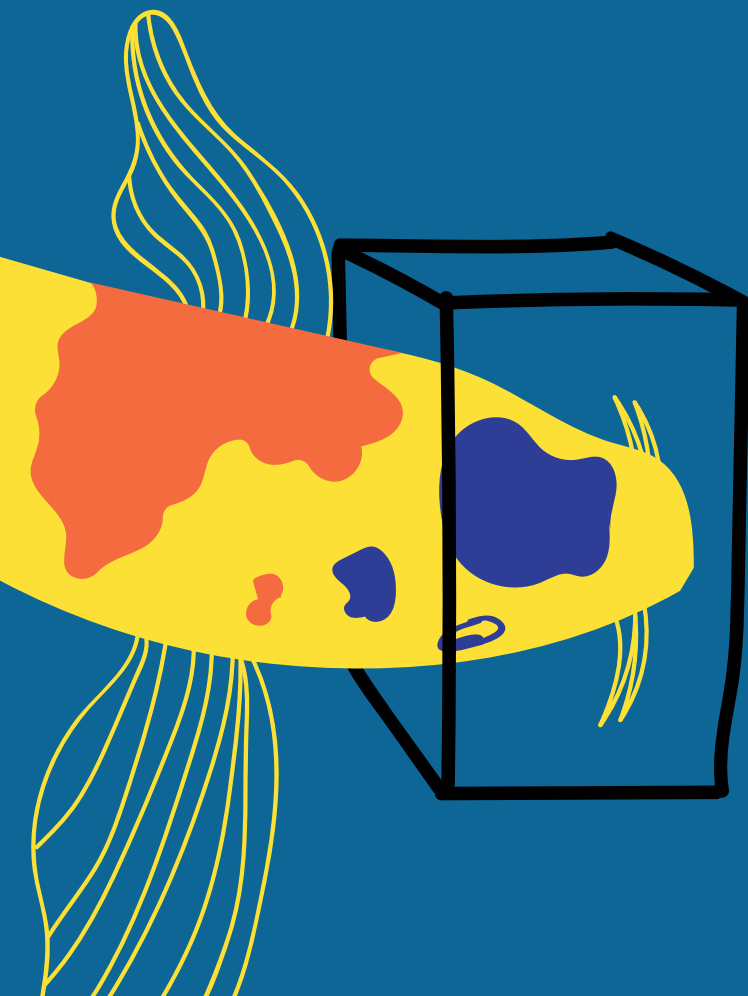


**do not suppose
my needs.**



**do not suppose
my needs.**

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introduction

Introduction

The following report was compiled in the framework of the project “Do not suppose my needs” implemented by the Kosovar Youth Council, under the support of Save the Children. The project aims to identify the main needs of children with special needs in primary education in Kosovo. In particular, the project aims on shedding light to the needs of children with special needs in primary education (grades 6-9) through research. The findings have been derived qualitative interviews with children, focus groups with stakeholders, as well as discussions with children with special needs and them with typical development.

To our mind, so far there is no information whether the needs of children with special needs in primary education have been directly researched in Kosovo.

The Situation Analysis conducted by UNICEF (2017), could be considered as one of the main documents that deals with the situation of children with special needs in Kosovo. Therefore, throughout the report, we have referred to this analysis as a basis for describing the condition of children with special needs. So far, the statistics of Kosovo institutions do not indicate a certain number of children with special needs, or their inclusion in educational institutions.

The Kosovo legislature in relation to children with special needs has improved over the past few years. Under Article 6 of Law no. 04 / L-032 on Pre-University Education in the Republic of Kosovo (hereinafter “Law on Pre-University Education”)¹ access and progress at all levels of pre-university education and training is made possible in accordance with the provisions of Law no. 05 / L-021 on Protection from Discrimination (hereinafter “the Law on Protection from Discrimination”)² on existing or presumed grounds, such as gender, racial, religious, sexual orientation, physical or intellectual disability, or any other disability, political or other opinions, national, ethnic or social background, birth or any other condition of the child or their family.

1 Law no. 04/L-032 on Pre-University Education in the Republic of Kosovo, Assembly of the Republic of Kosovo, Official Newspaper of the Republic of Kosovo, September 2011 <https://gzk.rks-gov.net/ActDetail.aspx?ActID=2770>

2. Law no. 05/L-021 on Protection from Discrimination, Assembly of the Republic of Kosovo, Official Newspaper, June 2015 <https://gzk.rks-gov.net/ActDocumentDetail.aspx?ActID=10924>

Important to mention and elaborate on the use of the two notions, that is, “children with disabilities” and “children with special needs”. The notion of “children with disabilities” refers to any physical, mental, intellectual and sensory disabilities that, in combination with other barriers, precludes their full, effective and equal participation in society (CRDP, 2006). On the other hand, the notion of “children with special needs” refers to the specific needs that children with disabilities may have in the academic-scientific process. Therefore, throughout the following report, we refer to the notion of “children with special needs”.

The Ministry of Education, Science and Technology (MEST) is responsible for drafting and implementing legal and sub-legal acts that enhance the quality of education, promoting a non-discriminatory educational system, in which every person’s right to education is respected, and where access to quality education is everyone’s right. The development of child protection and its documentation in Kosovo is in line with the needs of children; however, the implementation of the legislature has plenty of room for improvement. Situation analysis conducted by UNICEF considers children with disabilities as one of the most marginalized groups in Kosovo (Situation Analysis, 2017). More specifically, from the Ombudsperson (2015) report, the situation of children with disabilities in Kosovo is considered unenviable. Kosovo faces a low level of infrastructure, which in turn restricts the movement of children with special needs in educational institutions. In addition, children in Kosovo still face problems such as misdiagnosis, lack of diagnosis, lack of concrete diagnostic tools, lack of supporting teachers, lack of professionals to identify disabilities, especially in cases of identification of complex and comorbid disabilities (in case of two disabilities occurring at the same time).

The identification of ‘disability’ in Kosovo is limited to three categories of disability: visual disability, hearing disability and para/tetraplegia. Moreover, legislation on children / people with disabilities is in place and includes physical, sensory and mental disability; however, there is no regulation defining the identification and assessment of mental disability.

Based on data from the Center for Mental Health, within the University Clinic in Kosovo, parents and caregivers of children with disabilities are

diagnosed for the purpose of receiving financial support. This stems from the other challenge, which concerns the low level of awareness of early identification of disabilities, and the understanding of the impact of disabilities on child development. There is a trend in parents' requests for autism spectrum identification, being unaware of the existence of sensory problems that may resemble autism symptoms. These sensory problems presented to children are in most cases a result of insufficient stimulation by parents or educators in preschools.

