



organizations, particularly the United Nations, as well as civil society actors. During this period, many national constitutions incorporated education as a fundamental right, reflecting the principles of the social state and emphasizing the obligation of public authorities to ensure equal access to education. At the same time, international human rights instruments further strengthened this right by requiring states to guarantee free primary education, expand access to secondary and vocational education, and facilitate access to higher education for all. However, due to socio economic reasons, more than 200 million children are out of school (Demirtaş, 2019; European Union & Council of Europe, 2025; UNESCO, 2026).

In contemporary human rights discourse, disability is increasingly understood within a rights-based framework that places emphasis on the full and equal participation of persons with disabilities in all areas of life, free from discrimination (Ministry of Family and Social Policy, 2015). Education occupies a key position in this framework, both as a way for individuals to grow and develop as well as a way for society to ensure individuals can fully participate and be included in society. There is no question that education will be a decisive factor for the growth and development of human capital which directly impacts economic productivity, social integration, and overall quality of life in society through the ability of individuals to be productive members within their communities (Ministry of Education, Science and Technology, Kosovo, 2015).

Educational inclusion has come to be regarded as a central principle in contemporary education systems, reflecting the aim of ensuring that all learners, regardless of their abilities or individual characteristics, have equal opportunities to access and benefit from education. It signals a gradual move away from segregated models of schooling toward more integrated and responsive approaches, where diversity is acknowledged as an inherent and valued aspect of the learning environment (Mulliqi, 2022). Although there has been some advancement towards greater norms for institutionalizing this approach, many contexts remain challenged when it comes to implementing it effectively due in large

part to the issues of institutional capacity, available resources, and sufficient support mechanisms being provided for this type of effort. Within this broader framework, particular attention must be given to students with special educational needs, including those with specific learning difficulties such as dyslexia. Dyslexia, one of the most common learning difficulties, affects reading, writing, and language processing, and as a result has a direct impact on both academic performance and participation in the classroom. Its recognition within the wider category of special educational needs points to the importance of differentiated teaching approaches and the provision of tailored support measures within inclusive education systems.

In the context of Kosovo, inclusive education has been formally recognized within legal and policy frameworks that are aligned with international standards. In practice, however, the implementation of these commitments continues to face a number of challenges. Against this background, the study examines the relationship between existing legal and policy frameworks and their application in practice, with particular emphasis on inclusive education and the position of students with special educational needs, especially those with dyslexia. By focusing on the Kosovo context, the paper aims to offer a clearer understanding of both the challenges and the opportunities linked to the implementation of inclusive education. At the same time, it underscores the importance of addressing learning difficulties such as dyslexia within this broader framework.

## LITERATURE REVIEW

This section examines the theoretical and legal foundations of the right to education, with particular attention to inclusive education and the educational rights of persons with disabilities. It also considers the concept of special educational needs, as well as the place of specific learning difficulties, such as dyslexia, within inclusive education frameworks. The analysis is based on international human rights instruments, national legislation, and relevant academic literature, which together provide a comprehensive conceptual foundation for the study.

## **The Right to Education as a Human Right**

The right to education constitutes a fundamental component of international human rights law and represents a cornerstone in the development of inclusive education systems.

Education is widely understood in academic literature as a multidimensional process through which individuals acquire the knowledge, values, and social norms needed to participate in society. Beyond its cultural and social significance, it also plays a crucial role in enabling individuals to develop professional skills and maintain their livelihoods. Given its importance for both individual development and social integration, the right to education is generally recognized as a universal entitlement that should be ensured through appropriate legal frameworks (Demirtaş, 2019).

Everyone has the right to an education, including people with disabilities. This right is directly linked to having a level of life that is consistent with human dignity. The social state idea helps people understand how to make it happen, which means that public authorities have a responsibility to take steps to make sure everyone can access to education. Without this kind of positive action, the right might simply be on paper and not in practice. In this context, the social state is regarded as having a fundamental duty to offer education and to guarantee that all individuals can access this right under conditions of equality (Şişman, 2014).

