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Save the Children

ICF-CY ON PROMOTING INCLUSIVE PROCESSES IN THE EDUCATIONAL PLANS OF THE REPUBLIC OF KOSOVO

ICF-CY[1] ON PROMOTING INCLUSION PROCESSES IN THE EDUCATIONAL PLANS OF THE REPUBLIC OF KOSOVO[2]

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1 International Clasiffication of Functioning, Disability and Health – version for Children and Youth (WHO, 2007).
2 The topic tackled was divided between two authors; specifically, Roberto Dainese compiled the introduction, sections 1, 4.1 and conclusions, whereas Elisabetta Ghedin compiled sections 2, 3 and 4. The annex was written by both authors.

ICF-CY on promoting inclusive processes in the educational plans of the Republic of Kosovo

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Introduction

The research-training journey presented in this document is concerned with building a portfolio of documents based on the bio-psycho-social functioning model of International Clasification of Functioning – version for Children and Youth (ICF-CY) (WHO, 2007), which refers to commissions working on developing profiles of growth and development of children who find various dificulties in school (called as Pedagogical Evaluation Teams), as well as schools in Kosovo.

The actions taken up to now have allowed us to go beyong portfolio building, thus developing reflections and appropriate practices to support the promotion of a participatory training that aims at a combination of inclusive cultures, practices and policies, aligned with the requests coming from the Index for Inclusion, developed in the United Kingdom by Booth and Ainscow (2008, 2014).

In order to better understand the assumptions underpinning this research-training path, it is essential to propose a comprehensive reflection on inclusive education in Kosovo below, in order to then adapt to the opportunities that the ICF-CY model is able to provide for its promotion.

1 Inclusive education in Kosovo

Reconstructing Kosovo's recent history, allows us to adequately grasp the efforts done to reach internal stability.

Despite this situation of apparent uncertainty and in order to oppose the divisive solutions, the desire to support these progressive impulses capable of creating a state resolutely ready to protect the rights of the people living there, seems to have been fueled, necessarily including the school that not only must be able to empower citizens with inclusive ideals, but that should guarantee everyone the right to learn at school, i.e. every student, including the most vulnerable.

Last year marked several steps toward systematizing the education of children with disabilities, however, their involvement rate remains at 40%[2]. There are just over 356,200 students in Kosovo[3], of whom 4,766 are officially identified as having special educational needs, 4,451 study in regular schools and attached classes, and 315 in resource centers[4] (formerly known as 'special schools').

Aware of the emergencies highlighted by the above data, Kosovo has for some years found it necessary to undertake training and study activities aimed at promoting the inclusion, above all, of students with disabilities. This is a request that has been initiated by the university, the school and that has affected various governments, thus inciting real interest in the Ministry of Education to actively participating in this phase of change.

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2 Annual Assessment Report 2018: Strategic Education Plan for Kosovo 2017-2021 (MEST, 2019).
3 Ibid.
4 Education Statistics in Kosovo for school year 2017-18 (MEST, 2018).

Indeed, education has been placed among the priorities of the country's revival activity; says Tim Goddard, Professor at Prince Edward Island University and researcher involved in post-war reconstruction in Kosovo:

> Educational interventions in post-conflict Kosovo took place at the macro (policy), meso (institutional) and micro (individual) levels. The activities of Kosovo Educator Development Project (KEDP) impacted all three levels. A Teacher Training Review Board (TTRB) was established to review and create policy related to the training, credentialing, and professional accountability of educators. A Faculty of Education, was established at the University of Prishtina and senior administrator development Programmes were initiated at the Ministry of Education, Science and Technology. Finally, a learner-centred instruction programme for teachers and a leadership development programme for school administrators were conceived, designed and implemented (Goddard, 2008, p. 76).

The objectives of the two programs, the Kosovo Educator Development Project and the Teacher Training Review Board, were intended, on the one hand, to develop new competences and skills and, on the other, to enable the latter to have an impact on the change in the political (macro) and legislative (meso) context.

Today, Kosovo has reinforced its commitment to inclusion in education, developing child-friendly standards, strengthening legislation to support children with special educational needs, and especially those with disabilities.

Historical events have inevitably left Kosovo behind all the indicators of economic and educational development in Europe, but resources for the reconstruction and regeneration of the school system continue to come from many international donor agencies that have enabled achieving meaningful objectives: rebuilding schools, developing educational policies and new study programs. Furthermore, a fundamental action of decentralization of educational policy responsibilities was undertaken, giving space to local/municipal education authorities rather than only the central services of the Ministry.

The Department of Education Sciences of the University of Bologna for many

years, together with Save the Children Italy, has undertaken an act of cooperation in Kosovo that has led - in the first stage - to establishing a draft Master program in "Inclusive Education". In the following years, with the support of the European Union-funded TEMPUS project [5], work continued on the draft Master's program and the final construction of the new course of study was achieved and subsequently submitted to the Ministry's evaluation. The Master's program was adopted and last year the first students completed the first course of study at the Faculty of Education in Prishtina.

Most likely, in order to determine a further significant change in the educational and developmental conditions of children with disabilities, it is necessary to hypothesize a sustained effort, ready to provide rapid and massive changes in order to be able to, for example, in the field of education, comply with the principles embodied in international documents that are currently regarded as indispensable references by many countries.

Reference is made, in particular, to the UN Convention on the Rights of Persons with Disabilities (CRPD, 2006) and to the Convention on the Rights of the Child (1989); in fact, with these documents governments around the world have taken on the responsibility to guarantee to all children, regardless of their degree of ability or disability, equal rights, without discrimination of any kind (UNICEF, 2013, f. .3).

It follows from this that one of the most important challenges for teachers and various professionals involved in the field of education is to establish the fundamental and appropriate principles of inclusive education. Therefore, it is essential that the following pedagogical indicators, which are determinant and of continuous impact, be considered decisive:

— understanding every human being, including the most vulnerable ones, in terms of their functioning, so that there are always uplifting projects presented;

— suggesting hypotheses about interventions not only in aspects of welfare, but also in existential aspects, giving impetus to internvetions in the path of life of a person with disabilities;

— understanding disabilities in broad and multidimensional trajectories (those of ethics, morality, lawfulness, rights);

3 Tempus project in Kosovo Med@up "Modernizing Teacher Education at University of Prishtina" (project number 544023) coordinated by Roberta Caldin, in with participated the following docents and researchers: Andrea Ciani, Elena Pacetti, Federica Zanetti, Roberto Dainese, Valeria Friso – University of Bologna.