According to Article 37, paragraph 1 of the Law on Pre-University Education, persons qualified by the standards specified in a sub-legal act may be selected by the municipality in educational institutions to provide professional services, including: medical care, pedagogical-psychological support, as well as counseling or social work. Therefore, medical committees are considered to be part of each process of identifying children with special needs once they are admitted to educational institutions, or at the first observation of any learning stagnation. In cases where it is anticipated that the child may not achieve the expected results in some subjects, or areas of activity, the child should be provided with a psychological assessment to identify any problems in speech and/or learning. According to the Individual Educational Plan (hereinafter "IEP") and the guidelines for the design of IEP for children with special educational needs³, when the municipal assessment team or school team assesses that a child needs educational support then that child is drafted an Individual Educational Plan.

The IEP should be developed through a collaborative process, including the school, parents, children (where appropriate) and the relevant pedagogue or psychologist. The IEP sets out the child's learning goals, both short and long term. The main purpose of the IEP is to support the education of the child so that they can benefit most within their possibilities and potential, and / or to pursue education on the basis of the regular curriculum for as long as possible. Individualization of course content can only be done in those subjects where the child has significant difficulties, and in other subjects

3 Individualized Education Plan (IEP) and Guidelines for Designing an Individualized Education Plan for Children with Special Educational Needs, Ministry of Education, Science and Technology, 2017 https://resourcecentre.savethechildren.net/node/15078/pdf/plani_individual_i_arsimit.pdf

the child may follow the material according to the regular curriculum. However, this does not necessarily mean that the child always needs some individualization of subjects, in some cases the child only needs didactic or teaching material, such as Braille alphabet, technical and technological tools or accessories such as magnifiers, pictures, illustrations, logic toys, etc.

More specifically, the IEP stipulates:

- The educational goals of the child for the period of the individual plan
- The learning outcomes of the child through which the intended purpose is achieved
- Methods and forms of work needed to achieve the learning outcomes
- Resources needed for the services to be provided as well as existing resources
- Individualized content of courses or areas of activity⁴

The child's learning achievements should be concrete, realistic, measurable, and monitored and tested at the latest within 2 years. If the teacher assesses that the child has achieved the goals ahead of time, then the goals should be rewritten on the child's current condition, regardless of the time set. Assessment of students with special needs should be done according to Article 15 of Administrative Instruction No. 08/28 on Student Assessment⁵ (hereinafter "AI on Student Assessment") based on the Pre-University Education Curriculum Framework⁶ of the Republic of Kosovo (hereinafter "Curriculum Framework"), which stipulates that assessment of students with special needs (who have significant learning disabilities) is done

4 Individualized Education Plan (IEP) and Guidelines for Designing an Individualized Education Plan for Children with Special Educational Needs, Ministry of Education, Science and Technology, 2017 https://resourcecentre.savethechildren.net/node/15078/pdf/plani_individual_i_arsimit.pdf

5 Administrative Instruction no. 08/2016 on Assessment of Students according to the Pre-University Education Curriculum of the Republic of Kosovo, Ministry of Education Science and Technology, 2016 https://masht.rks-gov.net/uploads/2016/08/ua-nr-08-2016-per-vleresimin-e-nxeneseve_1.pdf

6 Curriculum Framework for Pre-University Education of the Republic of Kosovo, Ministry of Education, Science and Technology, August 2016 <https://masht.rks-gov.net/uploads/2017/03/korniza-kurrikulare-finale.pdf>

in accordance with the learning outcomes set out in the Curriculum and IEP.

The support teacher compiles the IEP with the regular teachers, parents, and other IEP team members, and also assists in making the school staff more aware of the inclusion process. Furthermore, it advises and assists regular teachers on how to work with children with special educational needs, and how to manage inclusive classrooms.

Inclusion in education aims to include all children regardless of race, gender, ethnicity, disability, or any other difference, in regular classes at the nearest regular school. Inclusive education is an integral part of all policies of the Ministry of Education, Science and Technology and falls into the category of Kosovo's new reforms as a new practice after 1999. However, despite legislative changes, Kosovo is still challenged and is making efforts towards the implementation of this reform.

Consequently, given the severe lack of information on the situation on the ground, to measure the proper implementation of the legislative framework as well as to analyze the situation, the Kosovar Youth Council considered the prospective research of children directly affected as necessary. Thus, this report has provided information that helps understand the needs of children with special needs in primary schools. To complement the meaning, much of the research has been conducted in the field, together with meetings with stakeholders and discussions with children with special needs and those with typical development.

The findings of the field research are disclosed below.

field research

Field research

The research for the identification of seven (7) major needs of children with special needs in primary education (grades 6-9) was conducted in 50 school institutions in seven (7) regions of Kosovo: Prishtina, Gjakova, Ferizaj, Peja, Prizren, South Mitrovica and Gjilan. The research team, in collaboration with the Municipal Education Directorates (hereinafter referred to as “MEDs”), has identified all educational institutions that are attended by children with special needs. Later, however, the research team contacted each institution’s principal to confirm or modify the accepted student list, and thus, continue the research process.

Methodology

The current research is a qualitative one, so the field data collection was carried out through semi-structured interviews with the pupils. The interviews were conducted in school premises, when the teaching process was not impeded. The interviews were conducted by 10 field researchers, graduates of the Department of Psychology at the University of Prishtina.

Initially, to facilitate the interview process and ensure confidential child participation in the process, researchers obtained permission from parents and the heads of the educational institutions. All guardians of the sample members have signed a consent form, in which, among other things, they have ensured the confidentiality of the data collected. Semi-structured interviews were followed by semi-structured questionnaires. However, the researchers conducted the interview as an open conversation with the participants, providing more accessible opportunities for freedom of expression, always taking into account factors such as the need for concrete teaching methods and tools, the need for companionship, the need for support in the learning process, all of which have been thoroughly explored in this report. In more specific cases, when the student was unable to complete the interview on their own, and they were supported by a supporting teacher, the interview was conducted in the presence of the supporting teacher.

The average duration of an interview in the research was 30 minutes, whereas the interview was analyzed with the content analysis technique. The

questionnaire was compiled by the research team, consisting of 14 semi-open-ended and open-ended questions. The questionnaire was tested in a pilot group in order to ensure internal and external validity and reliability of the data collected. The reliability coefficient of the questionnaire units is .80.

Sample

Sampling was carried out in a deliberate way, where the research team was based on existing MED data on educational institutions where children with special needs are attending regular classes.

Subsequently, the research team contacted and visited relevant schools to confirm the participants and obtain the permission of parents, as well as to interview the children. In total, 210 students with special needs of grades 6-9, from 50 primary schools, were interviewed in seven (7) main municipalities in Kosovo. The mean age of the sample is 13.4 years, with 40.48% girls and 59.52% boys. The sample was composed of children with different diagnoses, who could be categorized into the following categories: Intellectual Disability 18.1%, Autism Spectrum Disorder 3.5%, Physical Impairments 72%, Down Syndrome 2.4% and ADHD 4%.

