view that the implementation of Inclusive Education at their school is primarily a success. She considers the challenges to be generally minimal. She expresses concerns regarding certain difficulties related to students with psychological disorders. These students pose the greatest challenges in terms of classroom management.

Meaning, she finds the teaching process to be relatively demanding. Overall, she does not encounter significant disruptions in the teaching process. Nevertheless, she did share some experiences in managing students with emotional and psychological disorders.

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She believes that the most challenging situations that disrupt the educational process stem from the lack of school personnel or co-teaching teachers. Additionally, they find it challenging to cope with the absence of a school psychologist. She asserts that they have undergone online training on Inclusive Education. This training was conducted online due to the pandemic, and they found it to be beneficial.

4.5 Discussion

When interviewing the teachers these are the general thing to be mentioned:

- They believe the teaching process in inclusive Education is rather demanding.
- In general they do not face serious interruptions in the process of teaching.
- They share some experiences with some students that are difficult to manage.
- They have students with emotional and psychological disorders, however, they do not have an official diagnosis.
- Teachers believe that the most difficult cases that disrupt the educational process is the lack of school personnel or teachers who could be co-teaching. Also, they find it difficult the lack of a psychologist in the school.
- Teachers claim that they have done online training about Inclusive Education. They were online due to the pandemic and now they are having onsite training and self oriented training (online, with the materials provided from the Ministry of Education and Science). They found the training beneficial.

While interviewing the participants of the interview were asked to fill in this table with their opinions. Here the results are interpreted; they are marked with a slash on their agreement.

	Strongly agree	Agree	Agree at some point	Disagree
Inclusion in our school is successfully organized			//	///
There are major difficulties in teaching process with SWD	//	///		
The training is satisfactory for the teachers and staff	//	///		
The ministry of Education and Science is providing help and guidance for implementation of the Inclusive education			//	///
Students with different disabilities are treated well from other students	///	/	/	

Table 2 Interviewee opinions

4.6.Discussion on general opinions from the interviewee

Upon analysis of the interviewee general opinion gathered from interviewing the teachers, the principal of the school, and the school master of this school.in the table above on the implementation of Inclusive Education at primary school "Ismail Qemali" Nerasht, there could be seen the following:

- They expressed to disagree (3) and agree at some point (2) that inclusion in their school is successfully organized
- They express agreement (2 strongly agree and 3 agree) that there are major difficulties in implementing the IE at this school

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- They express agreement (2 strongly agree and 3 agree) that the training is satisfactory for the teachers and staff
- They express disagreement (2 agree at some point and 3 disagree) that the ministry of Education and Science is providing help and guidance for implementation of the Inclusive education

- They express strongly agreement (3) agreement (1) and agree at some point that students with different disabilities are treated well from other students

4.7 Observation Data- Analysis and Discussion

Here is the description of the observation on the classes that were held with 3 different EFL teachers. The observation was conducted in May 2023 for 2 weeks.

In the coming paragraphs there will be descriptions of the classes and the events in relation to be relevant for this case study; i.e. the implementation of the Inclusive education in this school, therefore will be avoided the description of the overall learning experience in the classes to be observed.

It is important to notice here that for the sake of giving a preview of the interaction of the students in general, there will be given details of the happening outside of the class; therefore an explanation on how they interact in the classroom outside of the presence of the teacher and at the school halls, as the students behave more freely with each other when there is no adult supervision, in this case from the teacher. The aim is to see if students are getting along with each other and if there is collaboration and friendships besides the differences, or if there is another scenario of students from different vulnerable groups being molested.

4.8 Pieces of evidence from the observation carried in Primary School 'Ismail Qemali' Nerashte

The school works in two shifts: students from 1st grade to 5th-grade study in the afternoon from 12:50-17: 40h the latest and the students from the 6th grade up to 9th-grades study from 07:30h-12:45h. In this school the students are obliged to wear uniforms which consist of a light blue blouse with the logo of the school.

The observation will be displayed in situations that could be regarded as relevant for the process of inclusion in the school.

Situation 1.

While observing the sixth graders some were not getting much involved in the class and the teacher was focused on getting the interaction of everyone. A student showed lower performance, with signs of Learning Difficulties (Dyslexia). The student stayed more detached from the activities. The teachers instructed him separately (in Albanian), with explaining what was said in the activity, and made an effort to involve him. The student felt shy and hesitated to respond.

Situation 2.

In the third grade, there is the most difficult case of a student with a psychological disorder. While observing the classes she was not staying at her desk at any minute and was walking all the time, despite being asked by the teacher to have a seat. The teacher communicated with her closely and she was touching her shoulder while doing so. The student did not pay attention nor obey the teacher in sitting at her place, she did not respond when shouted her name. While she was walking she ditched the working material and tools of her peers on the floor.

The activity consisted of students bringing fruits into the class as the topic was learning the fruits. The students eagerly participated, and at this point, this student started eating the fruits and throwing pieces of them at her class peers. The students ignored the situation and continued with the activity. The teacher was trying to convince this student to stop bothering her classmates. The

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teacher tried to keep her busy by giving her a worksheet, while the other students were working on a different activity. She stayed for some minutes working on it, and then back again she was walking around the classroom and she picked up the items of other students and threw them on the floor. The students would grab their belongings meanwhile were concentrated in continuing with the activity.

Situation 3.

 A student was shouting before the start of the class. The teacher by entering the classroom had to calm her down. The distressed student claimed that the x student was noisy and she could not stand it. The teacher was using a calm voice and also was cuddling the student to calm down. Eventually, she calmed down and they proceeded with the class. While continuing with the class this student did not respond when the teacher asked her. Meanwhile, the student was whispering to herself and seemed distant to the surroundings.

Situation 4.

In this class, the student showed poor performance. She is a fourth-grade student, however could not read. When being asked to participate in the activities, the teacher asked her simple questions. Yet, the student could not answer correctly. She responded with an answer unrelated to the one being asked. She showed a lack of cognitive skills for her age. She has a physical co morbidity.

Situation 5.

In this class there is a student with physical mobility impairment. He was late for the class, as he went outside and it took him some time to climb the stairs. He apologized to the teacher for being late and she showed understanding for his tardiness. There was an activity where the students wrote their answers on the whiteboard. This student has an impairment of hand movement, and the teacher asked him to give his answer verbally.