— acting mainly in the life plan and learning, to encourage the participation of everyone;

— promoting a cooperation relationship and constructive exhange with families and other professionals;

— acting by aligning meaningful relationships networks in the field (Dainese, 2017).

The issue of educating children with disabilities remains one of the main challenges undertaken by Kosovo and calls for the mobilization of all institutional compo-nents involved in ensuring that children enjoy their rights and are offered equal opportunities to develop their full potential. In this regard, the ICF-CY conceptual framework (WHO, 2007) as a paradigm and taxonomy of human functioning can be used to guide inclusive and interdisciplinary educational approaches.

2 Promoting access to education through ICF-CY

The development of each state goes hand in hand with its responsibility to promote the growth of children and young people as healthy and educated citizens. These responsibilities are generally the responsibility of the National Agency for Public Health and Education with separate mandates to promote health and informed citizenship and to prevent diseases and illiteracy respectively. Although the nature and level of implementation of these responsibilities vary based on the priorities identified by countries around the world, the premise of promoting health and educating citizens is based on the fulfillment of universal human rights.

These rights correspond to universal, representative rights for all children at the highest level of health attainment (Article 24) and education (Article 28), as defined by the UN Convention on the Rights of the Child (UNICEF, 1989). Respect for universal children's rights is based on a common framework and language for defining and implementing policies and programs. Although the International Standard for the Classification of Education (ISCED) provides an official system for describing the structure of public education, it is not able to provide a complete system for the documentation of educational practices and didactic and environmental characteristics in the field of education, in parallel with the etiological and demographic information available in the International Classification of Diseases (ICD-10) regarding public health.

Apart from ISCED, there is no single classification in the field of education that systematically describes the physical and didactic environment, the dimensions of teaching and learning, the characteristics of teachers, students, the value of their relationships, or educational goals and their achievement.

In short, we can say that to date education has not created a common language to describe the characteristics of the population and the environment, as well as to assess the extent to which schools are assuming their responsibilities in the pursuit of universal rights of children. However, the historical lack of a classification in the field of education may be justified, at least in part, by the introduction of the ICF, published by the World Health Organization (WHO, 2002).

The ICF is a universal taxonomy of human functioning with regard to contextual factors that are classified in terms of health domains and health-related domains. Examples of areas of health include seeing, listening, walking, learning and remembering, while examples of health-related areas include transportation, education and social interactions (WHO, 2002, p. 7).

As an interdisciplinary classification, ICF is being increasingly adapted by services and disciplines to develop a range of measures to assess the functioning, disability, environments, and outcomes of intervention (Mpofu, Oakland, 2010). The ICF has the power to link different agencies, professional groups and responsible politicians, professionals, parents, children and young people and this value is essential for its continued use. As such, ICF prioritizes important areas of education and provides a timely resource for the systematic documentation of populations in educational contexts. ICF-CY provides a common language that can be used to describe the characteristics of schools and their practices and the functioning of students in the educational environment.

ICF-CY's multifunctional structure and taxonomy are applicable to a range of activities that support education and child care. In the scientific field, a series of ICF-CY applications have been developed related to policies, practices and research in education and child care (Moretti, Alves, Maxwell, 2012; Bjorck-Akesson et al, 2010). Specifically, the ICF-CY can inform education policy by providing: (a) a comprehensive framework, (b) a common language, and (c) a standard reference for student rights. In relation to educational practice, ICF-CY's common language can serve to document (d) the functioning and engagement of students, (e) the nature of their school environment, and (f) the outcomes of their education.

Its main purpose is to provide a classification of functioning, taking into account daily life, all the activities that take place and the environments in which people live, going beyond health conditions and expanding the vision of the traditional approach to disability, present in many places, which sees disability as a problem residing in the individual, directly caused by illness, injury, any other health condition, and requires medical treatment in the form of therapy, treatment or rehabilitation (Ghedin, 2009).

The ICF suggests that these difficulties cannot be explained solely in terms of children's impairments. These are the characteristics of the education system itself - poorly designed curricula, poorly trained teachers, inappropriate teaching

practices, inaccessible buildings - that can create learning disabilities. In this case, the necessary action is to understand what the learning disabilities are (in order to reduce or eliminate them) and what resources need to be developed to respond to the learning needs/aspirations of these children (UNESCO, 2005).

Indeed, looking at the promotion of inclusion through the lens of the ICF implies a shift from focusing on the child, towards the concern about treating the education system as a problem. Earlier approaches (such as the biomedical model of disability) emphasized that the cause of learning difficulties came from within the learner (often identifying it with self-harm, deficit, syndrome) and ignored environmental impacts on learning. On the other hand, the ICF perspective allows for an analysis of a situation where learning is not carried out as intended or desired and, therefore, helps identify and plan for appropriate educational interventions in order to provide opportunities for activities and facilitate participation, in a properly constructed context (Santi, 2004).

The ICF organizes human functioning into a multidimensional classification, adopting a situational approach that answers the question: what is the current condition of a child's life? The structure and model of the ICF can be used to clarify the implicit ideas of those involved in the educational process. Teachers' implicit ideas about disability, for example, their understanding of the dynamics of disability and their expectations of children with disabilities may constitute an obstacle to the inclusion and encouragement of practices whereby exclusion from educational settings is manifested. Taking into account all areas of ICF's life and anticipating the overall impact of planned interventions can help avoid creating new obstacles in other areas of participation. This will also allow for the coordination of different actions between institutions and professionals.

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Methodology

Community-Based Participatory Research (Minkler and Wallerstein, 2003) is a localized methodology to encourage cooperation between members of the community and which has created:

a)   School reporting form and monitoring Report;

b)   Functioning profile of the child;

c)   Operational recommendations for the school and the family.

Research questions

This research report describes the process of developing a portfolio of documents ranging from the bio-psycho-social functioning model to end with the promotion of inclusive education in Kosovo.

The specific purpose of this study is to foster the inclusion process in 7 Kosovo municipalities (Pristina, Peja, Prizren, Gjakova, Gjilan, Ferizaj, Mitrovica) where professional groups have been set up to monitor educational improvements in pre-school and primary school (called Pedagogical Evaluation Teams) to support the development of institutions' skills in inclusive education. Based on these premises, research questions that provide a guide to the development of the process are classified as follows: a) How can inclusive cultures, policies, and practices be disseminated by adapting the bio-psycho-social model of functioning? b) What documents, in line with the ICF model and framework, can best promote the path to school inclusion? c) How can these documents be introduced in Kosovo municipalities?