● In total, 210 students with special needs of grades 6-9, from 50 primary schools, were interviewed in seven (7) main municipalities in Kosovo. The mean age of the sample is 13.4 years, with 40.48% girls and 59.52% boys.

key findings

Key Findings

The “Do not suppose my needs” project includes several stages of research on the needs of children with special needs in the learning process. The data presented in this report are derived from field research, organized focus groups with stakeholders, as well as discussions with children with special needs and them with typical development. Through these meetings, seven (7) major needs of children with special needs in the learning process were identified:

1. Need for inclusion and support in the learning process

Non-involvement in the process is a problem of everyday teaching, with 65% of students interviewed saying that they are often ignored by their teachers. According to discussions, this issue does not stem from teachers’ unwillingness to assist children who express or who need support, but the large number of students in the classroom is a penalizing factor.

2. Need for concrete methods of learning during class

57% of children said they do not understand formulas in the subject of mathematics, find it difficult to understand physics processes, and do not understand processes in the subject of biology very well. These statements of interviewed children with special needs imply that in order to facilitate the learning process, teachers should use more concrete techniques in the classroom, especially in exact sciences or science subjects, and improvisational materials would have to be used in their absence.

3. Need for companionship

Research in the field has revealed that out of 210 interviewed children with special needs, 57% of them spend their school breaks alone. Such a result is all the more worrying given the fact that during the interviewing process it has been observed by researchers that children with special needs are more reserved and mostly spend time alone.

● Research in the field has revealed that out of 210 interviewed children with special needs, 57% of them spend their school breaks alone.

4. Need for extracurricular activities, Visual Arts and Music

Children are generally only participants in the classroom process, and have a notable lack of extracurricular activities. The scarcity of extracurricular activities is especially noticeable in children with special needs, who are not involved at all in such activities. All children (100% of the children interviewed) stated that they do not take part in extracurricular activities.

5. Need for supporting teachers

It has been observed that there were only a few classrooms with children with special needs that had supporting teachers. Supporting teachers were mainly present in the classrooms which had cases of diagnoses with double or comorbid disabilities: mental and physical.

6. Need for accurate diagnosis

The data obtained from field research show that lack of accurate diagnosis, lack of adequate professionals and lack of adequate instruments for diagnosis is very evident. According to the information of the teachers and principals of the participating schools in the research, about 65% of the children in our sample were diagnosed with Autism Spectrum disorder. However, researchers with psychological background/qualifications have found that about 30% of these children do not have the typical symptoms of autism, respectively.

7. Need for adequate infrastructure

Primary schools lack adequate infrastructure for children with special needs, starting with the quality of the school building, the oldness and its inadequate architectural plan. The stairs within the school buildings also penalize the access of children with physical needs, where in certain cases they are narrow, slippery, and not suitable for children with special needs or them with typical development.

● Non-involvement in the process is a problem of everyday teaching, with 65% of students interviewed saying that they are often ignored by their teachers.

results

Results

The collected data were analyzed by the qualitative method of conversation analysis. Therefore, the following results describe the needs of children with special needs in primary education in qualitative terms. The overall results were only possible to be numerated in terms of the number of students who expressed such a need. Whereas the description of variables is of the nature of conversation analysis. Conversation analysis has involved analysis of the provided information and interpretation of the data. This is one of the most appropriate analyses to evaluate such information, based on the ability of children with special needs to express themselves. The questionnaire consisted of appropriate questions to discuss with the children; therefore, the questioning was of an open and semi-open nature.

The questionnaire variables resulted in the identification of seven (7) needs of children with special needs:

Children expressed this by providing inclusion information in various subjects where 65% of children expressed they feel no satisfaction in subjects where teachers require their students with special needs to be quiet.

1. Need for inclusion and support in the learning process

Necessary inclusivity is an act of accommodation for children who feel excluded due to their ethnicity, gender, race, religion, identity or ability. Overall, in the long history of information and experiences in the field, Kosovo's educational system, despite its insistence on providing favorable conditions for all, has often created inadequate inclusivity in the school routine under discriminatory nuances.

According to this research, non-involvement in the process is a daily teaching problem, whereas the children interviewed said that they are often ignored by their teachers. Children expressed this by providing inclusion information in various subjects where 65% of children expressed they feel no satisfaction in subjects where teachers require their students with special needs to be quiet.

During the interview the children were focused on giving information about their preferences towards different educational subjects, where they felt more satisfaction or less satisfaction. In this case, research shows that children with special needs do not prefer natural sciences. If we compare

this answer with the diagnosis that they have, there is not necessarily a correlation between the diagnose and the subject dispositions. But this disinterest in natural sciences is expressed from all members of the research; which makes us realize that their failure to engage in science classes led them to lose interest.

In general, children have expressed that they feel more satisfied and more involved in the classes where the subjects of figurative art and music are taught.

Without a doubt, figurative art and music provide opportunities for learning skills that can also be transferred to other subjects; however, it is very necessary for children to feel part of the natural subjects' classes as well.

In order to fulfill the research for the specification of each need, the Kosovar Youth Council organized open discussions with children with special needs and with typical development, with participants from 50 primary schools from seven (7) regions.

In this case, with deliberate discussion in all the debates held, it was highlighted by the children that they desperately need greater teaching support. According to the discussions, however, this issue does not stem from the unwillingness of teachers to assist children who express or who need support, but the large number of students in the classroom is a penalizing factor. Despite the fact that teachers sometimes organize activities where students engage in separate work groups within the classroom, it is impossible for a teacher to give special attention to each child. This, in turn, causes some of the children who are more reserved to not feel fully involved in all parts of the one-hour program. This problem is even more noticeable in cases of children with special needs who lack the attention and help of a supporting teacher.

In addition, some students have acknowledged that teachers sometimes prefer some children over other children, because according to the children interviewed, the behavior of their teachers differ and vary from one child to another. Additionally, children consider that the teachers' approach to some of the children is discriminatory. According to them, teachers often use hate

speech towards them; thus, deepening the distance in the student-teacher relationship. Therefore, in most cases where a child is in need of support or seeking help to understand information about a lesson, or to complete a subject assignment, it is their friends who assist them.

Examples from discussions with children in the organized debates:

- “Usually these teachers are of older age, and because they were grown at a time when physical violence against students was not as problematic as it is today, we try to understand them.” – Student A, in an organized debate in the municipality of Gjakova.

- “The teacher does not love all pupils the same way. How he talks to everyone and how he deals with pupils is not the same - sometimes it’s more aggressive. It happened that he was more aggressive when a child asked questions and he replied by telling him that he was obstructing him, and did not help the child with the answers.” – Student B, in a debate organized in the municipality of Prishtina.

- “In many cases it was his friends that helped him and not the teacher.” – Student C, in a debate organized in the municipality of Prishtina.