At primary school "Ismail Qemali" Nerashte there are two students recognized internally by the school administration with mobility difficulties and impairment. Their classrooms are on the second floor of the school building.

Situation 6.

The student was interfering continuously when other students were answering questions. The teacher asked her several times if she could let the others speak, and speak only when it was her turn. The students asked her to let them participate without her interruption. At this point, she became nervous and started verbally offending her classmates. The peer also became offensive towards her. The teacher explained after the class that she often shows disruptive behavior like this and that the teacher assumed she has psychological disorders.

Situations noticed in the hall outside area of the school outside of the class hours

- The students were hanging out very well with each other. Most of the students were enjoying their free time with their class peers. It was noticeable that boys and girls were forming their separate groups (girl's groups or boy's groups).
- There were two girls in the school wearing a headscarf (Muslim religious veil). They were playing with their class peers.
- There was one situation that was more noticeable in the hall. After the bell rang the student from the third grade with signs of psychological disorders was in a verbal fight with the students from the other classes. She was using unpleasant and cursing words. She fought with the boys of the other class, which seemed to mock her as well. The class peers of the third-grade student were protective towards her. They insisted on convincing her not to fight and send her into their classroom. This situation was repetitive on the other days while observing in this school.

4.9 Discussion on the observation

The data gathered from the observation shows a collaboration between peer students regardless of their differences. The students show compassion towards each other and to SWD. Even in the situation of the third-class student who showed destructive behavior toward her classmates, they did not act fiercely toward her.

The teachers showed genuine respect for all the students. They were overly repressed having to deal with situations of SWD in the classrooms. Sometimes, dealing with the SWD leads to having not much time to deal with the other students in the class. Including the student with SWD in the classroom without co-teaching or assistants seemed laborious for the teacher and the entire class was deprived of quality time management.

4.10 Questionnaires for the parents of the students of the school 'Ismail Qemaili' Nerashte

While doing the study, we gained insight from the teachers and the authorities of the school. They utterly expressed their concern for the lack of cooperation with the parents. Due to this fact, there was a questionnaire given to examine their side of the story. The questionnaire was formed with a subtle consideration for the participants. The questions seek not to offend nor compromise anyone.

6.1. The questionnaire findings are the following:

Question 1.

Upon asked about the equal treatment for the student and whether they have equal opportunities the majority 58% said that there is equal treatment for everyone, 22 % said that there should be
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more work done on this matter so that everyone is equally treated, 18 % said that some students are more privileged than other, and only 2% have no information on this matter.
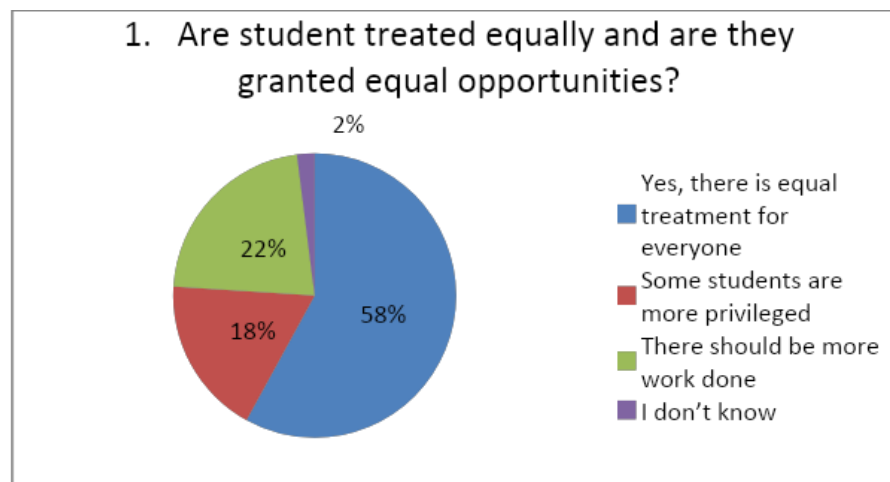
Chart 1. Student's treatment in primary school 'Ismail Qemali' Nerashte; parents' perception

Question 2.

This question aims to give the insight of parents being informed about the situation with SWD student, where officially from the authorities there is no special needs studnet in this school. The parents express that there are student with special needs. According to them 56 % say there are in other classes (not their child's class), 12% say there is SWD in their child's class and 32 % say that they have no knowledge about this. None of the parent questioned expressed that their child has a disability.
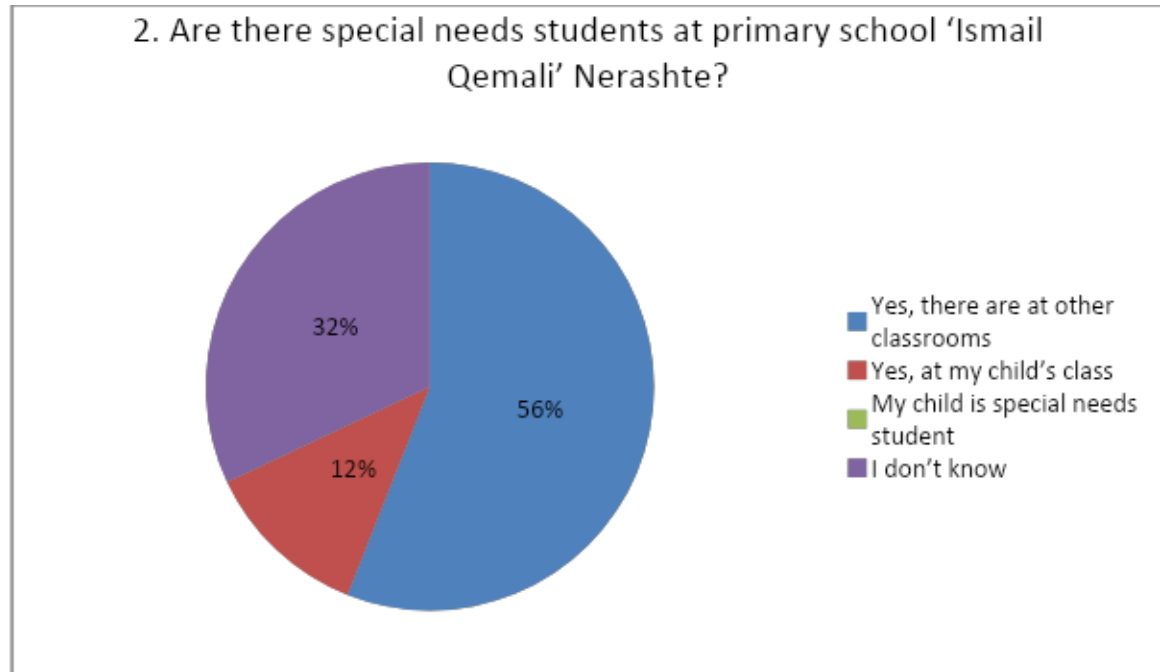
Chart 2. Presence of special needs students at primary school 'Ismail Qemali' Nerashte according to parents

Question 3.

