

THE RIGHTS AND PARENTAL RESPONSIBILITIES TO EDUCATION OF THEIR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS IN THE INCLUSIVE SCHOOLS

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Abstract

In the recent years, even in our country, educational support for children with special educational needs has shifted towards inclusive education approach. School planning for the ongoing of all-inclusive process of the children with special needs, primarily requires strictly recognition and implementation of legal frame work by all. Spread and institutionalization of this model needs to reorganize education system as well as the change of negative attitudes and behaviors of all stake holders of school. One of the main barriers of inclusion of children with special needs into schools is related to the lack of sufficient knowledge as well as of the rights and parental responsibilities dealing with educational inclusion of their children. This is also the aim of this study: Investigation of parental knowledge level in respect of the right to education of their disabled children. Main questions of this study are: how much do the parents of children with special needs know the education legislation in force? Where and how did they get this information? Are they part of decision making process? Do they feel represented into the school' structures and how are theirs and their children interests protected? Based on the collected data by the focus groups and interviews of 28 parents of Korça city, resulted that parents often lack basic knowledge in respect of the rights of their children for education as well as their rights to inform and to be an integral part of decision making process in school. It is important to point out that vast majority of parents have never received information on legislation by the school staff and none of them had taken any other occasional step against the violation of their rights or their children with special needs. This study establishes a set of tasks for the improvement of information and inclusion of parents aiming to ensure a qualitative all-inclusive education. Without a pressure by parents' group it would be impossible to amend education policy or to improve the legal frame work. Parents' involvement into school life and activity should be a priority and constantly encouraged.

Keywords: *parental rights, special educational needs, inclusive education*