DESIGN OF THE PILOT STUDY

Still in progress

Stage 1	Stage 2	Stage 3	Stage 4	stage 5	Stage 6	Stage 7
• *Community of concern:* Participants: 17 people: representatives of evaluation Teams, Representatives of MEST, representatives of Save the Children, 2 researchers (Bologna University and Padua University).	• Construction of the instruments throught narrative inquiry (Bruner, 1991) • The school reporting form and monitoring report • The functioning profile • The educational reccomendations for schools from evaluation teams Participants: the same of the previous phase	• Data collection in a Municipality of Kosovo (Peja) • Draft-instruments	• Teachers training on draft-instruments • Evaluation Teams training on draft-instruments	• Data collections through focus group interview with teachers and evaluations team members	• Data analysis on draft-instruments	• Dissemination (to inform, to sensitize, to involve) of instruments around 7 Municipalities of Kosovo

monitoring

From 2016   To 2020
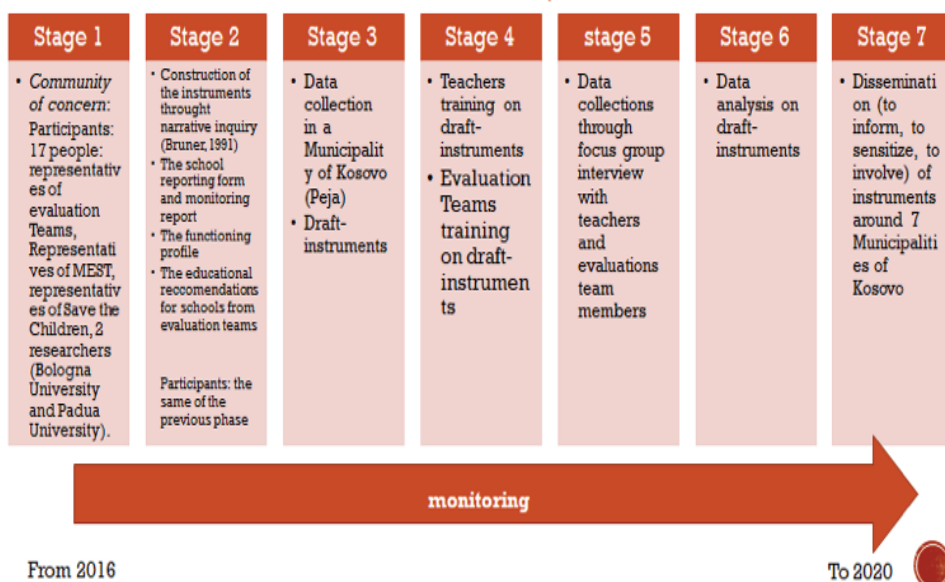
Table 1 – Stages of implementing the research-training.

To demonstrate the complexity of the whole journey, in the following paragraphs, both the dimensions (research and training) and the stages that have characterized them will be deepened, but recognizing that they are interrelated and not clearly separated.

3 The training

The research activity is the result of an initial collaboration between the Department of Education Sciences of the University of Bologna and Save the Children International, Country Office in Kosovo, within the framework of "Promoting education and social inclusion of children with disabilities and vulnerable children in 8 municipalities of Kosovo" project, which through technical / scientific support, aim to support an interdisciplinary working group set up and led by the Ministry of Education, Science and Technology (MEST), interested in defining appropriate methods of evaluating the growth and development of children with special educational needs based on international best practices and in accordance with the ICF-CY International Classification Framework.

The training/counseling section involved 17 participants (at least one representative of the Pedagogical Evaluation Teams of 7 municipalities of Kosovo), the Ministry of Education, Science and Technology (MEST), one representative of Save the Children and the recognition and use of ICF-CY.

At the end of the training sessions, the participants organized their own training sessions for all members of the 7 Pedagogical Evaluation Teams, social assistants, teachers trained in supporting student with disabilities, physicians and municipal training representatives, to improve competencies over the ICF-CY program.

The training experience made it possible to define and develop, based on the needs expressed by the interdisciplinary group, a further specific research process aimed at co-building a portfolio of documents in accordance with the ICF model and intended to construct an evaluation profile under the auspices of committees and addressed to provide schools with an outline of useful guidelines for compiling an Individual Education Plan.

The documents underwent a first use to test their functionality (May-July 2018 in the municipality of Peja), before being experimented and monitored, starting in the school year, 2018/2019, in 7 Kosovo municipalities. This has allowed for the common definition of a portfolio of documents in accordance with the context in which the latter will be distributed. The experimentation was preceded by a training program for teachers and members of Pedagogical Evaluation Teams, starting in August 2018.

Table 2 – Teacher training stage

As it can be seen from the table, the objective was to work with teachers who were already being trained on inclusive education through the Save the Children network, but also to work with teachers who did not use these resources, thus favoring a genuine combination of inclusive values and principles and to fully understand the value of the instruments identified. Indeed, the aim was that all teachers, even those with no or little competence of the ICF, be able to complete instruments.

The final portfolio consists of the following documents:

a) School reporting form and the Monitorin report, both under the auspices of the school and to be sent to the Pedagogical Evaluation Team;

b) Functioning profile of the children developed by the Pedagogical Evaluation Teams. The purpose of this document is to improve the functioning profile of each child, in a context that reduces learning and participation barriers and promotes the ability to make useful choices in building a person's Life Plan;

c) Operational recommendations for the school and the family under the auspices of the Pedagogical Evaluation Team that should provide the school and family with helpful suggestions to take actions aimed at promoting integration between the child's effective functioning and its potential functioning in the school and family context.

4 Research work

Such work is focused on the Community Based Participatory Research (CBPR) and implies a research approach that highlights cooperation between community members, organizations, health professionals, and researchers to generate knowledge and solve local problems (Doherty, Mendenhall, 2006; Israel et al, 2005; Minkler, Wallerstein, 2003). This methodology deliberately and fairly involves researchers and community members in all aspects of the research process, including the decision-making process, capacity building, knowledge generation and dissemination of results.