Parents expressed that they have not been informed about Inclusive Education, treatment of special needs students, bullism, discrimination or respecting others in the school by saying these topics were not covered at any form 30%, other forms 55% and only a small percentage of 10% captured these topics in class meeting, and a low percentage of 5 % said they were informed via school gatherings.

3. Were you ever informed about subjects such as: Inclusive education, treatment of special needs students, bullism, discrimination or respecting others in the school?

- Yes, during the class meetings
- Yes, in a school gatherings
- Yes, with a brochure, flier
- Other forms
- These topics were not covered at any form

10%
5%
30%
55%
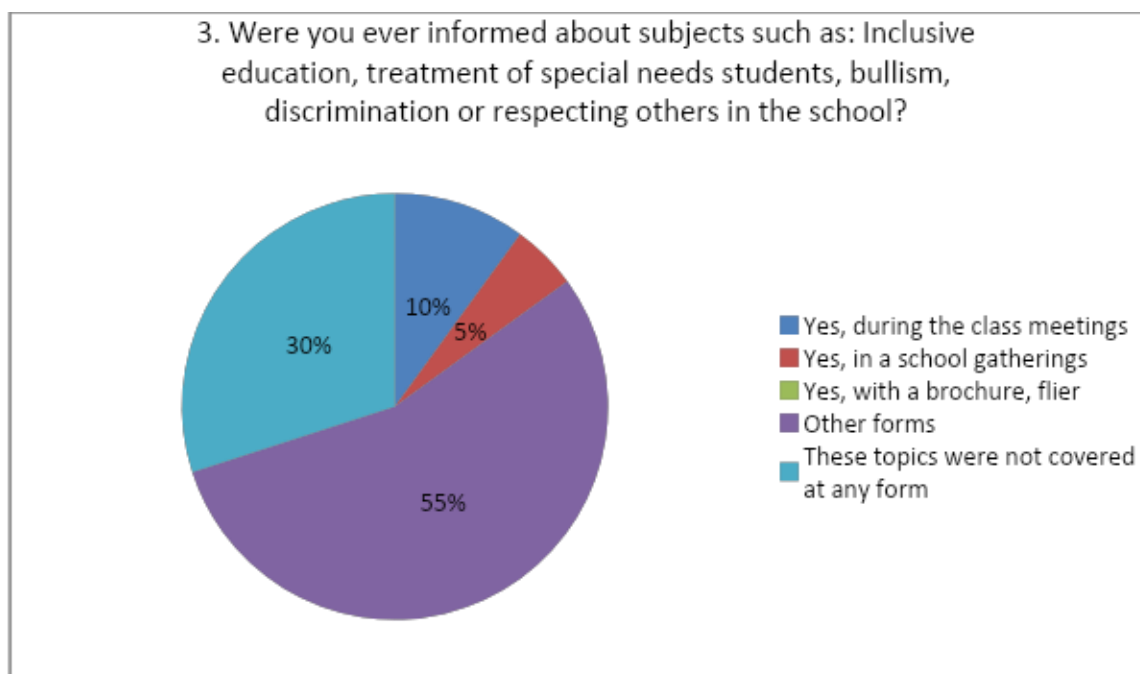
Chart 3. Parents being informed about Inclusive Education, treatment of special needs students, bullism, discrimination or respecting others in the school

Question 4

On being asked if the professional teams such as psychologists, defectologue, lagopede employed from the municipality of Tearce are involved in the learning process and give their professional support to the students in our school the answers are as follows: Yes, they give their professional support 15 %; I have no information if they are involved 18%; and the majority says that no, they are not involved with 67%.

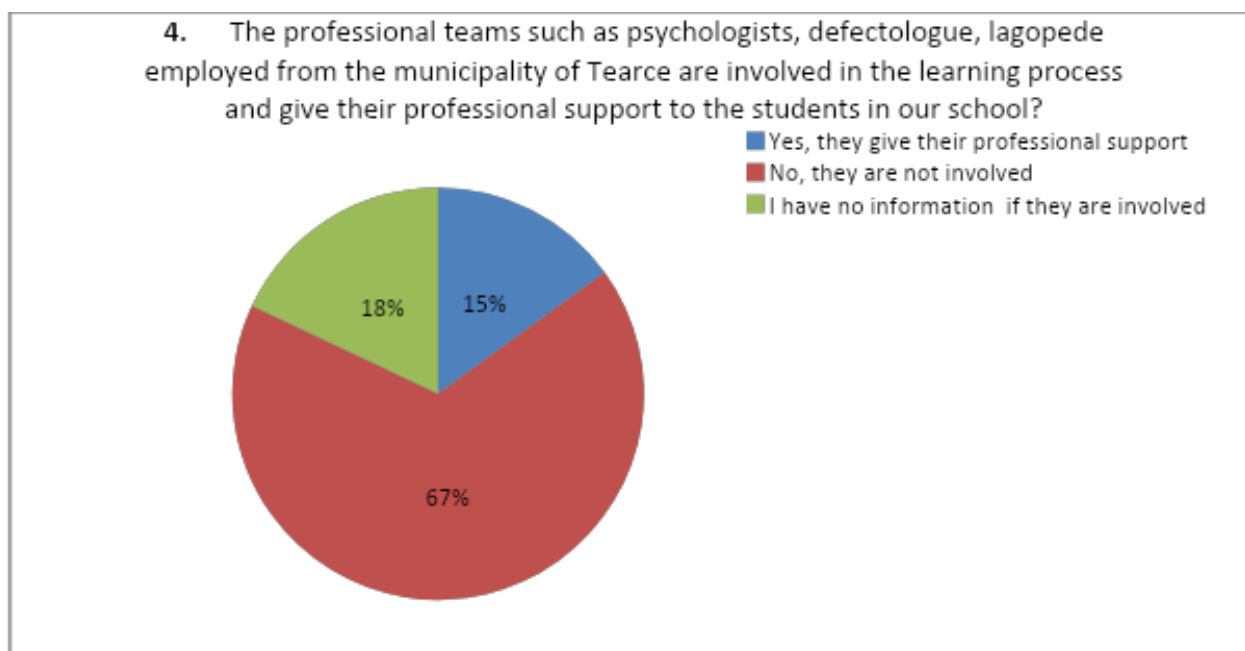Chart 4. The professional teams such as psychologists, defectologue, lagopede employed from the municipality of Tearce involved in the learning process at primary school "Ismail Qemali" Nerashte