## **Inclusive Education and International Standards**

Inclusive education is closely connected to contemporary international human rights standards, which increasingly reflect a shift from medical to social understandings of disability. A social model is the predominant approach currently employed, which posits that disability is not exclusively the result of individual impairments, but rather the interaction between those impairments and the environmental barriers that restrict full participation in society. (Hunt & Caka, 2018). International initiatives in the field of education emphasize that inclusive education is not limited to ensuring access alone, but also seeks to improve the quality of education for students from

disadvantaged groups, in line with broader human rights standards (Council of Europe and European Union, n.d.).

This right has long been recognized as a fundamental human right within international law and continues to serve as a cornerstone for the development of inclusive education systems. Key international instruments provide the normative foundations that guide states in ensuring equal access to education for all individuals, including persons with disabilities. Among these, Article 13 of the International Covenant on Economic, Social and Cultural Rights affirms that education should contribute to the full development of the human personality and must be made accessible to all without discrimination (United Nations, International Covenant on Economic, Social and Cultural Rights, 1966). Similarly, Articles 23 and 28 of the Convention on the Rights of the Child guarantee every child the right to education, while also emphasizing the need to ensure effective access for children with disabilities through appropriate support measures (United Nations, Convention on the Rights of the Child, 1989).

A more specific and comprehensive normative framework is provided by the Convention on the Rights of Persons with Disabilities, which represents an important development in international human rights law. Article 24 of the Convention requires states to ensure an inclusive education system at all levels and to provide reasonable accommodation, along with individualized support, within the general education system (United Nations, Convention on the Rights of Persons with Disabilities, 2006). These obligations are further clarified in General Comment No. 4 (Committee on the Rights of Persons with Disability, 2016), which emphasizes that inclusive education requires systemic transformation rather than the mere integration of students into mainstream classrooms.

In addition to legally binding instruments, international policy frameworks such as the Salamanca Statement have played an important role in shaping the concept of inclusive education by promoting the view that schools should adapt to the diverse needs of learners (United Nations, The Salamanca Statement and Framework for Action on

Special Needs Education, 1994). Taken together, these instruments form a coherent normative framework grounded in the principles of equality, non-discrimination, accessibility, and individualized support. These principles serve as key reference points for the development and evaluation of national education systems.

### **Rights of Persons with Disabilities and the Right to Education**

In the latter half of the twentieth century, alongside the broader recognition of the right to education, the educational rights of persons with disabilities were gradually incorporated into international legal instruments. By signing several declarations and conventions, authorities showed that they were committed to not discriminating against people with disabilities and to taking the steps needed to make sure that these people can fully enjoy this right. Provisions such as Article 4 of the Convention on the Rights of Persons with Disabilities, which highlights the importance of training professionals who work with persons with disabilities, and Article 8, which emphasizes the need for awareness-raising across society and the promotion of respect for their rights and dignity, underline the central role of education and social sensitization in this field (United Nations, Convention on the Rights of Persons with Disabilities, 2006). These provisions point to a broader need to strengthen public awareness and to encourage more inclusive forms of social interaction (Kaya, 2015).

Individuals with disabilities, like all members of society, need to develop an understanding of the rights they hold and the ways in which these rights can be exercised. Such awareness is, to a large extent, shaped through access to education. Where educational opportunities are limited or absent, both individual and societal development may be affected, with potential implications for social cohesion and justice. Through the effective exercise of the right to education, persons with disabilities are better positioned to participate actively in society, pursue personal development, and access professional opportunities. For this reason, the full realization of this right can be considered essential. In practice, however, many individuals with disabilities require

either specialized forms of education or inclusive educational settings in order to adequately meet their needs (Demirtaş, 2019).

### **Accessibility and Equality in Education**

Accessibility for individuals with disabilities constitutes not merely a mechanism for the exercise of their rights, but also a fundamental requirement for autonomous living and comprehensive engagement in societal activities. People with disabilities need to be able to get around, use the internet, and communicate with others in order to live with dignity and fully participate in society. In this context, given that the exercise of many human rights depends on participation in social, political, economic, and cultural life, accessibility is increasingly viewed not only as a precondition for such participation but also as a right in its own regard. Reflecting the social model of disability, it is recognized as a general principle under the Convention on the Rights of Persons with Disabilities and is further reinforced through provisions concerning independent living and full inclusion in society (Çağlar, 2012). This shift from a medical to a rights-based approach underscores that disability does not arise solely from individual impairments, but is also shaped by environmental barriers and prevailing societal attitudes that limit participation (Ministry of Family and Social Policy, 2015).