2. Need for concrete methods of learning during class

Concretizing methods such as didactic, creative and improvisational materials significantly facilitate the Level 1 and Level 2 of the teaching process of the International Classification of Education Standards - ISCED. Children with special needs are not the only ones who face challenges in learning due to the outdated methodology in teaching sessions and lack of concrete teaching materials. When we say concrete materials we refer to all concrete materials and objects that can be seen, touched and felt. For example, if trying to teach children in math about the quadrilateral, in order for a child to understand the information and its function specifically, it would be helpful to see a video, a paper copy of the quadrilateral, or even build one themselves.

In our research, 57% of children stated that they do not understand formulas in the subject of mathematics; find it very difficult to do calculations on math tasks; find it difficult to understand the processes of physics and do not understand very well the processes in the subject of biology. These statements of interviewed children with special needs imply that in order to facilitate the learning process, teachers should use more specific techniques in the classroom, especially in exact sciences or science subjects, and in their absence, improvisational materials would have to be used. Going back to the example of a quadrilateral, it can easily be improvised using cardboard and paper.

Examples from interviewing children with special needs –

Question : “Which subject do you like the least? What do you dislike about that subject?”

“I am not good at math”

- 14 year old girl, 6th grade;

“I do not know how to add and subtract”

- 15 year old boy, 9th grade;

**“I do not like biology, I do not understand it”-
13 year old boy, 6th grade.**

●
57% of children stated that they do not understand formulas in the subject of mathematics; find it very difficult to do calculations on math tasks; find it difficult to understand the processes of physics and do not understand very well the processes in the subject of biology.

It is noticeable that children during class need the application of more concrete methods and the use of concretization tools for explanation; especially in subjects such as mathematics, physics and biology. Concrete tools and methods must be defined by the teachers of the subjects and adapted to the respective age groups.

We should bear in mind that the level of difficulty in understanding is closely related to the specific special need or/and the diagnosis. However, this research has generally reflected on this difficulty, despite the child's special needs. Applying concrete teaching methods is essential to develop imagination, memory and increase the opportunity for children with special needs to acquire more knowledge and learn new skills. Theoretical teaching further reduces interest in the subject, which significantly impairs the development of children with special needs.

However, besides interviewing, our findings have also contributed from discussions with children with special needs and those with typical development, where, among other things, a large majority of participants in organized debates expressed that classroom work tools are in short supply, tools from more essential ones such as white sheets, colored sheets, colored pencils, cubes and other creative counting tools, technological tools, such as projectors to project videos, and other visual materials, but also for its use in organizing extracurricular activities. In some cases, these tools are provided by teachers or are self-created by children as needed, despite the fact that providing schools with such tools is a task and competence, initially of the respective municipalities under local government, namely Municipal Education Departments, and secondly the school management staff. In other cases, in cabinets filled with tools related to a specific subject (e.g. cabinets of Chemistry and Physics), students are not allowed to use the tools necessary to develop practical learning on the basis that they will harm them, despite the fact that teachers are present during class. This phenomenon is constantly emphasized in the field as well, but especially during discussions, all of the pupils expressed the need for practical, and not only theoretical learning. According to the participants, this need has been repeatedly addressed to school directorates, but there

was no improvement of the situation evident.

Examples from the discussions with children in organized debates:

- “Some equipments that could make the classroom more creative are missing, but students try to make the class more creative themselves.” - student D, from a debate in the municipality of Mitrovica.

3. Need for companionship

Social engagement is one of the factors that influence the behavior of children with special needs, which develops from early childhood and follows them up to adolescence. The term social engagement refers to the interaction or relationship that can be created between two people; in this case, children who respond to each other and influence each other's behaviors. Therefore, socialization is very important for children of this age as they create conviction, security and at the same time discover their personality characteristics.

Research in the field has revealed that out of 210 interviewed children with special needs, 57% of them said they spend part of their school breaks alone. Such a result is all the more worrying given the fact that during the interviewing process it has been observed by researchers that children with special needs are more reserved and mostly spend time alone.

Examples of responses from interviewing children with special needs

Question: “How do you spend the school break?”

“..Alone”

- 11 year old girl, 7th grade;

**“I stay alone in class”
- 11 year old girl, 6th grade;**

**“I go and wash my eyes”-
14 year old boy, 8th grade.**

Socialization is very important for all children, but it is especially important for children with special needs. Learning social skills should happen alongside fostering knowledge and learning technical skills. Therefore, appropriate mechanisms should be established within educational institutions for social inclusion of children with special needs. Increasing the level of social inclusion will reduce the level of potential prejudice against children with special needs. Educational institutions should set up programs and group activities for all children within the learning process; which would promote the socialization of children in general and children with special needs, in particular.

Additionally, this need has been considered as one of the most important by children in all organized debates. In every debate it has been thoroughly discussed that there are many children who spend time alone, and feel left out in teaching activities. Although the facilitation of this socialization process by teachers is very much needed, the help that should be provided by them is not always present. However, according to the children in question, it is the other children, mainly those with typical development, who approach and provide assistance to children with special needs by inviting them to spend time together or even learn together. Students, from all schools involved in the debates organized by the Kosovar Youth Council, have stated that they have at least one student in their class who spends time alone.

There are only a few highlighted cases where teachers contribute to this process by sitting students in a desk with each other. On the other hand, the discussions show that in other cases, despite the first action, in cases

when the teachers consider that a child has violated discipline, as a form of punishment, they sit the child in a desk by themselves for a very long time.

Examples from the discussions with children in organized debates:

- “There are children who stay alone, many of them do not talk to anyone; they are helped to complete the tasks, but do not manage to successfully complete the assignments.” – Student E, at a debate organized in the municipality of Prishtina.
- “A friend of mine used to always stay alone but I helped him out and he became a friend to us.”- Student F, at a debate organized in the municipality of Prishtina.
- “She is always left alone, gets bullied and sits alone.”- Student G, at a debate organized in the municipality of Prizren.
- “Students who are lonely, do not have a great performance in the classroom, they are often scolded, and there are cases that they often get ignored.”- Student H, at a debate organized in the municipality of Ferizaj.

4. Need for extracurricular activities, Visual Arts and Music

Extracurricular activities within the pre-university educational system in our country are regulated by the Administrative Instruction No.02 / 2016 on Extracurricular Activities (**hereinafter “AI on Extracurricular Activities”**)⁷, which defines different types of extracurricular activities that a school may actualize such as visits to museums, parks and nature; celebration of specific dates, events and traditions; student participation in school decision-making processes; leisure activities such as fine arts, photography, essay writing and more; community services (helping those

⁷ Administrative Instruction No.02 / 2016 on Extracurricular Activities, Republic of Kosovo, Ministry of Education, Science and Technology, 2016
<https://masht.rks-gov.net/uploads/2016/01/ua-masht-nr-02-2016-per-aktivitetet-jashteshkoll-lore-rotated.pdf>

in need); health promotion and environmental protection, as well as hiking and picnics. However, according to this field research, children are generally only participants in the classroom teaching process, and have a notable lack of extracurricular activities. The scarcity of extracurricular activities is especially noticeable in children with special needs, who are not involved at all in such activities. All children (100% of the children interviewed) stated that they are not part of extracurricular activities.