5. Question

When we asked the parent about their reaction if their child has any type of special needs, learning disability, learning difficulty they answered as follows: I will collaborate with the teachers and other professionals 48%; I will collaborate with the teachers and other professionals (psychologist, defectologist, logoped, etc), but I would like it to be a secret. 40%; I feel intimidated that my child has any type of special need and I will not send my child to other professionals (psychologist, defectologist, logoped etc) 0%; I will seek professional help without informing/ collaborating with the school (no need for their involvement) 12 %

5. How woul you react is your child has disabilities, learning disability, learning difficulties, etc?

- I will collaborate with the teachers and other professionals
- I will collaborate with the teachers and other professionals (psychologist, defectologist, logoped etc), but I would like it to be a secret.
- I feel intimidated that my child has any type of special need and I will not send my child to other professionals (psychologist, defectologist, logoped etc)
- I will seek professional help without informing/collaborating with the school (no need for their involvement)
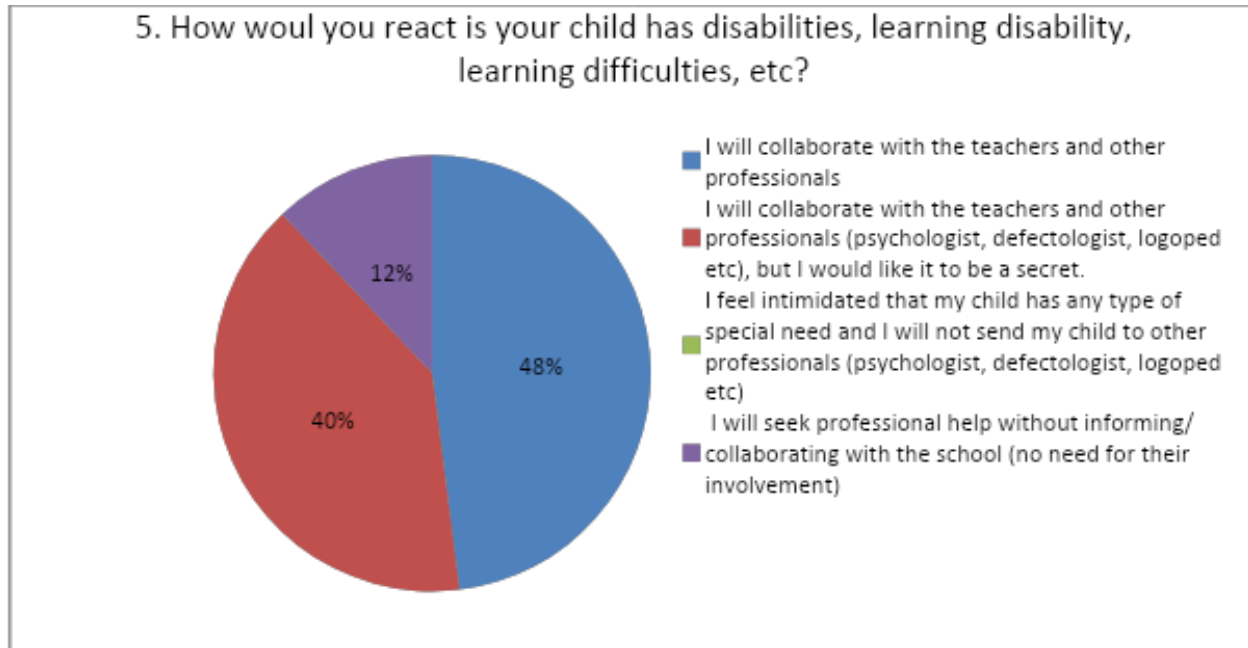
48%
40%
12%

Chart 5. Parents' reaction if they have a special needs child

When we asked the parent if have information of any case with a student with special needs (physical or psychological), learning disability, learning difficulties, and how are they treated from the **teachers** they reply with 58% have no knowledge and 42% gave their comments related to this question.
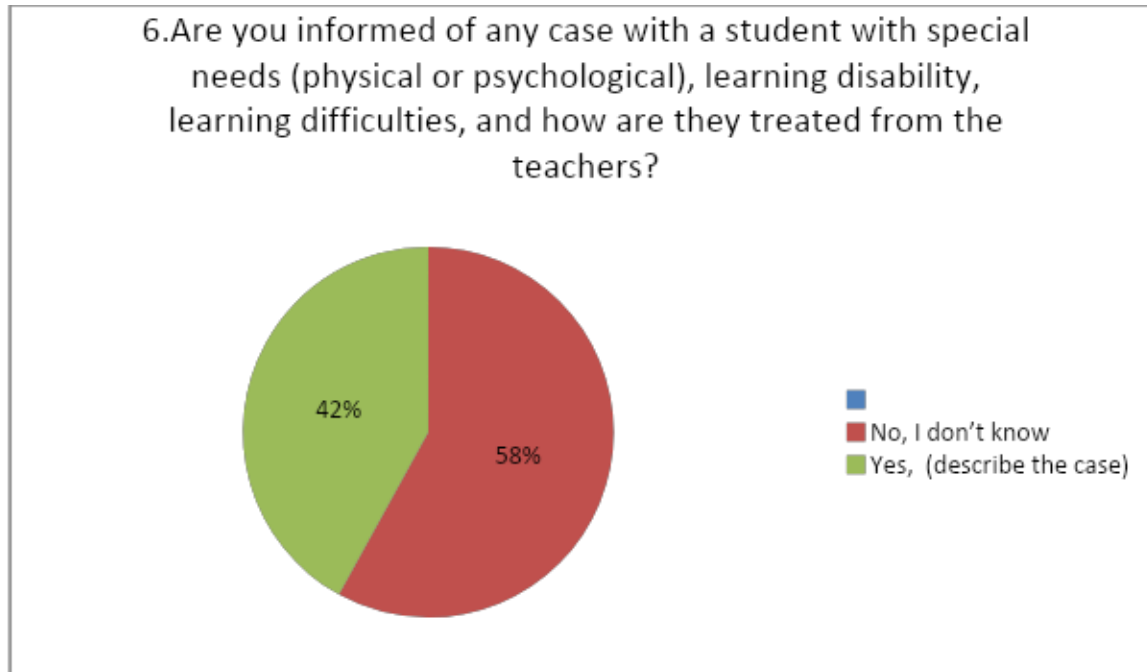
6.Are you informed of any case with a student with special needs (physical or psychological), learning disability, learning difficulties, and how are they treated from the teachers?