Moreover, equality of opportunity represents a fundamental principle in the effective realization of the right to education. It goes beyond the notion of mere access, encompassing the ability of individuals to develop their capacities to their full potential. This principle acknowledges that certain groups start from disadvantaged positions and, in the absence of appropriate support and legal safeguards, are unlikely to achieve substantive equality. Within the broader human rights framework, equality of opportunity is closely connected to economic, social, and cultural rights, and it complements the principle of non-discrimination, which on its own is often insufficient to ensure fair and equitable outcomes (Demirtaş, 2019).

To make sure that everyone has equal access to education, it is necessary to do more than just make sure that everyone is able to reach school. We also need to make sure that everyone can learn, improve

their skills, and move up to higher levels of education. (Şişman, 2014 ).

### **Special Education and Social Implications of Disability**

Special education represents a particularly sensitive dimension within the broader framework of the right to education for persons with disabilities. It refers to educational processes designed for students whose physical, cognitive, emotional, or social development differs significantly from that of their peers, and includes individualized services aimed at supporting the development of their capacities and promoting greater independence in everyday life.

In practice, such education is often provided to individuals with severe or multiple impairments, including sensory disabilities, and is frequently delivered within separate systems or specialized institutions. In many contexts, this approach has been justified on the grounds that these students may not be able to benefit fully from mainstream education, or that their presence might disrupt the learning process of others (Demirtaş, 2019). However, this concept has faced growing opposition within inclusive education frameworks, which prioritize involvement in mainstream environments whenever it is possible. From a social perspective, raising a child with disabilities often involves additional financial, emotional, and caregiving responsibilities beyond those experienced by other families. This may include ongoing medical treatment, rehabilitation, and the need for tailored educational support. Such demands can have a significant impact on family life, influencing employment decisions and overall economic stability, and often require additional time as well as external assistance. As noted by Ercan and Gündüz (2022), the effects of disability extend beyond the individual, shaping family members' participation in the workforce and increasing the risk of social exclusion.

In this respect, the legal framework of Kosovo explicitly acknowledges the additional burden placed on families of children with disabilities and seeks to address it through various forms of material support. Article 1 of the Law on Material Support for Families of Children with Permanent Disabilities provides that

this right is granted to families caring for children who, due to their condition, are unable to carry out daily life activities without the assistance of another person, while Article 2 further clarifies the relevant eligibility criteria. Article 3 of the same law defines this support as a monthly financial benefit payable to the family or guardian, and Article 4 sets out the rules governing its allocation and administration. In addition, Article 5 recognizes the need for continuous care, thereby reflecting the increased financial and caregiving responsibilities borne by these families. Kosovo's laws identify material support as a crucial tool for making sure that people may live with dignity and for helping children with disabilities be included in society, even in the school system. (Law No. 03/L-022 on Material Support for Families of Children with Permanent Disabilities).

### **Students with Special Educational Needs in Inclusive Education**

According to official educational guidelines in Kosovo, children with special educational needs include both those with learning difficulties and those with disabilities (Save the Children, 2016). Although specific learning difficulties such as dyslexia are not always explicitly defined as distinct legal categories, they are typically addressed within the broader framework of special educational needs and, in that sense, are covered by the support mechanisms provided by the education system (Bytyqi-Beqiri, 2019). This broad categorization reflects a more inclusive understanding of educational diversity within the system.

Even with these policy promises, it is still very hard to put inclusive education for children with special needs into practice in Kosovo. This is mostly because there has not been sufficient institutional support and structural challenges that remain in the way. The lack of adequate infrastructure, the shortage of qualified professional staff, and insufficient financial resources continue to constrain equal access to education (Mulliqi, 2022). Despite these challenges, this educational approach aims to ensure the participation of all children in mainstream schools, regardless of their individual characteristics, and can be seen as an important step toward broader social inclusion (Save the Children, 2016).

However, a clear gap between policy objectives and their implementation in practice remains a central concern.

Research utilizing systematic reviews in the field of inclusive education indicates that, despite the presence of well-developed policy frameworks, significant differences exist between official commitments and actual classroom practices. These gaps are often linked to challenges related to teacher preparedness, institutional capacity, and the effectiveness of implementation strategies (Poikola, Kärnä, & Hakalehto, 2024).