CBPR projects begin by defining a "community of concern"[6] (Our research itinerary included an interdisciplinary working group, as previously mentioned, as follows: 2 representatives of Pedagogical Evaluation Teams for each of 7 municipalities of Kosovo, 1 representative of MEST, 1 representative of Save the Children, 2 researchers. Moreover, CBPR is a cyclical and constantly evolving process, with the aim of promoting equitable long-term engagement by researchers and community members. For this very reason, the "community of concern" will be active during all stages of designing and implementing the entire training and research path.

Ultimately, the purpose of this research methodology is to integrate new knowledge with efforts for community change for the mutual benefit of all partners involved in the process. In this regard, the CBPR offers practical and sustainable solutions whose primary purpose is to improve the health and well-being of the communities involved (Riffin et al, 2016).

Literature has shown a number of advantages that may derive from the use of CBPR. Referring to the training / research path, each of these advantages will be analyzed in detail below.

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6 Sipas këtij parimi, çdo anëtar i komunitetit, edhe ai me më pak përvojë, gëzon të drejta të barabarta të përkatësisë, sepse një karakteristikë themelore e këtij komuniteti është diversiteti midis anëtarëve të ndryshëm të grupit. Pikërisht ky heterogjenitet i njohurive realizon dhe lejon shkëmbimin e përvojave dhe ekspertizave. Aftësia njohëse, e kuptuar si një procedurë njohëse që lëviz nga praktika konkrete në abstraksion të koncepteve, vetive, procedurave të veprimit dhe strategjive të vetë-rregullimit që janë vendosur në nivelin njohës, na lejon të reflektojmë mbi praktikat e kujdesit, si diçka që ndërtohet në grup dhe që përfshin ndërgjegjësimin e një angazhimi të përbashkët për promovimin e arsimit gjithëpërfshirës, favorizimin e zgjidhjes bashkëpunuese të problemeve, të mësuarit si t'i zgjidhim ato duke punuar në grupe ose me një person më kompetent (Santi, 2006).

I)   Ensuring that the topic of the research reflects a fundamental issue identified by the community. This point answers the question of how to promote inclusive education in Kosovo in line with key international statements? This is a clear question negotiated during the early stages of this path and represents a commitment undertaken clearly by all members of the group. The bio-psycho-social functioning framework (ICF) has represented the inclusive background, since it fulfills well the triple perspective of the Index for Inclusion (Booth, Ainscow, 2008; 2014):

   a)   creating an inclusive culture (the area of reflection on the change of perspective that brings about the adaptation of the bio-psycho-social model, referring to concepts such as health, functioning, and well-being);

   b)   developing comprehensive policies (a dimension that improves a systemic vision and involves various stakeholder such as the Ministry, services, schools, families);

   c)   producing inclusive practices (attention is focused on the educational project, with particular reference to the ICF dimensions - contextual factors - activity and participation).

II) Improving the quality, validity and sensitivity of research based on the narrative of experiences lived by the community. At the beginning of the process, the group has identified important issues and key values to be investigated, referring to the expectations of community members and researchers, through a "narrative inquiry" path (Bruner, 1991) which was created and constructed by drawing on lived stories and experiences and co-building on these shared meanings between researchers and participants. Narration helps to understand and put an order in a reality that may seem chaotic, and in this respect, narration is tantamount to telling a story, that is, to make one or more units of meaning endowed with a sufficiently clear internal order and chains that would guarantee their understanding and association with other stories (Demetrio, 2012).

III) Promoting trust between the community and researchers. Researchers have acted as a support structure (scaffolding; Bruner, 1997) with the aim of initiating, facilitating, and promoting "dialogue" between different inter-locutors. This was a support that was provided during the meetings un-til achieveing meetings in which "a negotiated transaction process" took place, in which the interlocutors themselves exchanged and circulated scripts, scenarios, similar conceptual schemes, but which were culturally richer than the previously owned by them (Bruner, 1986).

IV) Improving the implementation of research results into policies and prac-tices. All participants have worked together to co-create knowledge and make changes in all aspects of the research process (Mendennhall, Doherty, 2005). The common aspect was the implied collaboration as a genuine par-ticipation relationship that could become a model for all those involved in the care process and which allowed the drafting of documents in an ICF perspective that is considered useful to initiate the process of cultural change towards inclusion. In this regard, the drafted documents can be considered as "cultural artefacts", which allow not only different practices to be conveyed, but also cultures and languages aimed at improving chil-dren's functioning in relation to a context that is constructed as a facilita-tor of Life Project.

V) Improving the absorption of research results by community members. The "Community of concern" met to identify a pilot project that was imple-mented in 14 schools in seven Kosovo municipalities (Pristina, Peja, Prizren, Gjakova, Gjilan, Ferizaj, Mitrovica), which will be discussed in the next sec-tion. Finally, the instruments generated will be distributed in order to build a repertoire of good practices aimed at promoting inclusive education in Kosovo.

4.1 The pilot-project

During the period April-June 2018 the testing phase began (in cooperation with the Ministry of Education, the municipality of Peja was selected and the instruments were shared with 4 members of the Pedagogical Evaluation Team, 4 teachers of a primary school and 3 educators of a public preschool institution).

In June 2018, based on observations received from persons involved in the testing phase, the instruments were adapted and a final version was obtained.

Since September 2018, the instruments were used in seven Kosovo municipalities; but since the first meeting in February 2019, schools and Pedagogical Evaluation Teams have used the instruments in a poorly incisive manner: in total, teachers have completed the reporting form for only 7 children and only 3 Pedagogical Evaluation Teams have worked on the functioning profile of the child. Only in Peja the whole process was carried out, completing all the instruments.

These are the reports received in February 2019:

- the new instrument takes more time and needs more commitment to complete, compared to the existing one;

- the instruments need to be clarified further. There are cases when teachers are not sure in which activities to report certain issues within the instrument;

- teachers and Pedagogical Evaluation Teams need more information on identifying 'Barriers' and 'Facilitators' when completing instruments. They consider them to be inter-dependent, in most cases.

In August 2019, an on-site monitoring mission began; the meeting with teachers dealing with the use of instruments has allowed for a focus on the advantages that emerged during this period of instrument use.

Teachers reported as important the opportunity offered by the reporting form to promote cooperation between school and family and a division that, in some cases, exceeded the size of the individual class to which the targeted child belonged, to be expanded in other classes, encouraging communication and sharing of choices on which to operate. Moreover, the reporting form has allowed filtering of submissions more adequately to the Pedagogical Evaluation Teams. Finally, teachers have agreed that a specific preparatory training is not necessary for using instruments, as they are easy to compile.