42%

58%

- No, I don't know
- Yes, (describe the case)

Chart 6. SWD treatment from **teachers**

7. Question

Upon asked about their information of any case with a student with special needs (physical or psychological), learning disability, learning difficulties, and how are they treated from other **students** 70% have no knowledge on this matter, and 30% gave their comments on how is the treatment of the students towards SWD in the school.
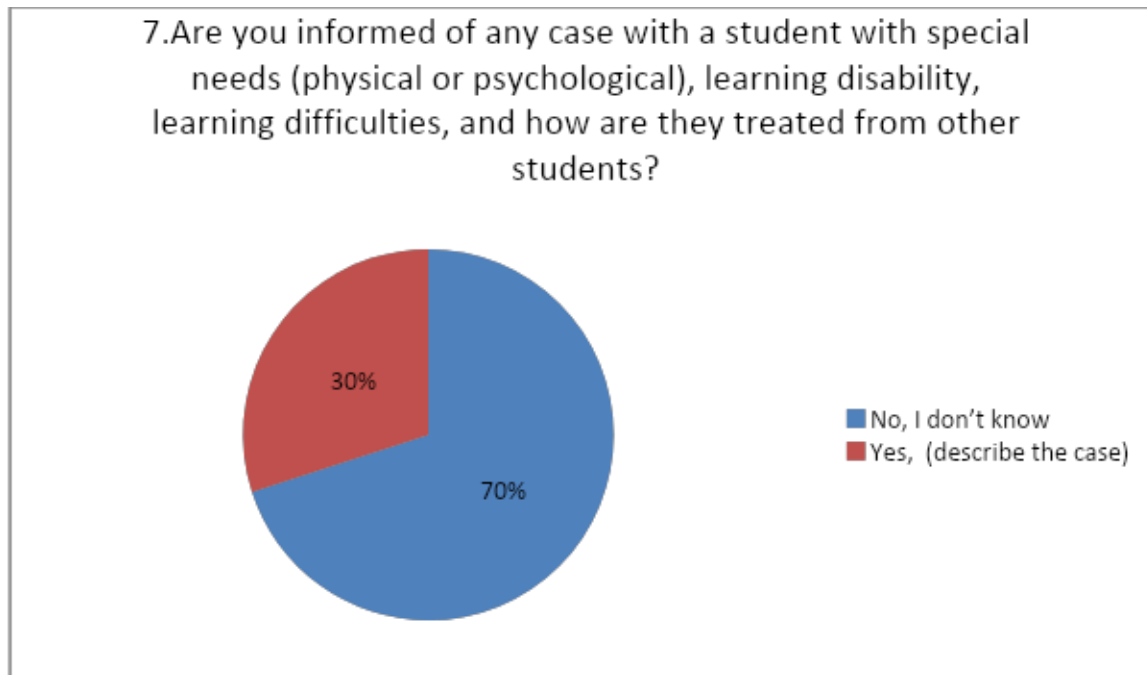
58

7.Are you informed of any case with a student with special needs (physical or psychological), learning disability, learning difficulties, and how are they treated from other students?

- No, I don't know
- Yes, (describe the case)

30%

70%

Chart 7. SWD treatment from students

Question 8.

Do you have any suggestion to the school authorities, teachers or ministry of Education and Science authorities related to the topic discussed above.The constructive comments from the 6, 7, and 8 question are presented below:

4. Are you informed of any case with a student with special needs (physical or psychological), learning disability, learning difficulties, and how are they treated from the teachers?	5.Are you informed of any case with a student with special needs (physical or psychological), learning disability, learning difficulties, and how are they treated from other students?	6. Do you have any suggestion to the school authorities, teachers or ministry of Education and Science authorities related to the topic discussed above?
- Teachers try to define their own needs. -I am informed for some students with disability and teachers working well with the students. - We are informed from the teachers but there are no private assistants. - Students are treated appropriately from the teachers. - The student's treatment is good and supportive from the teachers and education system. - They are trying to not make a difference from the other students. - The teachers and the students treat them (students	- The students without hesitation try and give help to their friends to be equal in learning. - They try to help in any case. - They work together. - Many students accept them in their group. - The students support them. - They get treated equally. - Generally are accepted by other students. -It happens that often other students don't accept them;	- I think that an adequate teacher is needed to deal specifically with these children because for a teacher in a class where there are students with special needs it is difficult and not effective. - The triangle of the parent, the student with special needs and professional team should work. - To discuss in a collective way the approach of children with special needs. - Our suggestion is to hire more assistants for students with special needs. - It is preferable to involve the students more in the lesson. - It would be good that every school in the municipality has a professional team engaged(psychologist,defetologist,etc).To deal with such cases. - Schools in cooperation with the minister must complete special spaces, for example sensory rooms equipped with

with disability) well and they give appropriate help. - The teachers try to help them even in the education process. - I'm informed about a girl student and that teachers try in those conditions to deal with her. - Special plans, special lessons with sheets needed from teachers. - The teachers with limited abilities students treat them in the best form and they work with them. - The students are treated equally. -Special programs and special methods. -The teachers with dedication approach the student and spends quality time with them.	regardless they have to behave well with everyone. -Students approach and offer help when its needed. -Students try to include them. -Students show understanding for those students	didactic materials, sensory elements and recreational and rehabilitative equipment. - In the school there is no special education teacher, speech therapist, psychologist to help these students and school professors.

Table 3 Constructive comments from the parents

4.10.1 Discussion on the questionnaire

The respondents in this study included parents who shared their thoughts on inclusive education (IE) implementation. Prior research highlighted challenges in communication between teachers, administrators, and parents. Societal stigma further complicates matters, as some families perceive disabilities as a source of disgrace rather than as aspects of diversity.