Teachers play a central role in the practical implementation of inclusive education, as they are responsible for adapting teaching approaches and responding to the diverse needs of students within mainstream classrooms (Ministry of Education). A qualitative study conducted in Kosovo by Zabeli, Perolli Shehu, and Anderson indicates that teachers generally view inclusive education in a positive light, particularly with regard to its contribution to socialization and peer interaction. At the same time, academic progress is often perceived as more limited, largely due to insufficient preparation of teachers in areas such as individualized planning and differentiated instruction, as well as the continued lack of institutional support (Zabeli, Perolli, & Anderson, 2021). These findings highlight the central importance of teacher preparedness in shaping the outcomes of inclusive education. The same study identifies other structural limitations, such as excessive class sizes, inadequate training, an inadequate supply of classroom aids, and insufficient professional assistance, all of which hinder the effective implementation of inclusive education. These findings indicate a persistent disparity between the formal acknowledgment of inclusive education and its actual implementation in classroom environments. (Zabeli, Perolli, & Anderson, 2021). This gap reflects the ongoing difficulty of translating policy commitments into effective classroom practice.

Additional empirical insights are offered by Kadriu et al., who examine the role of classroom assistants working with students with special educational needs. Their findings indicate that assistants make a meaningful contribution to supporting

participation and learning, but their effectiveness is often constrained by a range of structural limitations. These include the absence of formal individualized education plans, limited access to appropriate teaching materials, and a lack of clearly defined professional guidelines (Kadriu, Agani-Destani, Bytyqi, & Sopi, 2024). These observations suggest that inclusive education depends not only on the presence of support staff, but also on broader forms of institutional coordination and professional cooperation. Collaboration among teachers, active engagement with parents, and consistent support from school leadership appear as key factors shaping the quality of inclusion in everyday practice (Brownell, Adams, Sindelar, & Waldron, 2006).

Within this broader framework, the category of students with special educational needs covers a wide range of conditions, including both disabilities and learning difficulties. In Kosovo's educational policy, this category explicitly includes children who experience learning difficulties, thereby extending the scope of inclusive education beyond more traditional understandings that were often limited to physical or intellectual disabilities (Save the Children, 2016). Among these learning-related challenges, dyslexia is one of the most common and educationally significant conditions, particularly in its effects on reading, writing, and language processing. Given its direct impact on academic performance and participation in the classroom, it offers a useful point of reference for understanding how inclusive education must respond to diverse learning needs in practice. Learning difficulties such as dyslexia, dysgraphia, and related conditions are therefore commonly included within the broader category of special educational needs (Belegu Caka, 2025).

### **Dyslexia as a Learning Difficulty within Inclusive Education**

This condition is generally regarded as a specific learning difficulty and is widely recognized as one of the most prevalent forms of learning difficulties, primarily affecting reading, writing, and spelling (Balci, 2017). It is defined by ongoing challenges in accurate word recognition, the structuring of written language, and the development of fluent reading,

despite sufficient intellectual capabilities and suitable educational resources. Instead of showing a lower level of cognitive ability, dyslexia shows a different way that people have trouble learning and using reading and writing skills. (Ismeti & Ismeti, 2022). These difficulties typically manifest in reduced reading fluency, problems with decoding written text, and limitations in word recognition, which together constitute its core features (Balci, 2017).

It has a lot of different traits that don't always show up at the same time and can change from person to person and from one level of schooling to the next. Some signals become clearer in formal learning settings, although early cognitive and language problems may be the first signs. In particular, limitations in short-term verbal memory, phonological development, visual language processing, and perceptual flexibility are commonly associated with later challenges in reading and writing (Carroll, Solity, & Shapiro, 2015). It is therefore widely recognized as a neurobiological learning disorder that affects the processing of both written and spoken language, particularly in relation to phonological awareness and decoding abilities (International Dyslexia Association, 2002).