Among the weaknesses, teachers listed the lack of cooperation with school principals, the extension of deadline since reporting should lead to the intervention plan and the risk that compiling the reporting form may be confused with a diagnostic action.

The meeting with the Pedagogical Evaluation Team members emphasized the need to provide greater institutional support to this dimension of the evaluation process. It is a matter of allocating time and instruments to favor the work of these teams, which still seems to be very limited in the availability of individual members who would need more appropriate support and greater recognition by institutions. Teams do not appear to be all structured equally and there is a lack of medical staff that would allow for the preparation of more appropriate, adequate and complete profiles.

Despite the widespread use of instruments in the seven municipalities that were involved, both groups, the teachers and the evaluation team members, have shown the great cultural power of the drafted instruments: they have considered them capable of spreading a positive message towards inclusion of students who present difficulties or deficits, encouraging the exploration of more meaningful data referring to them and are appropriate to provide schools with more concrete indications at an operational level. The whole process requires a proper action of documentation of teacher evaluation and reporting practices in schools.

Conclusions

At the end of this report it seems useful to restate what is indicated in the ICF-CY Introduction, where it is said that this classification can be used for various purposes and, in particular, "as an educational instrument" (WHO, 2007, p. 35) to plan curricula and improve social awareness and actions.

M. Leonardi in the ICF-CY Introduction states that "[...] looking at functioning and knowing to read beyond the 'pure' diagnosis is what allows us to make ICF-CY an instrument to design individual paths [...] of education, life of children with disabilities" (WHO, 2007, p. 6). This may in fact be a useful "authorization" that the school has at its disposal to design paths aimed at promoting life-thriving projects.

The piloting process has highlighted the opportunities offered by the instruments at one level, that is cultural and practical above all. It is desirable that instrument delivery be accompanied by cultural and political choices capable of supporting teachers and members of Pedagogical Evaluation Teams through professionals who have participated in these years in instrument development workshops and in the piloting phase.

Local universities can take experimental and supportive training actions in order to gradually implement a widespread and functional use of developed instruments, which are open to opportunities that need to be explored and monitored.

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ANNEX
INSTRUMENT

Documents	Goal	Timeline	Subjects involved
School Reporting Form and Monitoring Report	Providing identification of the obstacles and difficulties the child has encountered in learning and attending school.	By the end of November, of the current school year	School
Functioning profile of the child	Improving the profile of functioning for each child, in relation to a plan that reduces learning and participation barriers and promotes the ability to make useful choices about building the Life Project itself.	Within 6 months from the submission of reporting form.	Pedagogical Evaluation Team
Operational recommendations for the school and the family	Providing the school and the family with useful suggestions for activating actions aimed at promoting integration between the child's effective functioning and its possible functioning in the school and family plan.	Within 6 months from the submission of reporting form	Pedagogical Evaluation Team

School Reporting Form and Monitoring Report

School Reporting Form and Monitoring Report

This form consists of two parts: the reporting table that the school sends to the Pedagogical Evaluation Team and the Monitoring report that the school sends to the Pedagogical Evaluation Team after a certain time and after the didactic and educational intervention promoted in the school. So both of these instruments are under the responsibility of the school and will be sent to the Pedagogical Evaluation Team.

School Reporting Form

The list of activities identifies ICF activities that are simply related to the school curriculum and that relate to learning, application of acquired knowledge, thinking, problem solving and decision making (ICF, chapter 1) and participation for a total of 21 activities. In ICF, activity means: "the execution of a task or action by an individual. This represents the individual perspective of functioning" and participation is:"involving a person in a life situation".

In this case, after a period of observation, teachers are required to briefly describe those activities that the student is experiencing, without forgetting to indicate those activities that may constitute a positive source of student functioning (therefore, it is not necessary to compile a reporting table for all activities listed, but only for those deemed useful for reporting) (brief performance description prior to didactic intervention).

Such activities also qualify through a level of performance (from 0 = no difficulty; to 4 = complete difficulty), which in the ICF is understood as "a construct that describes what an individual does in their current / real environment (i.e. in this case the school) and, therefore, introduces the aspect of involving a person in life situations. Thus, such an environment is codified with reference to the facilitators and barriers present in the school curriculum and which are in conjunction with the activities intended to be codified. Facilitators: "are factors that, through their presence, improve the functioning of the child and reduce disability. These include aspects such as, the accessible physical environment, the availability of relevant assisting technology and people's positive attitudes towards disability and also

include services, systems and policies aimed at increasing the inclusion of all persons with a certain health condition, in all areas of life." Barriers are: "factors in a person's environment that, through their presence, limit functioning".

Monitoring report

After the school has received the Functioning profile of the child from the Pedagogical Evaluation Team and after important educational interventions (brief performance description after educational intervention) to encourage the recommended child functioning in the functioning profile, this report is returned again to the Pedagogical Evaluation Team. Here too, a value related to performance is expressed and the work that has been initiated is described, with particular reference to strengthening facilitators and reducing barriers that facilitate or hinder a child's learning and participation in school.

Therefore, it can be argued that the goals of the school should be determined by the person who learns, with the authenticity of his or her individual path and the openings offered by the network of relationships that connect him or her to the family and to social areas. The design and implementation of educational and didactic strategies must always take into account the uniqueness and complexity of each person, their articulated identity, their aspirations, abilities, and fragility, at different stages of development and training.

From this point of view, teachers will need to think and implement their educational and didactic projects, not for abstract individuals, but for people who live here and now, who raise specific existential questions that require meaningful horizons. From the earliest years of schooling it is important for teachers to define their proposals in a continuous relationship with the basic needs and aspirations of children and adolescents. The school should lay the foundations for the educational path of children and adolescents knowing that it will continue in all subsequent stages of life (Life Project). In this way, the school provides the keys to learning, building and transforming knowledge maps, making them consistently coherent with the rapid and often unpredictable evolution of their knowledge and objects.

It is about elaborating the instruments of knowledge necessary to understand the natural, social, cultural, anthropological contexts in which students will find themselves living and working. Each individual should be encouraged to pursue his

or her own path of complexity and exchange, to make effective use of his or her talents and strengths, to cultivate activities that favor optimal experiences, to make his or her decisions through the exercise of freedom and responsibility. As Edgar Morin puts it, "we must learn to live": learning the rules of living and living together is a task that is even more inevitable today than in the past.