Many parents were hesitant to participate in the questionnaire due to concerns about potential judgment from others. We should take into account the perspectives of non-participating families, as they might hold significant opinions or face enormous pressures related to disability and diversity.

The objective of the survey extended beyond assessing parental opinions; it also aimed to serve as a preview for the perspectives that students themselves might express. By addressing these concerns and fostering collaboration among key stakeholders, we can help create an inclusive environment for all students.

The survey results reveal two primary concerns regarding the treatment of students with disabilities (SWD) in schools. Firstly, there is a potential discrepancy between the perceived presence of SWD and the acknowledgment of their existence by both parents and authorities. This situation may result in underrecognition and lack of support for SWD. Secondly, while teachers are generally seen as supportive of these students, there is a significant lack of professional assistance, such as psychologists, legopeds, and defectologists, in the schools.

The majority felt that there was equal treatment for all students and that they had equal opportunities. A significant aspect to consider is parents' awareness regarding special needs students (SDW) in the school. Most parents acknowledge their presence, while a small percentage remains unaware.

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Interestingly, none of the parents admitted having a child with a disability. The responses might indicate two things: 1) schools may have children with disabilities despite authorities' denial, or 2) parents may not feel comfortable admitting their child has a disability.

*Students' Acceptance: Encouragingly, parents feel that students are generally accepting of classmates with disabilities and learning difficulties. They also believe teachers provide optimal support to these students while demonstrating a high level of professionalism.

*Teacher Challenges: Parents recognize the difficulties teachers face when managing diverse classrooms without proper support or guidance on implementing inclusive education (IE). They emphasize the urgent need for psychologists and professional assistants (co-teachers) in classrooms with SWD students.

*Awareness & Information: The majority stated that they received no information on topics like inclusive education, special needs students' treatment, bullying, discrimination, and respecting others in school. They neither received brochures nor flyers to inform them on inclusive education and similar topics. This is a concerning matter and denotes the necessity for actions to be taken by the Ministry of Education to raise awareness among common citizens.

Chapter V

5. Conclusion

Upon an extensive analysis of the data procured through interviewing educators, the principal, and the schoolmaster, it becomes abundantly clear that the implementation of Inclusive Education encompasses a multitude of challenges. Observations delineated during the instructional process accentuate an unequivocal necessity for supplementary reinforcement from professionals, such as psychologists and assistant instructors/ teachers. Reservations have also been expressed by parents, who discern the complications encountered by both pupils and educators due to the dearth of psychological support and collaborative instruction within the educational institution. To ameliorate these predicaments, it is imperative to investigate potential resolutions encompassing the acquisition of skilled specialists, incorporating cooperative pedagogical models, and executing targeted Inclusive Education programs explicitly designed to tackle particular challenges and surmount obstacles to achievement.

Undoubtedly, Inclusive Education necessitates unwavering commitment and industriousness from all participating parties, comprising school administration, educators, parents, and scholars. At Primary School "Ismail Qemali," teachers occupy a pivotal position in assuring the triumph of an all-encompassing atmosphere. To bolster these pedagogues, relevant institutions ought to furnish resources such as collaborative teaching prospects, access to professional advancement opportunities, and consultations with psychologists as required.

Hypothesis 1. The primary school "Ismail Qemali" lacks support from the Ministry of Education to implement Inclusive Education successfully.

Upon reviewing the direct conversations (interviews) held with the Principal and the pedagogue of the primary school "Ismail Qemali" Nerashte to bear witness their perceptions and challenges, we can conclude that Inclusive Education in the primary school " Ismail Qemali" is not guided properly by the Ministry of Education and Science of Republic of North Macedonia and also from local authorities from the municipality of Tearce. The administration of the school, the teachers, and along with the parents denote the necessity of having professionals employed in

this school to facilitate the inclusion process. There were many demands from the school administration that some students who have shown disruptive disabilities to be declared as officially in need of special assistance and other professionals (especially a psychologist) to be employed in this school to assist with these students, however that was not employed by the authorities. The parents lack of guidance and more importantly awareness on how to act with their children having disabilities. The process of declaring the student with an official diagnosis is bureaucratic and is an impediment for the parents to obtain for their children. This leads to neglect from the parents (as it was said by the school principal and teachers).

Hypothesis 2. The teachers of the primary school "Ismail Qemali" Nerashte face difficulties in managing the classroom in Inclusive way.

During the interviews with the EFL teachers of this school, they explained that conducting IE teaching process they have encountered some difficulties. From the observation it was seen that in some classes the teaching was not managed very well due to the fact that the teachers had to dedicate more time to SWD and the rest of the students suffered quality time teaching. However, they declared that they find the training useful in preparing how to conduct teaching in IE environment.

Hypothesis 3. Students partially have the support to meet their educational and personal needs.

The observation of the classes gives evidence of the fractures of the implementation of Inclusivity. The SWD is in need of assistant teachers in some classes and also they are in need of psychological help. There are students in the school who have learning difficulties and need to be guided by professionals in order for them to succeed at their best potential. The parents show their concern in this matter also.

Hypothesis 4. Students are not noticeably agitated or distressed in having a mixture of fellow students in the school.

Students did not show great agitation and disguise from the implementation of Inclusive Education in this school. During the observation, it was seen collaboration. However, there is

evidence that there were some fractions in terms of SWD molesting/ disturbing other students. The positive side is that SWD students are not mocked nor bullied, as it was seen from the comments of the parents, students in general tend to accept the SWD and seek to help them.

Inclusive education acknowledges and embraces individual differences and provides a learning environment that encourages mutual acceptance and respect. Though implementing this approach can be challenging, it is achievable through cooperation, open-mindedness, and support from all participants involved in the educational process. By working together, we can foster an environment that empowers every student at primary school "Ismail Qemali" to achieve their full potential.

Moreover, fostering collaboration between teachers, parents, and school administrators will be crucial to ensuring that everyone is working together towards a common goal of inclusivity. Encouraging open communication between all parties involved can result in a better understanding of each other's perspectives and coming up with effective strategies to improve the process of Inclusive Education.

5.1. Limitations and Recommendations

In this chapter there will be a discussion on the difficulties of making this research come to life. The path toward success is not always so bright. In addition to this, this research went through some hardship. First and foremost, it is a sensitive topic. Inclusion in Education is necessarily talking about students' disabilities. In this matter writing on this topic is hard to find the right terms, in order not to bring up any controversial terms or touch on sensitive issues about disabled people.

