INCLUSIVE EDUCATION OF CHILDREN WITH DISABILITIES AND MINORITY CHILDREN IN KOSOVO WITHIN A HUMAN RIGHTS FRAMEWORK

Master Thesis by Paulina Kühn
Supervised by Professor Maria Tzouriadou
2011-2012
Acknowledgements

I would like to thank:

Professor Emeritus Papadopoulou for her continual support, personal warmth, positive attitude as well as strong commitment to the E.MA programme.

My supervisor, Professor Tzouriadou for her advice on the thesis and providing me with necessary inclusive education background.

The E.MA lecturing professors at the Aristotle University of Thessaloniki for sharing their areas of expertise and the academic support.

Assistant Professor Georgaca for valuable guidance and advice on the structure, organisation and research for the thesis.

Foteini and Haris for professional handling of all E.MA matters and especially for our laughs at the UNESCO office.

My Kosovo interviewees for their time, insight, professionalism and kindness so typical to this country. I am hoping to be back soon.

Cristina and Miriam for sharing the same boat during these past months and the fun we had on the boat.

My family, for being always there, no matter how much I panic or complain and for their continual interest and concern.

And last, but not least, Μιχάλης for his comforting presence, consolation in hard times and sharing the many good times.
Abstract

This thesis examines the philosophy and practice of inclusive education with regards to minority children and children with disabilities in Kosovo. It analyses to what extent inclusion of these marginalised groups has been achieved in a country, which time and again in history fell into conflict due to ethnic animosity and exclusion. It also studies methods and approaches to inclusion of the two groups within the Kosovar context, i.e. the Kosovo-specific inclusion. Essentially, it also compares the two infrastructures required for inclusion of disabled children and minority children.

The thesis, while academically drawing on the areas of political science, law and education, also attempts to bring the account closer to reality on the ground through numerous interviews with key actors dealing with inclusive education, children’s rights, disability, minorities and human rights in Kosovo. Moreover, an effort was made to firmly place the thesis within the right to education and, what has emerged in the inclusion discourse, the ‘right to inclusive education’.
Table of Contents

Introduction 7

Part I  Theory and norms 9

I.1 Special and inclusive education. Theory and practices. 9
I.2 Ethnicity, disability and education in the human rights framework 19

Part II  Minority and disabled children in the Kosovar education system 24

II.1 History, politics, conflict and education in Kosovo’s background 24
II.2 Minority children 29
   II.2.1 Minorities in numbers - statistics 29
   II.2.2 Legal framework 30
   II.2.3 Minority children in education 36
II.3 Children with disabilities 40
   II.3.1 Disability in numbers - statistics 40
   II.3.2 Legal framework 41
   II.3.3 Disabled children in education 43

Part III  Inclusion in the Kosovar context 51

III.1 Between Education For All and inclusive education 51
III.2 Inclusion of children with disabilities 52
III.3 Inclusion of minority children 60

Conclusions 72

Bibliography 74

Annex 1 88
Annex 2 98
Annex 3 100
2012

Inclusive education of children with disabilities and minority children in Kosovo within a human rights framework

Kuhn, Paulina

https://doi.org/20.500.11825/734

Downloaded from Open Knowledge Repository, Global Campus’ institutional repository