From an educational perspective this means that we all have the potential to be who we want to be, and the role of education is to allow this potential to be activated by creating a 'facilitating' environment in which the stakeholders involved can be able to co-evolve in the direction of positive development.

School reporting form and monitoring report

Personal information of the child:

Name and surname of the child:_____

Name of the parent/caregiver: _____

Date of birth of the child: _____ Gender of the child: _____

Address (resdice): _____

Municipality: _____

Communication language of the child: _____

School: _____ Class: _____

Factual reasons for reporting (Please list the difficulties the child has faces in school):

Difficulties in participation: Learning difficulties:

_____   _____

_____   _____

_____   _____

_____   _____

Please, provide us with information you have received from the previous school or educational institution (if the child has attended another school/educational institution):

_____

_____

_____

_____

Performance, facilitators and barriers

Performance = a construction that describes what an individual does in his/her actual environment (i.e. in this case, the school) and, consequently, presents the aspect of one's involvement in life situations. This is a close relationship with environmental factors.

THE LIST OF QUALIFIERS / Level of performance:

0 = NO difficulty   (none, absent, negligible …)

1 = MILD difficulty   (slight, low …)

2 = MODERATE difficulty   (medium, fair …)

3 = SEVERE difficulty   (high, extreme …)

4 = COMPLETE difficulty   (total …)

Facilitators = are environmental factors which, through their absence or presence, improve functioning and reduce inability. Those include:

• products and technology: natural or man-made, existing tools and technology in an individual's surrounding environment, which are collected, created, produced and manufactured;

• the natural environment and environmental changes made by man: related to living and non-living elements of the natural or physical environment and parts of that environment that have been modified by man;

• social relationships and support: related to people or animals that provide actual physical or emotional support, food, protection, help and are related to other people.

• attitudes: related to the evident consequences of customs, practices, ideologies, values, norms, racial beliefs and religious beliefs.

• services, systems and policies of a community.

Barriers = are one's environmental factors which, through their absence or presence, limit a person's functioning and create inability. Those include:

- products and technology: existing tools and technology in an individual's surrounding environment, which are collected, created, produced and manufactured;

- the natural environment and environmental changes made by man: related to living and non-living elements of the natural or physical environment and parts of that environment that have been modified by man;

- social relationships and support: related to people or animals that provide actual physical or emotional support, food, protection, help and are related to other people.

- attitudes: related to the evident consequences of customs, practices, ideologies, values, norms, racial beliefs and religious beliefs.

- services, systems and policies of a community.

School reporting form and monitoring report

Note: Teachers can complete items/activities that consider beneficial for describing difficulties and potentials of the child.

LIST OF ACTIVITIES	REPORTING TABLE				MONITORING FORM		
	BRIEF DESCRIPTION OF PERFORMANCE BEFORE DIDACTIC INTERVENTION	LEVEL OF PERFORMANCE	FACILITATORS — Are factors in a person's environment that, through their absence or presence, improve functioning and reduce disability.	BARRIERS — Are factors in a person's environment that, through their absence or presence, limit functioning and create disability.	BRIEF DESCRIPTION OF PERFORMANCE AFTER DIDACTIC INTERVENTION	LEVEL OF PERFORMANCE	DESCRIPTION OF WORK WITH FACILITATORS AND BARRIERS
1. Watching Using the sense of seeing intentionally to experience visual stimuli, such as visually tracking an object, watching persons, looking at a sporting event, person, or children playing.							
2. Listening Using the sense of hearing intentionally to experience auditory stimuli, such as listening to a radio, the human voice, to music, a lecture, or to a story told.							
3. Other purposeful sensing Mouthing, touching, smelling and tasting.							

LIST OF ACTIVITIES	REPORTING TABLE				MONITORING FORM		
	BRIEF DESCRIPTION OF PERFORMANCE BEFORE DIDACTIC INTERVENTION	LEVEL OF PERFORMANCE	FACILITATORS Are factors in a person's environment that, through their absence or presence, improve functioning and reduce disability.	BARRIERS Are factors in a person's environment that, through their absence or presence, limit functioning and create disability.	BRIEF DESCRIPTION OF PERFORMANCE AFTER DIDACTIC INTERVENTION	LEVEL OF PERFORMANCE	DESCRIPTION OF WORK WITH FACILITATORS AND BARRIERS
4. Copying Imitating or mimicking as a basic component of learning, such as copying, repeating a facial expression, a gesture, a sound or the letters of an alphabet,							
5. Learning through actions with objects Learning through simple actions on a single object, two or more objects, symbolic and pretend play, such as in hitting an object, banging blocks and playing with dolls or cars.							
6. Acquiring information Obtaining facts about persons, things and events, such as asking why, what, where and how, asking for names.							

	REPORTING TABLE				MONITORING FORM		
LIST OF ACTIVITIES	BRIEF DESCRIPTION OF PERFORMANCE BEFORE DIDACTIC INTERVENTION	LEVEL OF PERFORMANCE	FACILITATORS Are factors in a person's environment that, through their absence or presence, improve functioning and reduce disability.	BARRIERS Are factors in a person's environment that, through their absence or presence, limit functioning and create disability.	BRIEF DESCRIPTION OF PERFORMANCE AFTER DIDACTIC INTERVENTION	LEVEL OF PERFORMANCE	DESCRIPTION OF WORK WITH FACILITATORS AND BARRIERS
7. Acquiring language Developing the competence to represent persons, objects, events and feelings through words, symbols, phrases and sentences.							
8. Rehearsing Repeating a sequence of events or symbols as a basic component of learning, such as counting by tens or practising the recitation of a rhyme with gestures, counting by tens or practising the recitation of a poem.							
9. Acquiring concepts Developing competence to understand and use basic and complex concepts related to the characteristics of things, persons or events.							

LIST OF ACTIVITIES	REPORTING TABLE				MONITORING FORM		
	BRIEF DESCRIPTION OF PERFORMANCE BEFORE DIDACTIC INTERVENTION	LEVEL OF PERFORMANCE	FACILITATORS — Are factors in a person's environment that, through their absence or presence, improve functioning and reduce disability.	BARRIERS — Are factors in a person's environment that, through their absence or presence, limit functioning and create disability.	BRIEF DESCRIPTION OF PERFORMANCE AFTER DIDACTIC INTERVENTION	LEVEL OF PERFORMANCE	DESCRIPTION OF WORK WITH FACILITATORS AND BARRIERS
10. Learning to read Developing the competence to read written material (including Braille and other symbols) with fluency and accuracy, such as recognizing characters and alphabets, sounding out written words with correct pronunciation, and understanding words and phrases.							
11. Reading Performing activities involved in the comprehension and interpretation of written language (e.g. books, instructions, newspapers, instructions in text or Braille), for the purpose of obtaining general knowledge or specific information.							
12. Learning to write Developing the competence to produce symbols that represent sounds, words or phrases in order to convey meaning (including Braille writing and other symbols), such as spelling effectively and using correct grammar.							

