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RESEARCH ARTICLE

Adaptation of Albanian Language and Literature Content and Curriculum in Peja Resource Center[1] (*Planning Content and Teaching Methods in Individual Education Plans (IEP) and their Impact on the Achievement of blind and Visually Impaired Students in the Field of Reading Literacy*)

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ARTICLE INFO	ABSTRACT
  *Corresponding Author: murteza.osdautaj@gmail.com	This paper investigates the methods, instruments, and pedagogical tools used by teachers to promote a culture of reading, focusing primarily on the subject of Albanian language and literature. The study examines the selection of instructional content aligned with achieving preplanned results and planned skills, as well as the specific techniques used to implement this content and achieve learning outcomes. It hypothesizes that Albanian language and literature teachers select, plan, and apply instructional content outlined in curricula, educational programs, and textbooks within Individual Education Plans (IEPs) to develop reading skills and foster a reading literacy among blind or visually impaired children. The case study centers on the Resource Center (RC) of Peja focusing on academic aspects such as pedagogical criteria for selecting instructional materials, the use of pedagogical instruments, and the appropriate use of teaching tools and technologies in the classroom. These elements are considered fundamental for successful teaching and student achievement in the education system for children with special needs (CSN) who are blind or visually impaired. The study presents facts on the implementation and interaction of these aspects in the education system for CSN. Additionally, the research outlines the actions of the Resource Centre (RC) of Peja and the activities of teachers, detailing how these have been incorporated into students' IEPs. It evaluates the extent to which objectives in the field of reading literacy have been achieved and identifies accomplishments, activities, and necessary modifications or additions to the process. The findings aim to provide insights into effective strategies for enhancing reading literacy and literacy skills among blind and visually impaired students.

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[1] Resource Centers are the special schools of Kosovo transformed into school institutions that, in addition to educational services for students with special needs, also offer specific professional and pedagogical services for regular schools that have students with special needs, for families and for public institutions that deal with the problems of children with special needs.

INTRODUCTION

The development of academic skills, particularly reading literacy in children with special needs (hereafter CSN) is one of the greatest challenges for any educational system worldwide. Despite the implementation of measures and the adoption of laws regarding the provision of necessary conditions for all CSN, the entire inclusive special[2] education system remains the most challenging aspect of any educational system globally, including ours. Considering that students with visual impairments differ from one another based on factors such as their level of vision, socio-economic status, cultural background, age at the onset of visual impairment, presence of other disabilities, and cognitive competencies (Şafak, 2010), adopting an individualized and unique approach towards them is essential.

These students, although part of diverse heterogeneous groups, share the same characteristics as their peers without impairments in terms of their mental functions. However, they experience limitations in various areas of life, such as physical abilities, learning concepts, language, and development, which depend on the degree of visual impairment, compared to their peers without impairments (Levack & Loumiet, 1993; Scholl, 1986).

Despite the limitations faced by visually impaired or blind CSN, the focus of schools, curriculum developers, and other experts involved in the education of such students has been on finding appropriate methods and approaches to enable these students to master the specified content in:

- The field of reading,
- The field of mathematics, and
- Science.

The adaptation of instructional content in the Albanian language is crucial for the academic development of blind or visually impaired children. Recognizing that learning to read involves both decoding and comprehension (De Jong & Van der Leij, 2002), teaching reading and language *acquisition* (or subjects that develop reading literacy) is, alongside spatial orientation, a primary challenge in the education of blind or visually impaired children.

Considering that reading and comprehension are processes fraught with technical and cognitive difficulties, teachers of language and subjects that foster reading literacy must engage in a specialized effort (Ainscow, M., Booth, T., & Dyson, A., 2006). Numerous studies have documented significant challenges in the acquisition of reading and writing skills. Common errors and misunderstandings[3] observed among these students include phonetic, morphological, syntactic, and historical inaccuracies have a direct impact on both instructional effectiveness and student achievement (Kotoulas & Padeliadou, 1999; Papapavlou & Yiakoumetti, 1999). Addressing these challenges requires appropriate professional expertise to minimize technical, logical, and cognitive errors as much as possible.

Moreover, considering technological advancements and the development of applications and software that have rendered the Braille reading system outdated, many students no longer learn or use this system (Johnson, L., 1996). This situation introduces new challenges for teachers in improving both their digital skills and those of their students.

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[2] By the term "special education," I do not consider any segregative aspects that this phrase might imply. Here, I refer to what is meant in the **'No Child Left Behind'** Act in the USA, *where special education,* signifies an approach to students with special needs through specialized methods, conditions, technologies, and educational tools.

[3] Ainscow, M., Booth, T., & Dyson, A. (2006). Inclusion and the standards agenda: Negotiating policy pressures in England. International Journal of Inclusive Education, 10(4-5), 295-308.

This has prompted further investigation on the development and selection of curricular content, digital tools, instruments, and technologies, as well as professional expertise employed in designing curricula and selecting instructional content within Individual Education Plans (IEPs). The goal is to ensure that these elements significantly contribute to academic success of our students.