Literacy-related difficulties among students with dyslexia tend to appear at multiple levels, beginning with the recognition and naming of letters, progressing to phonological processing and the formation of syllables, and extending further to reading comprehension and spelling (Bytyqi-Beqiri, 2019). A critical explanatory aspect is in phonological processing, since learners frequently encounter challenges in forming permanent associations between sounds and their associated written representations. These issues immediately impact decoding skills and reading fluency, whereas cognitive functions such as working memory, vision, and information processing can contribute to the complexity of reading and writing activities. (Ismeti & Ismeti, 2022). Difficulties in distinguishing similar letters or sounds, maintaining reading fluency, and understanding written text are therefore commonly observed (Bytyqi-Beqiri, 2019). This multidimensional nature highlights the need for targeted and sustained educational support.

Educational support for learners with diverse needs tends to be most effective when it is systematically

structured and aligned with pedagogical principles, rather than provided as an occasional or isolated intervention (Ramnund-Mansingh, 2026). Within the framework of inclusive education, dyslexia highlight the importance of adapting teaching methods and learning environments to accommodate diverse learner needs. Inclusive education goes beyond physical access to educational institutions and requires the implementation of supportive pedagogical strategies that enable meaningful participation. Research indicates that the successful integration of children with dyslexia significantly relies on the provision of suitable support mechanisms, encompassing academic accommodations, assistive technologies, and adaptive methodologies for instruction specific to meet individual requirements. (Pino & Mortari, 2014). In addition, teachers' attitudes, concerns, and sense of self-efficacy play a crucial role in shaping inclusive practices and influencing learning outcomes (Kormos & Nijakowska, 2017). Students with dyslexia therefore tend to benefit from individualized approaches, ongoing encouragement, and learning environments that recognize diversity as an integral part of the educational process (Ramnund-Mansingh, 2026).

In this context, school systems are legally required to make sure that all children, including those with special educational needs, have access to excellent education by providing reasonable accommodations and tailored support. (Ministry of Education). This obligation reinforces the principle that inclusive education must be not only accessible, but also responsive to diverse learning profiles.

## **METHODOLOGY**

### **Research design**

This study is based on a qualitative research design that combines a review of the literature with doctrinal legal analysis. Qualitative research design based on literature review is defined as an approach that seeks to understand and interpret social phenomena through the analysis of non-numerical data and contextual meaning (Creswell, 2009). The research adopts an interdisciplinary approach in order to examine inclusive education from both educational and legal perspectives.

### **Data collection and analysis of data**

The study relies on secondary data sources, including academic publications, policy documents, international human rights instruments, and national legislation. The choice of these sources was based on extent to which they related to inclusive education, special educational needs, and dyslexia. Recent and peer-reviewed studies were given significant consideration.

Data collection involved the systematic identification and review of relevant literature, as well as institutional documents addressing inclusive education frameworks and their implementation. The analysis was carried out through qualitative content analysis, with a focus on identifying key themes related to inclusive education, implementation challenges, and support mechanisms for students with special educational needs. Furthermore, doctrinal legal research was utilized to assess the normative framework regulating the right to education. The study also includes a contextual analysis of the Kosovo education system, with the aim of exploring how theoretical and legal frameworks are reflected in practice.

## **FINDINGS AND DISCUSSION**

This section presents the main findings of the study and discusses their implications for the implementation of inclusive education, with particular attention to the context of Kosovo.

### **Inclusive Education in Kosovo: Institutional and Policy Framework**

The international standards mentioned above are an important set of rules for protecting the right to education and for making education systems that work for everyone. In the case of Kosovo, these principles are reflected in the constitutional and legislative provisions that regulate the organization and functioning of the education system.

Within national policy frameworks, inclusive education has been identified as a key strategic priority, reflecting a broader commitment to improving access, participation, and opportunities for professional development for persons with disabilities (Office of the Prime Minister & Office of Good Governance, 2025).

In the case of Kosovo, these principles are reflected in the constitutional and legislative provisions that regulate the organization and functioning of the education system. In the last two decades, the regulations that control education have slowly added the ideas of inclusive education. This means that there is more focus on making sure that all students have equal access to learning opportunities and on making sure that students with different educational needs can go to regular schools. In line with international obligations, the state is required to ensure an inclusive education system at all levels, guaranteeing that individuals with disabilities are not excluded from the general education system on the basis of disability (Office of the Prime Minister & Office of Good Governance, 2025).