	REPORTING TABLE				MONITORING FORM		
LIST OF ACTIVITIES	BRIEF DESCRIPTION OF PERFORMANCE BEFORE DIDACTIC INTERVENTION	LEVEL OF PERFORMANCE	FACILITATORS Are factors in a person's environment that, through their absence or presence, improve functioning and reduce disability.	BARRIERS Are factors in a person's environment that, through their absence or presence, limit functioning and create disability.	BRIEF DESCRIPTION OF PERFORMANCE AFTER DIDACTIC INTERVENTION	LEVEL OF PERFORMANCE	DESCRIPTION OF WORK WITH FACILITATORS AND BARRIERS
PARTICIPATION							
21. Interpersonal interactions and relationships with peers and teachers Interacting with people in a contextually and socially appropriate manner, such as by showing consideration and esteem when appropriate, or responding to the feelings of others. (Inclusions: showing respect, warmth, appreciation, and tolerance in relationships; responding to criticism and social cues in relationships; and using appropriate physical contact in relationships.							

Signings:

    a.   Teacher: Name: _____
           Signature: _____   Date: _____

    b.   School principal: Name: _____
           Signature: _____   Date: _____

    c.   Parent/caregiver of the child: Emri: _____
           Nënshkrimi: _____   Data: _____

Functioning profile of the child

Functioning profile of the child

This document is compiled by the Pedagogical Evaluation Team and sent to the schools for suggestions on the educational and didactic work to be done in the school. In particular, based on the level of performance obtained from the reporting table, the Pedagogical Evaluation Team will indicate the level of capacity.

Capacity, the starting point according to the ICF, describes "the individual's intrinsic ability to perform a task or action. This construction serves to show the highest level of functioning a person can achieve in a given context, at a specific time" (WHO, 2007, p. 225). This stems from the interplay between bodily functions and structures intended as physiological functions and anatomical parts of bodily systems and personal factors, understood as the "personal background of an individual's life and existence" (WHO, 2007, p. 43), personality, the way of being.

Capacity, as conceived in the performance classification system, is considered in a context that is not subject to the influence of environmental factors, which in the ICF is defined as a "unique or standard environment". This will be taken into consideration by the Pedagogical Evaluation Team, indicating what instruments were used to perform the activity evaluation (the instruments used by the Evaluation Team), the type of methodology used, and evidence of the results related to the performed evaluations (Ascertainment made by the evaluation teams).

At the end of this process, the Pedagogical Evaluation Team will be able to provide the school with suggestions for reducing learning and participation barriers and strengthening facilitators for learning and inclusion. An instrument in this way favors the principle of collaboration between different interlocutors, understood as active participation in an enterprise, an initiative, a production. In a meta-analysis conducted by Cordingley et al. (2003), the authors emphasized that collaborative professional development is associated with a positive impact on the range of educational practices and strategies and the ability of different partners to relate them to students' needs and promote their self-esteem and self-efficacy.

This collaborative professional development is also linked to a positive impact on learning processes, motivation and student outcomes. In fact, one can speak of developing a "collaborative ethos", that is, the beliefs or ideas that guide a community, in this case a healthy professional community.

Functioning profile of the child

LIST OF ACTIVITIES	WORKING METHODOLOGY OF EVALUATION TEAM Instrumentet që përdor Ekipi Vlerësues për të vlerësuar aktivitetet e caktuara	INSTRUMENTS USED BY EVALUATION TEAM 0 = Asnjë vështirësi 1 = Vështirësi e lehtë 2 = Vështirësi mesatare 3 = Vështirësi e rëndë 4 = Vështirësi e plotë	LEVEL OF PERFORMANCE 0 = Asnjë vështirësi 1 = Vështirësi e lehtë 2 = Vështirësi mesatare 3 = Vështirësi e rëndë 4 = Vështirësi e plotë	LEVEL OF CAPCITY Konstatimet që nxjerrë Ekipi Vlerësues bazuar në të dhënat që dalin nga përdorimi i instrumenteve	RECOMMENDATIONS FOR SCHOOL	
					DECREASING BARRIERS	STRENGTHENING FACILITATORS
1. Watching Using the sense of seeing intentionally to experience visual stimuli, such as visually tracking an object, watching persons, looking at a sporting event, person, or children playing.						
2. Listening Using the sense of hearing intentionally to experience auditory stimuli, such as listening to a radio, the human voice, to music, a lecture, or to a story told.						
3. Other purposeful sensing Mouthing, touching, smelling and tasting.						

LIST OF ACTIVITIES	WORKING METHODOLOGY OF EVALUATION TEAM	WORKING METHODOLOGY OF EVALUATION TEAM Instrumentet që përdor Ekipi Vlerësues për të vlerësuar aktivitetet e caktuara	INSTRUMENTS USED BY EVALUATION TEAM 0 = Asnjë vështirësi 1 = Vështirësi e lehtë 2 = Vështirësi mesatare 3 = Vështirësi e rëndë 4 = Vështirësi e plotë	LEVEL OF PERFORMANCE 0 = Asnjë vështirësi 1 = Vështirësi e lehtë 2 = Vështirësi mesatare 3 = Vështirësi e rëndë 4 = Vështirësi e plotë	LEVEL OF CAPCITY Konstatimet që nxjerrë Ekipi Vlerësues bazuar në të dhënat që dalin nga përdorimi i instrumenteve	RECOMMENDATIONS FOR SCHOOL	
						DECREASING BARRIERS	STRENGTHENING FACILITATORS
4. Copying Imitating or mimicking as a basic component of learning, such as copying, repeating a facial expression, a gesture, a sound or the letters of an alphabet,							
5. Learning through actions with objects Learning through simple actions on a single object, two or more objects, symbolic and pretend play, such as in hitting an object, banging blocks and playing with dolls or cars.							
6. Acquiring information Obtaining facts about persons, things and events, such as asking why, what, where and how, asking for names.							