Research shows that all children, as an out-of-class activity, mainly play at home, with their family and/or with friends from the neighborhood. Engagement in activities is, according to them, only initiated by their family. On the other hand, it should be emphasized that the role of the family is crucial, but cannot be assigned as the only factor in the intellectual and social development of children, as opposed to the role of extracurricular activities that enable the development of social, analytical skills and serve as a communication model. These skills would support the further development of children and could be transferred to their cognitive development.

According to Article 23 of the Law on Pre-University Education, the School Principal or the School Parents Council with the consent of the School Governing Board may organize extracurricular activities for the pupils. It is very important that the organizing of these activities ensures equal participation of all children with special needs and those with typical development, and children belonging to marginalized groups. This would support the development of children's analytical, social and communication skills.

In addition to providing the help for less stressful moments unrelated to school subjects, the research has also measured children's satisfaction with subjects that are more attractive, with 95% of them expressing a great deal of fun during the Figurative Arts and Music classes. Such a case comes about due to the children feeling more freedom during these classes.

In general, art and music play an important role in the development of children, also confirmed by the responses of the children of the sample of this research, who have expressed a very positive approach to these two

● The research has also measured children's satisfaction with subjects that are more attractive, with 95% of them expressing a great deal of fun during the Figurative Arts and Music classes. Such a case comes about due to the children feeling more freedom during these classes.

subjects. Therefore, it is worth highlighting this area as an area for further development. Educational institutions should create more advanced spaces and programs for children attending educational institutions in the field of figurative art and music. In addition to the regular curriculum and subject curricula, it is suggested that the subject of figurative and musical art should be offered through elective teaching or extra-curricular classes, through the organization of inclusive activities and programs. If schools do not have the appropriate infrastructure to create such organizations, or such spaces, then it is recommended for municipal institutions to be involved, providing other adequate facilities such as youth centers, libraries or theaters and concentric halls, so as to provide support to all stakeholders, whether school, municipal, or non-profit organizations that can provide such activities for facilitating learning.

The organizing of debates and discussions with students with disabilities and those with typical development, has provided the children with an even wider perspective on extracurricular activities, where all children have expressed the need for such activities, and in some occasions they see it as necessary to associate with one another. More specifically, children think that extracurricular activities are the best way for introverted and reserved children to be able to get involved in social groups, and thus, socialize. However, discussions with students have also guided the Kosovar Youth Council in reinforcing information about existing activities. In this case, it was understood that from primary school in different locations of Kosovo, students have been operating various clubs in areas or topics such as: Mediation Club, Club of Ecologists, Club of Chemists, of Sportsmen, Artists and Journalists among others, or in some cases a school has supplies and radios that are mainly used by students depending on the activity they choose to present. However, even when these clubs are active, not all children participate either within the structure of the clubs, or through activities that take place under them. In most cases, it is the same students who benefit from participating in these activities; while it is considered that there is a lack of motivation and lack of inclusive encouragement from the teachers who accompany or facilitate the work of these student clubs.

In addition to extracurricular activities, with students participating in the discussions, their preference for different subjects was also discussed. In this discussion, a large majority of the children with typical development have stated that they like subjects such as geography, math and biology, while most children with special needs have expressed greater preference for music, Albanian / English languages, or art, because these subjects are not very demanding and they feel free to express themselves without pressure. Some children with special needs have said that they like music because it is very relaxing. Examples from the discussions with children in organized debates:

- “We have no activities and since there are no activities we have to do something, but it would be great to have them. Once we watched a movie with a message, and all the children came even the ones who are more shy and reserved, and after that we continued our friendship” – Student K, at a debate organized in the municipality of Ferizaj.
- “We have many different groups, on the day against poverty we collect food and distribute food to those in need.” - Student L, at a debate organized in the municipality of Prishtina.
- “The mediation club (a mediation system where each class has a delegate reporting various cases to the club), has ensured there are no conflicts in the school. The club has the school psychologist and a specific teacher trained for specifically for the mediation club. Problems have always been resolved through the mediation team.” – Student M, at a debate organized in the municipality of Prishtina.
- “Yes there are activities inside the school, but all students should be encouraged to attend. It is always the same students who participate but more students should be involved.” – Student N, at a debate organized in the municipality of Ferizaj.

5. Need for supporting teachers

The inclusivity principle within the Kosovo educational system is, among others, governed by Article 40 paragraph 2.1 of the Law on Pre-University Education which stipulates that educational and training institutions must accommodate all children, regardless of their physical, intellectual, social, linguistic conditions or other conditions and should promote integration and contact between children, whereas paragraph 2.2 of the same article, stipulates that appropriate support should be provided based on the students' intellectual needs.

However, according to Article 37, paragraph 1 of the Law on Pre-University Education, persons qualified according to the standards specified in a sub-legal act may be selected by the municipality in educational institutions to provide professional services, including: medical care, pedagogical-psychological support, as well as counseling and social work.

On the other hand, the Ministry of Education, Science and Technology has considered the educational system of our country as a segregated system, due to the nature of the attached classes, and therefore, has decided to build a support system for children with special needs so that the children can follow regular classes in regular schools, and receive support in those classes without having to be excluded. One form of support is the assistance through Resource Room - traveling teachers (former special schools), to support children and their teachers in regular schools. Another form is to hire inclusive teachers who will be employed in regular schools and who are trained to work with children with special needs.⁸ Also, according to section 3 - paragraph 1 of Administrative Instruction 24/2014 Converting Attached Classes to Resource Rooms⁹ (hereinafter "AI on Converting Attached Classes to Resource Rooms"), after completing

8 Support Teacher Working Paper, Ministry of Education, Science and Technology, Department of Pre-University Education, Special Education Unit
<https://masht.rks-gov.net/uploads/2015/06/forma-e-planifikimit-dhe-raportimit-te-punes-se-me-suesve-mbeshtetes-4.pdf>

9 Administrative Instruction 24/2014 Converting Attached Classes to Resource Rooms, Republic of Kosovo, Official Newspaper, 2014
<https://gzk.rks-gov.net/ActDocumentDetail.aspx?ActID=10246>

the conversion process of the Attached Classroom (KB) to the Resource Room (DHB), the attached classroom teacher passes as a support grade teacher at the school level. During the field research it was noted that only some classrooms with children with special needs had supporting teachers. Supporting teachers were mainly present in classrooms, which had cases of diagnoses with comorbid disabilities: mental and physical. Thus, this perceived shortfall reflects on the need to have a larger number of supporting teachers, as well as the non-implementation of the legislation in force against the need presented, as each class of those monitored in the research with participatory content of children with special needs indicate that children with learning disabilities consequently need support whether in classroom setting, individual work, individual planning, counseling and additional teaching materials. All of the aforementioned responsibilities under Section 5 of the AI on Converting Attached Classes to Resource Rooms, come under the competence of the role of the supporting teacher.