5.2 Limitations

The foremost constraint pertains to the sensitive nature of the thesis topic, wherein obtaining a comprehensive understanding of all aspects involved - including the students' perceptions of classroom interactions, peer dynamics, and teachers' conduct - is challenging. Employing interviews and questionnaires to gather data from students was eschewed due to potential misinterpretations and feelings of intimidation, particularly among 'targeted students.'

Ideally, insights into the experiences of students with disabilities or learning difficulties during classroom processes would have been advantageous. However, obtaining such information would have required unethically disclosing personal details about the students classified (officially or unofficially) as having special educational needs. Additionally, questioning students in this manner might incite undue distress among them and their parents.

A secondary limitation concerns collaborating with school faculty during the study. The availability of administration and teaching staff is limited, while disclosed information tends to be incomplete and vague. Consequently, accumulating genuine insights about Inclusive Education implementation in real-life contexts proves difficult.

A tertiary constraint is that an extended observation period would have been more favorable for the study. A mere two-week observation window is insufficient for capturing a holistic view of the situation.

Lastly, the inability to garner perspectives from authoritative figures such as municipal council members, mayors, and educational inspectors also constitutes a limitation.

5.3. Recommendations

The first recommendation entails the judicious organization of time, as qualitative research demands considerable temporal investment. To optimize results, classroom observations should

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span over a minimum of 10 working days, thereby affording a comprehensive understanding of participant interactions. This extended observation period may reveal additional challenges or generate valuable insights pertaining to classroom management.

The second recommendation suggests reviewing pertinent literature from diverse sources to enhance one's grasp of inclusive education prior to initiating the research. Subsequently, the researcher should identify the sources that provide lucid data to guide the study effectively.

The third recommendation advocates for a strategic selection of research instruments in studying inclusive education. Conventional approaches, such as questionnaires, may not be suitable due to the sensitive nature of this topic. The younger student demographic could become perplexed by such inquiries, while the target students might experience discomfort or offense.

The fourth recommendation emphasizes that when developing interview questions, they should be articulated in a coherent and succinct manner. This is particularly crucial for open-ended questions, as clarity is key to acquiring accurate information.

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29.

Appendixes:

Questions for the interviewee (teachers, school principal, head master)

Before we proceed with the interview, I want to reiterate that your participation is entirely voluntary. You have the right to ask questions and withdraw your consent at any time during the process. We will ensure that you are fully informed about the purpose of our research, the nature of the questions, and how your responses will be used. Your privacy is of the utmost importance to us. We will not disclose your real name or any identifying information in any reports or documentation. Instead, we will use pseudonyms or codes to protect your identity.

Questions for the interviewee:

What is your opinion on the implementation of Inclusive education at "Ismail Qemali"?

What are the challenges that you face in implementing it?

What challenges students have?

What suggestion do you have for facilitating the Inclusive Education at your school?

Questionnaire for the parents of the students of primary school "Ismaili Qemali" Nerashte

This questionnaire is done for a personal research purpose and your answer will not affect or harm anyone. The research topic: **"Inclusive Education in English Language Classrooms. A study conducted in primary school "Ismail Qemali", Nerashte, Tetovo; by** Fatmire Ismaili (fs12256@seeu.edu.mk)

About the research:
- The expected time for your contribution, to answer the questionnaire is 15-20 minutes
- The research is carried out for the master's thesis
- The questions are understandable and only the correct answer is required
- We expect from you to share your honest opinion

1.Do you think students are treated equally and are granted the equal opportunities?

- o Yes, there is equal treatment for everyone
- o Some students are more privileged
- o There should be more work done
- o I don't know

2. Are there special needs students at primary school 'Ismail Qemali' Nerashte?
3. Yes, there are at other classrooms
4. Yes, at my child's class
5. My child is special needs student
6. I don't know

7. Were you ever informed about subjects such as: Inclusive education, treatment of special needs students, bullism, discrimination or respecting others in the school?

- o Yes, during the class meetings
- o Yes, in a school gatherings
- o Yes, with a brochure, flyer
- o Other forms
- o These topics were not covered at any form

8. How would you react if you got informed that your child has any type of special needs, learning disability, learning difficulty?
   o I will collaborate with the teachers and other professionals
   o I will collaborate with the teachers and other professionals (psychologist, defectologyst, logoped etc), but I would like it to be a secret.
   o I feel intimidated that my child has any type of special need and I will not send my child to other professionals (psychologist, defectologyst, logoped etc)
   o I will seek professional help without informing/ collaborating with the school (no need for their involvement)
9. Are you informed of any case with a student with special needs (physical or psychological), learning disability, learning difficulties, and how are they treated from the teachers?

No, I don't know

Yes, (describe the case)

_____
_____

10. Are you informed of any case with a student with special needs (physical or psychological), learning disability, learning difficulties, and how are they treated from other students?
    o No, I don't know
    o Yes, (describe the case)

       _____
       _____
       _____

11. The professional teams such as psychologists, defectologue, legopede employed from the municipality of Tearce are involved in the learning process and give their professional support to the students in our school?
    o Yes, they give their professional support
    o No, they are not involved
    o I have no information if they are involved

12. Do you have any suggestion to the school authorities, teachers or ministry of Education and Science authorities related to the topic discussed above?

Documents granted from the Principal about the attempts of the school to form Inclusive teams for two students, the request to grant hiring of a psychologist for the school

Врз основа на член 16 од Законот за Основно Образование на Република Северна Македонија (Службен весник на Република Северна Македонија бр. 161 , 05.08.2019) Директорот на ООУ „Исмаил Ќемали„ с.Нераште – Теарце донесе :

Општинско основно училиште "Исмаил Ќемали" Shkolla fillore komunale "Ismail Qemali"

Бр/Nr. 01–304 / 1

05.12.2022 год.

rr. 101 pn. 1203 Nerasht| Tetovë
tel/fax +389 44 345386 |
E-adress :
ismail_qemali@hotmail.con
www.ismailqemali.info

ОДЛУКА
За формирање на училишен инклузивен тим

(1) Училишниот инклузивен тим се грижи за инклузивните политики и практики на ниво на целото училиште.
(2) Училишниот инклузивен тим се состои од седум члена и тоа :
- Директорот Шпенд Шаќири
- Педагогот Абдула Џафери
- Двајца наставици и тоа, од одделенска настава Фатиме Мемиши и од предметна настава Селвије Шемшиу.
- Двајца родители и тоа , Гани Ислами и Хасан Мемиши
- Специјален едукатор или рехабилитатор – дефектолог Пранвера Исени.
(3) Училишниот инклузивен тим има мандат од три учебни години .