However, the effectiveness of these legal guarantees depends not only on the existence of formal provisions, but also on how they are implemented within educational institutions. For this reason, it is important to consider the main constitutional and legislative instruments that regulate education in Kosovo and to assess how they respond to the needs of learners who require additional educational support. Within this legal and institutional framework, the Constitution of the Republic of Kosovo sets out the fundamental principles governing the right to education and provides the basis for its further legislative development.

### **Constitutional and Legal Framework of the Right to Education**

Article 47(1) of the Constitution of the Republic of Kosovo guarantees the right to education as a general human right enjoyed by every person. It states that everyone has the right to free basic education, and that the law sets the limits on who must enroll in a school and pays for it with public money. At the same time, the Constitution does not set out in detail the regime of rights relating to the different levels of education. It does not clearly specify which levels are compulsory, nor does it explicitly determine which levels are to be provided free of charge. In comparative constitutional practice, primary education is typically both compulsory and free, whereas secondary education, although not always

compulsory, is often guaranteed as free by the state (Hasani & Čukalović, 2013).

Given that the Constitution represents the highest and most general legal act, it sets out only the basic principles, leaving the more detailed regulation of the right to education to legislative provisions. In this approach, statutory legislation further defines the organization and operation of the education system by making it clear what obligatory education is and how it should be carried out.

In addition, the constitutional framework reflects broader principles of equality and non-discrimination. Article 24 of the Constitution guarantees equality before the law and prohibits discrimination, including on the basis of disability. These principles are especially important in the context of inclusive education since they involve not only equal treatment but also actions that meet the unique needs of each person (Constitution of the Republic of Kosovo, 2008).

From this perspective, the constitutional protection of the right to education cannot be understood in purely formal terms. Rather, it implies a substantive obligation on the part of the state to create the conditions necessary for all learners to access and benefit from education on an equal basis. This means elimination of structural barriers, giving the right kinds of support, and making rules that make it easier for kids with special educational needs to fit in with other students. (Hasani & Čukalović, 2013).

The Law on Pre-University Education in the Republic of Kosovo (Law No. 04/L-032) builds on the constitutional protections of the right to education. It describes how the education system works and what its rules are. The law stresses equality, diversity, and welcoming everyone. This makes national laws on the right to education more in line with international norms. Incorporating students with special educational needs into regular schools is made easier by this law, which also encourages the growth of individualized teaching methods. These ideas have also been made real by the Ministry of Education, which passed sub-legal acts that say how to find students with special educational needs, help them in a certain way, and change the way teachers teach. Although specific learning difficulties such as dyslexia are not always explicitly defined as separate

legal categories, they are generally included within the broader framework of special educational needs and, as such, fall within the scope of the support mechanisms provided by the education system. In this case, reasonable accommodation means changes that are necessary and suitable but don't put too much of a burden on anyone. These changes are needed to make sure that people with disabilities can exercise their rights on an equal basis with everyone else. (Ministry of Family and Social Policy, 2015).

Article 47(2) of the Constitution guarantees equal opportunities in education based on the individual needs and abilities of each person, thereby reinforcing the principle of non-discrimination. This constitutional guarantee is further elaborated in Article 5(1) of the Law on Pre-University Education, which requires that access to, and progression within, all levels of education be ensured without direct or indirect discrimination on any ground (Law No. 04/L-032 on Pre-University Education in the Republic of Kosovo) These provisions establish a clear legal obligation to ensure equal access to education and to create the conditions necessary for all students to benefit from the education system in line with their individual needs (Hasani & Čukalović, 2013). Even if a lot of people sign up for mandatory education, some social groups, such people with special needs, still lack enough support from the school system. (Ministry of Education, Science and Technology, Kosovo, 2015).

Many individuals agree that inclusive education is a policy commitment based on international human rights obligations. However, putting it into practice can be hard because of structural and systemic problems in education systems (Carrington, et al., 2022). Although a comprehensive legal and policy framework is in place, the implementation of inclusive education remains uneven and is often constrained by limited financial resources, weak institutional coordination, and insufficient professional capacity (Hunt & Caka, 2018). Despite long-standing efforts to advance inclusive education, research continues to point to persistent challenges related to limited resources, insufficient teacher preparedness, and inconsistencies in practice (Woolfson, 2024). Similar findings are reflected in recent studies on inclusive education in Kosovo, which emphasize that, despite

a well-developed legal framework, its practical implementation remains limited due to insufficient financial resources, inadequate infrastructure, and a lack of teacher training (Belegu Caka, 2025).