Children, among other things, have stated that classroom teachers explain the teaching material repeatedly if the information is unclear at their request, but in other cases their classmates offer help. In general, this implies that there is mutual cooperation between students and teachers, but this assistance is not sufficient to facilitate the learning process. Among other things, lack of supporting teachers makes it difficult to implement individual development plans and identify areas where children can continue to develop. Examples of responses from interviewing children with special needs :

- Question: “Who helps you with your class assignments?” And “Do your classmates help you?”

- “Very often they do not understand the class assignment, and then everything has to be done at home” - Student O, at a debate organized in South Mitrovica.

- “Very often they fail to do their classroom assignments, because they do not understand the subject.” – Student P, at a debate organized in Gjakova.

However, discussions with students during debates have only deepened the need for support teachers for children with special needs in regular classes. According to the discussions, it is considered that in very few primary schools in Kosovo there is a presence of support teachers, a situation that is even worse in rural areas and villages in Kosovo. In most cases, a support teacher is responsible for more than one school. Consequently, teachers are forced to allocate only one (1) day a week to a school, with two to three (2-3) hours of work with children in need of supportive learning. Students have reported that the time they spend with a support classroom teacher is scarce compared to the great need for support. According to students, subjects in which students with special needs receive additional support are Albanian and English languages, and mathematics. In almost all cases, it is the children themselves who help each other to better understand the classroom assignments or complete the required tasks.

Examples from the discussions with children in organized debates:

- “We do help them sometimes, most of the time we don’t go to help but we just give them the already completed assignments.” – Student P, at a debate organized in the municipality of Ferizaj.

In most cases, a support teacher is responsible for more than one school. Consequently, teachers are forced to allocate only one (1) day a week to a school, with two to three (2-3) hours of work with children in need of supportive learning.

6. Need for accurate diagnosis

According to Article 2 of Administrative Instruction no. 16/2017 on Pedagogical Assessment of Children with Special Educational Needs (hereinafter “AI on Pedagogical Assessment of Children with Special Needs”), all children with special educational needs are subject to pedagogical assessment. Among other things, according to Article 3 and Article 4 of the AI on Pedagogical Evaluation of Children with Special Needs, the pedagogical evaluation of the child is done by a team appointed by

the municipality consisting of a psychologist, pedagogue, social worker, supporting teacher who acts as a permanent member, as well as other members who are invited as needed such as the class carer and experts depending on the type of child's special needs. This team is responsible for making pedagogical assessments of the child's participation and performance in the educational process based on the individual needs of the child; designate the educational institution in which the child will attend education; determine the type of teaching; support services; necessary auxiliary equipment and instruments; rehabilitation services, as well as convenient transportation.

Analysis of existing reports in Kosovo, such as UNICEF's Situation Analysis, show that lack of accurate diagnosis, lack of adequate professionals and lack of adequate instruments for diagnosis is very evident. This is the key step in the treatment and development of children with special needs. Inaccuracies in diagnostics were noted by our field researchers during regular classroom observations involving children with special needs.

According to the information of the teachers and principals of the selected schools in the research, about 65% of the children in our sample were diagnosed with Autism Spectrum Disorder. However, researchers with psychological background/qualifications have found that about 30% of children do not show the typical symptoms of autism. Among other things, lack of accurate diagnostics precludes the development and application of individual plans.

This need has not been discussed with children in organized debates, but has been elaborated more as a problem during focus groups as another applied research method, and can be found on page 41.

7. Need for adequate infrastructure

According to Article 5, paragraph 7 of the Law on Pre-University Education, among the tasks of the Ministry of Education, Science and Technology, technical assistance to municipalities needs to be provided to ensure the adequacy of school buildings and equipment in accordance

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with international health and safety standards, as well as for environmental protection, to provide access for students and employees with disabilities and provide assistive devices to support inclusive education. Adaptation of the school environment for children with special needs is considered as one of the basic principles on facilitating the learning process of children and, above all, on providing accessible conditions towards the goal of inclusive education. However, during the field research it was observed that primary schools lack adequate infrastructure for children with special needs starting with the quality of the school building, the oldness and its architectural plan. The stairs within the school buildings also penalize the access of children with physical needs where in certain cases they are narrow, slippery and not suitable for children with special needs or typical development. Some schools prevent access from the entrance because they do not have slopes to meet the needs of children with special physical needs.

On the other hand, in terms of architecture and physicality, almost no school fulfills the needed conditions for public toilets. The schools do not have separate toilets for children with special physical needs, and they show a great lack of hygiene and sanitation. In the same context, access to sports halls as well as the development of indoor physical education classes is almost impossible and inaccessible to children with physical disabilities. Children with different diagnoses, who are part of a class, are also challenged with other infrastructure problems such as unsuitable classroom lighting, tables and chairs are mostly old and highly inadequate for every child.

Class sizes (small classes) are in some cases penalizing in keeping the children inside a class together. Additionally, these classes are penalizing in adjusting to the specifics of diagnosis for each child with special needs. For example, some children need more space, some need to sit at the front of the class due to problems with hearing or vision, while other children need to sit by the windows, stay alone or in a group. Many schools do not offer adequate corners outside of the classroom routine, where children could sit or simply spend their free time.

On the other hand, a significant number of primary schools do not have

emergency stairs, nor an emergency response plan. Whereas, in certain cases where schools have emergency stairs, they lock them or use them for other needs.

Additionally, the outside environment, according to researchers at certain schools, had its shortcomings because some schools were located in inappropriate spaces in the city center, where there was a large circulation of vehicles but also a lack of sidewalks in terms of moving children with special physical needs. In most cases where pedestrian sidewalks existed, they were used as a car parking area. Meanwhile, certain schools lacked parks and greenery in their yards.

Discussions through organized debates with children with special needs and typical development in the 7 major regions of the country further strengthened the baseline of the research. According to the children, the conditions in primary schools in Kosovo are not always favorable, and in many cases these conditions are not even acceptable. Children have claimed that the hygiene in their schools is very severe, ranging from lack of hygienic tools, to the very bad condition of doors and slabs in toilets. Some of the newer schools or the ones renovated with external funding have managed to fix this issue, but children from most other schools spend time in unhygienic and harmful environments for their health. In addition, during the discussions, it was also noted that some of the schools still lack physical education halls, labs for practical work, and projectors or other technological tools. Students also complained about issues related to the school inventory, where in addition to the lack of additional classroom supplies, chairs, school benches, and furniture were also in critical condition. This major problem in schools has its genesis even more on the baseline. Children with special physical disabilities are unable to move from one setting to another within the school without the help of someone, occasionally a school staff member or classmate.