LIST OF ACTIVITIES	WORKING METHODOLOGY OF EVALUATION TEAM	WORKING METHODOLOGY OF EVALUATION TEAM Instrumentet që përdor Ekipi Vlerësues për të vlerësuar aktivitetet e caktuara	INSTRUMENTS USED BY EVALUATION TEAM 0 = Asnjë vështirësi 1 = Vështirësi e lehtë 2 = Vështirësi mesatare 3 = Vështirësi e rëndë 4 = Vështirësi e plotë	LEVEL OF PERFORMANCE 0 = Asnjë vështirësi 1 = Vështirësi e lehtë 2 = Vështirësi mesatare 3 = Vështirësi e rëndë 4 = Vështirësi e plotë	LEVEL OF CAPCITY Konstatimet që nxierrë Ekipi Vlerësues bazuar në të dhënat që dalin nga përdorimi i instrumenteve	RECOMMENDATIONS FOR SCHOOL — DECREASING BARRIERS	RECOMMENDATIONS FOR SCHOOL — STRENGTHENING FACILITATORS
7. Acquiring language Developing the competence to represent persons, objects, events and feelings through words, symbols, phrases and sentences.							
8. Rehearsing Repeating a sequence of events or symbols as a basic component of learning, such as counting by tens or practising the recitation of a rhyme with gestures, counting by tens or practising the recitation of a poem.							
9. Acquiring concepts Developing competence to understand and use basic and complex concepts related to the characteristics of things, persons or events.							

LIST OF ACTIVITIES	WORKING METHODOLOGY OF EVALUATION TEAM	WORKING METHODOLOGY OF EVALUATION TEAM Instrumentet që përdor Ekipi Vlerësues për të vlerësuar aktivitetet e caktuara	INSTRUMENTS USED BY EVALUATION TEAM 0 = Asnjë vështirësi 1 = Vështirësi e lehtë 2 = Vështirësi mesatare 3 = Vështirësi e rëndë 4 = Vështirësi e plotë	LEVEL OF PERFORMANCE 0 = Asnjë vështirësi 1 = Vështirësi e lehtë 2 = Vështirësi mesatare 3 = Vështirësi e rëndë 4 = Vështirësi e plotë	LEVEL OF CAPCITY Konstatimet që nxjer-rë Ekipi Vlerësues ba-zuar në të dhënat që dalin nga përdorimi i instrumenteve	RECOMMENDATIONS FOR SCHOOL	
						DECREASING BARRIERS	STRENGTH-ENING FACILI-TATORS
10. Learning to read Developing the competence to read written material (including Braille and other symbols) with fluency and accuracy, such as recognizing characters and alphabets, sounding out written words with correct pronunciation, and understanding words and phrases.							
11. Reading Performing activities involved in the comprehension and interpretation of written language (e.g. books, instructions, newspapers in text or Braille), for the purpose of obtaining general knowledge or specific information.							
12. Learning to write Developing the competence to produce symbols that represent sounds, words or phrases in order to convey meaning (including Braille writing and other symbols), such as spelling effectively and using correct grammar.							

LIST OF ACTIVITIES	WORKING METHODOLOGY OF EVALUATION TEAM	INSTRUMENTS USED BY EVALUATION TEAM	LEVEL OF PERFORMANCE	LEVEL OF CAPCITY	RECOMMENDATIONS FOR SCHOOL	
	WORKING METHODOLOGY OF EVALUATION TEAM				DECREASING BARRIERS	STRENGTH-ENING FACILI-TATORS
	Instrumentet që përdor Ekipi Vlerësues për të vlerësuar aktivitetet e caktuara	0 = Asnjë vështirësi 1 = Vështirësi e lehtë 2 = Vështirësi mesatare 3 = Vështirësi e rëndë 4 = Vështirësi e plotë	0 = Asnjë vështirësi 1 = Vështirësi e lehtë 2 = Vështirësi mesatare 3 = Vështirësi e rëndë 4 = Vështirësi e plotë	Konstatimet që nxjerrë Ekipi Vlerësues ba-zuar në të dhënat që dalin nga përdorimi i instrumenteve		
PARTICIPATION						
13. Interpersonal interactions and relationships with peers and teachers Interacting with people in a con-textually and socially appropri-ate manner, such as by showing consideration and esteem when appropriate, or responding to the feelings of others. (Inclusions: show-ing respect, warmth, appreciation, and tolerance in relationships; responding to criticism and social cues in relationships; and using appropriate physical contact in relationships.						

Other possible areas for evaluation:

Eventual information on the functioning of body structures: mental, sensory, motor, etc. based on eventual diagnosis:

Activities and participation: general tasks and requirements, communication, movement, self-care in different contexts of everyday life:

Operational recommendations for the school and the family

Operational recommendations for the school and the family

This document illustrates the operational guidelines that the Pedagogical Evaluation Team proposes to the school and family. It is based on the consideration of the quality of the child's actual functioning in terms of activity and participation (summarized through the functioning profile table), but above all it provides a reconstruction ahead of imagining a "potential" functioning aimed at favoring the the child's life project.

In this regard, the life project is the place of possibility, of the creativity of the imagination. It is personal, necessarily inclusive, certainly never definitive, and is as colorful, multidimensional and dynamic as our existence (Biggeri & Bellanca, 2011, p. 171). It serves to avoid the obligation of defining a "label" and to orient it to inclusion when it implies a commitment from the whole community that cares for its members.

In fact, living in a "facilitative" environment is the essential condition for a person to be able to live with dignity his or her human condition, regardless of disability. The purpose of this paper is to divert attention from a reductive view of disability, described as physical, or mental impairment, to the positive or negative relationship that an individual with a particular health condition experiences in a context that may facilitate or hinder functioning now and in the future.

This provides opportunity to see functioning and read beyond pure diagnosis. The language promoted in these documents, therefore, is a language that directs to good words and to good deeds that link functioning to the strengthening of facilitators and to the reduction of barriers present in people's life plan. The purpose of this document is to help people choose the words that do good and do bad, those that are hopeful and useful to others and that can be shared with the school and the family.

Operational recommendations for the school and the family

(Overview of actual functionin and possible functioning of the child)

Name and surname of the child: _____

School: _____

Knowing the level of child's functioning, how can we facilitate his/her activity?

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Knowing the level of child's functioning, how can we facilitate his/her participation in school?

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Which facilitators need to be strengthened?

Which barriers need to be eliminated?

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