Poor infrastructure and a lack of support services, still make it hard for people to get an education. Inconsistencies in how tailored education plans are put into action and delays in evaluation procedures make existing support systems even less effective. (Global Disability Fund, 2024). Strengthening institutional capacity, including support services and coordination mechanisms, is therefore essential for improving the participation and inclusion of children with special educational needs (Council of Europe and European Union, n.d.). Although notable progress has been made in expanding access to education, the quality of education and the effectiveness of quality assurance mechanisms continue to present significant challenges within the system (Ministry of Education, Science and Technology, Kosovo, 2015).

Empirical findings from school-based studies in Kosovo suggest significant differences in attitudes of inclusive education among children, parents, teachers, and school officials, highlighting inconsistencies in both the comprehension and execution of inclusive practices. (Agani-Destani, Hoxha, & Kelmendi, 2015). Inadequate teacher training, a lack of classroom assistants, and delays in spotting learning difficulties are some of the structural problems that make inclusive education harder to implement (Global Disability Fund, 2024). In the end, what schools do is still very different from what the law says. In other words, how well it works depends a lot on how well institutions can do their jobs, how resources are shared, and how well policies are brought together as a whole. Also, it shows that the success of inclusive education isn't just based on law guarantees; it depends on how well these guarantees are put into practice in institutions and how well they are supported at the school level. According to Belegu Caka (2025), many schools still do not provide the right accommodations, like modified learning tools and specialized support services, which makes it hard for students with different learning needs to participate. Inclusion practices have been put in place in many schools, but their general level of development and usefulness vary between cities

and schools (Agani-Destani, Hoxha, & Kelmendi, 2015). When it comes to certain learning challenges like dyslexia, these issues become even more clear. And this shows that we need to find these issues earlier, help them more specifically, and make sure that inclusive training methods are used more often.

## CONCLUSION

Despite the existence of a comprehensive legal framework, the effective realization of inclusive education remains an ongoing challenge, particularly when it comes to translating formal guarantees into consistent and measurable outcomes in practice. While access to education has expanded in recent years, concerns related to the quality of education and the effectiveness of quality assurance mechanisms continue to shape the overall performance of the system. The analysis suggests that inclusive education cannot be achieved through legal and policy frameworks alone. Its realization depends on sustained institutional commitment, adequate allocation of resources, and effective coordination among the various actors within the education system. In the context of Kosovo, even though significant steps have been taken to make sure that national laws are in line with international ones, there still remain big gaps, especially when it comes to infrastructure, professional capacity, and the support services that are available. From a broader perspective, the protection of the educational rights of persons with disabilities requires a comprehensive approach that brings together accessibility, equality of opportunity, and targeted support measures. Accessibility operates not only as a precondition for participation, but also as an essential component of inclusive education systems. However, it is important to understand what equality of opportunity really implies. It means using different methods to make sure that all students get the same benefits from school. The discussion also points to the importance of linking inclusive education with wider social policies that address structural inequalities and the broader social implications of disability, including its impact on families. In this respect, the provision of material support and the development of inclusive support mechanisms play a meaningful role in facilitating effective participation

in education. When examined in this way, dyslexia is a great example of how inclusive education needs to meet the needs of all students. It has effects on more than just reading problems; it also affects desire, participation, and how effectively you do in school. To deal with dyslexia successfully, we need more than just policy documents that say it exists. We also need to make sure that each student gets the help they need through individualized support, flexible teaching, and making sure they have the right accommodations. Ultimately, the success of inclusive education relies on how well education systems can go beyond formal promises and make sure that legal guarantees are turned into meaningful learning experiences for all students. In turn, this makes it possible to keep looking at things, make the school stronger, and come up with flexible ways to teach that can work for all kids, even those with dyslexia.

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The authors declare that this manuscript is an original work and has not been published or submitted elsewhere. It is based on the analysis of the related literature, legal and international open sources, all duly cited. The research has been conducted in full compliance with academic integrity and ethical standards, in accordance with the publication ethics and editorial policies of those of the **Committee on Publication Ethics (COPE)** and **WMA**.

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