Examples from the discussions with children in organized debates:

- “Our school has a place where children with wheelchair can move, at the entrance of the school, but not on the second floor.” – Student Q, at a

● According to the children, the conditions in primary schools in Kosovo are not always favorable, and in many cases these conditions are not even acceptable. Children have claimed that the hygiene in their schools is very severe, ranging from lack of hygienic tools, to the very bad condition of doors and slabs in toilets.

debate organized in Gjakove.

- “We have old toilets, it was discussed in our school, but the problem has not been resolved.”- Student P, at a debate organized in the municipality of Prishtina.

- “We do not have a physical education hall nor any laboratories in our school.” – Student R, at a debate organized in the municipality of Prizren.

Focus Groups

In order to enrich the research results, seven focus group sessions were held in the following municipalities: Prishtina, Prizren, Peja, Gjakova, Ferizaj, Mitrovica and Gjilan. Participants in these sessions were school principals, teachers, assistant teachers, parents of children with special needs, pedagogues and school psychologists. These sessions served as additional field research sessions, with the aim of drawing conclusions and recommendations for addressing and meeting the needs of children with special needs in elementary education in Kosovo.

During the focus group sessions, the results of the quantitative research were discussed, as well as childrens’ needs and recommendations on how to address them. A number of aspects that make learning harder for children with special needs were brought up, such as pedagogical, social, logistic, etc.

However, the session facilitator has noted in some cases that the participants’ statements were given in the context of self-defense, unable to provide concrete answers. Below, the conclusions drawn from these sessions are elaborated by addressing each need in detail.

1. Need for inclusion and support in the learning process

The inclusion of children with special needs in the learning process is seen as a challenge by the educational staff, but also from parents. The reasons that make it difficult seem to be quite contradictory.

● According to them, drastic improvements of the conditions in education is needed.

On one side are the teaching staff (teachers, assistant teachers, school principals, etc.) who feel that these children are very involved in the process and that the current system is significantly helping them to achieve positive learning outcomes.

On the other side are those who view inclusiveness as a non-functional approach towards positive learning outcomes, despite state recommendations and regulations. This group argues that the current school system does not provide children with special needs a positive pedagogical experience that is appropriate to achieve success in learning. According to them, drastic improvements of the conditions in education is needed, e.g. increasing the number of teachers and assistant teachers, teaching aids, activities that increase opportunities for socializing, efforts for accurate diagnostics and improvements of school infrastructure in order for inclusive classrooms to work.

Even parents of children with special needs had contradictory views. Some parents share the opinion that their children are highly involved in the learning process, while others view the system as non-functional and were not satisfied with the level of inclusiveness.

For example, a parent from the municipality of Ferizaj whose child suffered a limb physical injury, was pleased with the way her child was treated by teachers, but reported she cannot be involved in mathematics class, for example in geometry, since it is not possible to use rulers and other tools needed for which there is no assistance from anyone. Meanwhile, a parent from Peja, was concerned with the fact that his child was failing to understand the material taught in exact sciences, because their individual curriculum was not being strictly implemented. However, some parents stated that with the presence of assistant teachers in the teaching process, their children have advanced significantly in the intellectual realm.

Schools are required to prepare individual curricula appropriate for students with special needs. In most cases, the preparation of this plan is overseen by a professional team called “Assessment Team”. Exceptions apply to some municipalities, such as Peja, where The Assessment Team

has reduced or even suspended the work due to not being compensated financially by the municipality. According to the teachers, individual plans help students get involved in the learning process. However, they often find it difficult to implement these plans either because of lack of time, high number of students in the classroom or simply lack of teacher training in inclusive education. These were some of the frequent statements made by teachers when asked why some children don't feel involved in the learning process?

- "How can I dedicate the whole class to a child when I have at least 30 other students in the classroom?" - teacher, Peja;

- "Because I have so many students I can't focus on just one kid who requires more attention, so I need an assistant or their parents to come to school to take care of them" - teacher, Mitrovica;

- "Many of the children diagnosed with mental or behavioral disorders do not agree to spend more than one hour in the classroom, and start to shout and interrupt the learning process, so how do I manage it?" - teacher, Gjakova

- "How do I help children with special needs when I have never been trained in inclusive education?" - teacher, Ferizaj.

According to school principals and teachers, lower secondary education, where more teachers are involved, is harder when compared to primary education, especially when working with teachers who are trained in inclusive education.

Unfortunately, in some municipalities it has been noted that there is a view that children with special needs would be more successful in school if they continued to be placed in separate special-education classrooms.

2. Need for concrete methods of learning during class

All stakeholders in the focus groups agree that teaching aids are an integral component to ensure high quality teaching for children with special needs. These tools help in making the learning material concrete and the learning process easier, especially when individual plans exist. Most of them agree that the absence of teaching aids makes it difficult for teachers to explain the teaching material, as well as for students to understand that material.

All municipalities stated that schools do not even have the bare minimum of these tools. The few tools they possess are geographical maps and sometimes their location is not known, or it is very difficult to attain them because teachers have to ask for them from the school principal every time they need to use them.

Only some assistant teachers have teaching aids, mostly materials (printed materials, colored paper, etc.) made by themselves or by donations from NGOs that trained them. However, these cases are very rare.

On the other hand, some teachers stated that they do not even have sufficient knowledge to use teaching aids during their classes, even if they had them. Therefore, they recommended that teaching aids, training in using them and training in inclusive education have to be provided by MEST (Ministry of Education, Science and Technology).

3. Need for companionship

The results of quantitative research showed that a large percentage of children feel lonely, especially during school holidays. Focus group participants responded with self-defensive statements against this finding by denying having observed such a thing. This proves that there is a discrepancy between perceptions of how lonely or socialized these children feel. Teachers share the opinion that classmates make great efforts to socialize with and engage students with special needs in the classroom. Meanwhile, parents had different experiences regarding this issue. Some of them were concerned about the fact that their child feels quite isolated at school. On the contrary, some parents felt that their children were very

supported by their friends in school, which makes the transition from primary education (where students work with fewer teachers) to lower secondary education, easier.

Schools should strive to organize social activities that ensure the inclusion of all children in the school environment.

4. Need for extracurricular activities, Visual Arts and Music

In almost all municipalities where focus groups were held it was noted that extracurricular activities for children with special needs have not been initiated. Teaching staff seem to be aware of the advantages that extracurricular activities bring, but make limited efforts to organize them. For example, for most schools, extra extracurricular activities meant school holidays (like independence day, school holidays, etc.), but nothing like organizing a screening of an educational film by assistant teachers, inspired by the work of some non-governmental organizations (NGOs).