Доставено до :
- Архива

Нераште
05.12.2022

ДИРЕКТОР

Шпенд Шаќири

75

ISMAIL QEMALI

Бр.01-304/3

Дата 05.12.2022

Врз основа на член 16 став 3, 4 и член 113 став 1 точка 19 од Законот за основно образование (Сл.Весник на Република Северна Македонија бр. 161/2019), директорот на О.О.У. "Исмаил Кемали" од Нераште на ден 05.12.2022 година донесува:

Në bazë të nenit 16 paragrafi 3, 4 dhe neni 113 paragrafi 1 alinea 19 nga Ligji për arsim fillorë (Gaz.Zyrtare e Republikës së Maqesonisë së Veirut nr. 161/2019), drejtori i Sh. F. K. "Ismail Qemali"- Nerasht, më datë 05.12.2022 solli këtë:

Р Е Ш Е Н И Е
За формирање инклузивен тим
за ученикот ~~Блерта Алити~~

I.

Врз основа на член 16 став 3 и 4 од Законот за основно образование директорот на училиштето формира инклузивен тим за ученикот за ученико со посевбни образовни потреби – Блерта Алити ученик во прво одделение.

II.

Инклузивниот тим за ученикот Блерта Алити ја сочинуваат:
1. Афердита Муслиу наставник на ученикот,
2. Беким Камбери родител на ученикот,
3. Абдула ЦАфери стручен соработник – педагог, и
4. Пранвера Исени специален едукатор – рехабилитатор.

III.

Инклузивниот тим за секој ученик изготвува индивидуален образовен план програма за работа со ученици со посебни образовни потреби.

A K T V E N D I M
Për formimin e ekipit inkluziv
për nxënësen ~~Blerta Aliti~~

I

Në bazë të nenit 16 paragrafi 3 dhe 4 nga Ligji për arsim fillor, drejtori i shkollës formon ekipin Inkluziv për nxënësin me nevoja të veçanta arsimore – Blerta Aliti nxënës në klasën e parë.

II

Ekipi Inkluziv për nxënësin Blerta Aliti përbëhet nga:
1. Aferdita Musliu arsimtare e nxënësit,
2. Bekim Kamberi prind i nxënësit,
3. Abdulla Xhaferi bashkëpunëtor profesional – pedagog,
4. Pranvera Iseni edukator special – rehabilitator.

III.

Ekipi Inkluziv për çdo nxënës përgatit plan programë individual - arsimorë për nxënësit me nevoja të veçanta arsimore.

76

Бр. 01-304/2

Дата 05.12.2022

Врз основа на член 16 став 3, 4 и член 113 став 1 точка 19 од Законот за основно образование (Сл.Весник на Република Северна Македонија бр. 161/2019), директорот на О.О.У. "Исмаил Кемали" од Нераште на ден 05.12.2022 година донесува:	Në bazë të nenit 16 paragrafi 3, 4 dhe neni 113 paragrafi 1 alinea 19 nga Ligji për arsim fillore (Gaz.Zyrtare e Republikës së Maqesonisë së Veirut nr 161/2019), drejtori i Sh. F. K. "Ismail Qemali"- Nerasht më datë 05.12.2022 solli këtë:

РЕШЕНИЕ
За формирање инклузивен тим за ученикот ~~Везире Јусуфи~~

AKTVENDIM
Për formimin e ekipit inkluziv për nxënësen ~~Vezire Jusufi~~

I.	I
Врз основа на член 16 став 3 и 4 од Законот за основно образование директорот на училиштето формира инклузивен тим за ученикот за ученико со посевбни образовни потреби – Везире Јусуфи ученик во прво одделние.	Në bazë të nenit 16 paragrafi 3 dhe 4 nga Ligji për arsim fillor, drejtori i shkollës formon ekipin Inkluziv për nxënësin me nevoja të veçanta arsimore – Vezire Jusu... nxënës në klasën e tretë.
II.	II
Инклузивниот тим за ученикот Блерта Алити ја сочинуваат: 1Фатиме Мемиши наставник на ученикот, 2. Африм Јусуфи родител на ученикот, 3. Абдула ЏАфери стручен соработник – педагог, и 4. Пранвера Исени специален едукатор – рехабилитатор.	Ekipi Inkluziv për nxënësin Blerta Aliti përbëhet ng... 1. Fatime Memsihi arsimtare e nxënësit, 2. Afrim Jusufi prind i nxënësit, 3. Abdulla Xhaferi bashkëpunëtor profesional pedagog, 4. Pranvera Iseni edukator special – rehabilitator.
III.	III.
Инклузивниот тим за секој ученик изготвува индивидуален образовен план програма за работа со ученици со посебни образовни потреби.	Ekipi Inkluziv për çdo nxënës përgatit plan progra... individual - arsimorë për nxënësit me nevoja të veça... arsimore.

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ISMAIL QEMALI

SHKOLLA FILLORE NERASHT

IV.

По еден примерок од оваа Решение се доставува до секој член на Инклузивниот тим, а останатите примероци остануваат за потребите на училиштето.
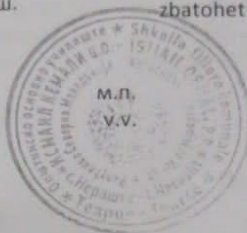
IV.

Nga një ekzemplar të këtij Aktvendimi ju dor anëtarëve të Ekipit Inkluziv, ndërsa ekzemplar mbeten për nevojat e shkollës.

V.

Оваа Решение влегува во сила со денот на донесувањето а ќе се применува веднаш.

V.

Ky Aktvendim hynë në fuqi ditën e sjelljes dh zbatohet menjëherë.

М.П.
V.V.

Директор/Drejtor

Shpend Shaqiri

Shkolla fillore komunale "Ismail Qemali"   Општинско основно училиште "Исмаил Кемали"
rr. 101 pn. 1203 Nerasht | Tetovë   ул. 101 бб. 1203 Нераште, Тетово   tel/fax +389 44 345386
e-adress | ismail_qemali@hotmail.com   www.shfismailqemali.edu.mk