Unfortunately, the discussion did not produce any concrete recommendations regarding this need, perhaps because of the inability of participants to truly understand the importance of organizing such activities.

Almost unanimously, participants agreed that children with special needs prefer subjects that are more creative and interactive. At the same time, everyone was aware that these subjects help children improve their emotional state and expression skills.

However, some parents expressed concern if schools decided to concentrate efforts only towards these subjects. They felt that children also need to learn concrete skills from exact and scientific subjects in order for them to function independently. Regarding this, one parent from Prishtina stated: “My child needs to understand how electricity works, in order for them not to get electrocuted”.

It is worth noting that participants from each focus group from all municipalities stated that they possess sufficient musical instruments. Such statements were not very convincing, as they were rarely followed by concrete examples.

● Schools should strive to organize social activities that ensure the inclusion of all children in the school environment.

5. Need for supporting teachers

The need to increase the number of assistant teachers was the most consistent statement in all municipalities. According to participants, the small number of assistant teachers makes it very difficult for children to get involved in the learning process. Currently, a very small number of them are employed. Most of the time, an assistant teacher works in more than one school during the week. For example, in Ferizaj an assistant teacher travels to 6 schools and cannot be present in all classes for one child.

On the other hand, regular teachers fail to make all the information from teaching materials concrete for children with special needs, and often do not even possess the pedagogical skills required to implement individual plans for those children. Therefore, it was recommended that if it is not possible to hire more assistant teachers then at least offer more pedagogical training.

During the discussions it was emphasized that the schools lack support assistants. Consequently, children with physical disabilities depend on friends, classmates or parents to aid them during class to move around, use didactic tools (pencil, ruler, etc.) during the learning process, and to assist in fulfilling physiological needs. The principal of a primary school in Gjilan indicated that some parents have to pay a supportive assistant so that their child can attend school.

In some cases, school officials do not even try to address the need for employment of assistant teachers of certain profiles in their school. A concrete example is the school “Mazllum Kpuska” in Gjakova. According to the teachers, a considerable number of students with special needs attend school there, but to their knowledge, no steps have ever been taken to employ support staff for these children or to address this challenge. In particular, it was mentioned that this school has never even intended to take advantage of the NGO programs that have succeeded in supporting this cause in other municipalities in Kosovo, thereby enabling the engagement of assistant teachers.

Finally, it was recommended to put more pressure on state institutions and Municipal Education Directorates for support in this issue.

6. Need for accurate diagnosis

Focus group results showed that accurate diagnosis poses a challenge not only for children but also for stakeholders such as teachers, school principals, assistant teachers, pedagogues etc. who aim to address the needs of students with special needs.

The main problem is that most schools do not employ psychologists who professionally assess the mental state of children. Consequently, in most cases parents are the ones who are forced to pay for such services. This harms children with severe socio-economic conditions who in most cases do not even get diagnosed. For example, one assistant teacher in Ferizaj municipality stated that she suspects there are some students with cognitive development delay in her foster class, students who could progress with attending an individual lesson plan. However, she said she could not ask the parents of these children to turn to private psychologists (as the only opportunity in the case of Ferizaj) so that the necessary diagnosis is made as the families of these children live on very low income. Another challenge is that even when diagnosed, it does happen for diagnoses to be found incorrect. According to some school psychologists, the hurried or not-professional diagnosis, promotes the observation of a frequently encountered diagnosis, such as cognitive development delay.

This impairs children's progress and impedes proper pedagogical access. According to assistant teachers, incorrect diagnoses enable an inadequate plan to be implemented thereby slowing the intellectual development of children with special needs.

Diagnosis as a process is also endangered by parents who refuse to diagnose their children following the recommendation of the teacher. According to school principals, there are many cases where parents tend to hide the fact that their child meets any criteria for diagnosis. This undoubtedly harms a child who cannot receive proper care, causing them to lag behind in education.

● Diagnosis as a process is also endangered by parents who refuse to diagnose their children following the recommendation of the teacher.

7. Need for adequate infrastructure

Some of the schools that have been visited are equipped with ramps, but considered to be of little help to children with special needs since many classrooms are located on the second floor where there are no elevators and access is possible only through the stairs. In some cases, because of students with special needs, schools are forced to relocate the entire class in a classroom on the ground floor. This can be a negative experience for the student as it stigmatizes him/her and makes them feel responsible for the relocation in front of classmates.

Lack of adequate infrastructure seems to be a problem for assistant teachers too, who do not have offices or rooms where they can work with specific cases. For example, teachers who want to assess whether a student suffers from attention deficit disorder and hyperactivity, do not have adequate space to carry out this assessment.

They said that they do not even have the space for the preparation of teaching aids and are dependent on the offices of school principals where they work.

Participants recommended that school leaders be more outspoken about the lack of adequate infrastructure.

recommendations

Recommendations

- 1** Children with special needs, part of regular classes in primary schools, deserve equal and non-discriminatory treatment;
- 2** Support to be provided continuously in the classroom, in the process of learning and social integration;
- 3** Municipal Education Directorates to restructure the budget allocation for schools, and support supplying the schools with teaching and learning tools tailored to children with special needs;
- 4** School managements to measure the needs of each child with special needs and propose a concrete financial plan for equipping the schools with teaching and didactic tools;
- 5** Teachers to be subject to training using innovative methods and materials that aid the learning process of children with special needs;
- 6** Establish in-school facilitation mechanisms or bodies that facilitate social inclusion;
- 7** To fully implement core curriculum aiming to equip students with relevant skills and ensure their wellbeing; to provide supplementary classes for efficient facilitation of learning;
- 8** School Departments and Municipal Education Departments should strictly implement AI on extra-curricular activities; Involve children with special needs in more activities like these;
- 9** Involve teachers in innovative curricula and methodologies within the classroom that promote
extra-curricular activity;
- 10** Implement the law on Pre-University Education and AI on Converting Attached Classes to Resource Rooms;
- 11** The education inspectorate should inspect for the implementation of legal provisions for assistant teachers and provide concrete alternatives that contribute to the implementation of supportive teaching;

12 To meet the norm of non-teaching professional staff for pedagogical-psychological support

for children with special needs;

13 To initiate adequate procedures and regulations for pedagogical evaluation / diagnostic evaluation of children with special needs;

14 To raise the awareness of parents, guardians and friends about the need for correct diagnosis, and against discriminatory perception of children with special needs;

15 Assistant teachers and teachers should develop individual education plans for each child deemed to need support; they should be monitored for the fulfillment of this obligation;

16 It is necessary to improve the school infrastructure suitable for children with special needs; new school designs must meet such standards while existing ones should develop suitable infrastructure criteria for children with special needs.