The Peja Resource Center (RC) was intentionally selected as it is the oldest and most experienced institution in the field of special education, specializing in the education of blind or visually impaired CSN. This center was chosen because it is considered to have the most competent staff, the most advanced technological equipment for teaching, as well as it has attracted the highest number of donations and training for the teaching and other staff of the school over the past 20 years (Osdautaj, M., 2022). Additionally, the Peja RC is the first institution in Kosova that transitioned from a special school to an RC, providing educational services to regular schools and other special education institutions.

METHODOLOGY, OBJECTIVES, AND FINDINGS

Population and Sample

The population of this study consisted of developers of Individual Education Plans (IEPs), primarily including classroom teachers (grades I-V), Albanian language teachers (grades VI-XII), experts engaged in this activity, the director of the RC, and other educational staff (educators, traveling teachers, and psychologists). The study was conducted through focus group discussions, interviews, as well as through the assessment and statistical and qualitative measurement of activities, techniques, instruments, and actions.

Due to the nature of the study, the sample of respondents was purposive, based on the hypothetical role they have in designing, determining, selecting, and providing content, activities, techniques, instruments, and actions for Albanian language subject within the RC framework. For this reason, the sample consisted of the RC director, the primary cycle teacher, the Albanian language subject teacher, the educator, and two traveling teachers. The aim was to determine the method of setting content, objectives, and steps, and to define methods, tools, and instruments related to the development of general reading literacy competencies among blind or visually impaired students.

A particular emphasis was placed on analyzing and studying all documents generated to date, focusing on IEPs for each class and student, along with other documents governing the issue of implementation teaching content and individual achievement during work with blind or visually impaired students.

Instruments, methods and questions

From a methodological perspective, we planned to use instruments and methods designed to ensure qualitative data related to the sub-theme of the study, outlined below in the form of questions:

Checklist for analysis of activities during the selection of instructional content and drafting of IEPs:

1. Situation analysis

    a. Have the elements and components of the current situation of the student been considered, such as their health status, reading and writing skills, level of prior knowledge, academic level, cultural and social circumstances, needs, and future goals?

2. Formulation of objectives within the IEP

    a. Formulation of objectives (based on what, has there been prior research?)
    b. Are they based on a developmental plan for the student?
    c. Are these objectives based on the student's current achievements?
    d. Do these objectives aim for a specific target of student achievement?

e. How grounded are the objectives and achievements?

3. Selection of content, scope, and sequence

a. What criteria are used for selecting content (appropriateness, techniques, methods, and purpose)?
b. Have the necessary instruments been selected and defined to achieve the goal?
c. Has sequencing been determined based on a specific standard or based on the student's previous achievements?

4. Teaching activities, strategies, and methods

a. What are the teaching activities, strategies, instruments, tools, and methods?
b. What is the basis for selecting teaching activities, tools, strategies, and methods?
c. Are they based on specific competency goals?

5. Assessment

a. Has it been determined what and how should be assessed?
b. Have the elements and formats of assessment been determined?
c. Have aspects of assessment effectiveness been determined?
d. Has assessment been individualized?

Semi-structured Interviews

Semi-structured interviews were conducted with lower cycle teachers, Albanian language educators, the RC director, educators, and traveling teachers engaged in the process of drafting IEPs and selecting and adapting instructional content and tools.

The interview protocol included questions/requests for:

Process of drafting IEPs and selection of instructional content and tools: What is working well? What are successes/achievements? What should be included in the IEP? Which new educational apparatuses are most helpful? How should content adaptation be done and what are the main challenges? What problems need to be addressed? How are achievements addressed and possible delays avoided in the field of reading literacy?

Information and reporting - flow of information and reporting between different levels (Ministry of Education - other involved institutions (universities, schools, community, etc.): How informed is the Ministry of Education and how have other activities developed based on the information gathered?

Measures taken to improve, correct, and functionalize the process of drafting IEPs, selecting content, and determining pedagogical instruments to achieve the goal.

Other issues of interest related to the study topic, raised by the interviewees.

Study objective

The research aimed to identify and assess the instruments, technologies, and pedagogical tools selected, planned, and applied by subject educators (mainly teachers of Albanian language and literature) in developing reading literacy within the framework of Individual Education Plans (IEPs) *(Dębska, A., & Zawadzka, A., 2018)*[4] and other relevant documents aimed at fostering reading skills and culture among blind or visually impaired children. Recognizing that strategies to enhance independence and effective reading literacy skills are critical for their success in adult life, and

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[4] Journal of Education, Health and Sport. (n.d.). Individualization of work of a student with vision impairment and his psychosocial functioning, 8(6), 196-211. https://doi.org/10.5281/zenodo.1278652
Retrieved from http://ojs.ukw.edu.pl/index.php/johs/article/view/5551

understanding that reading literacy is a fundamental element in education, as well as in professional and recreational activities (Wilkinson, Trantham & Koenig, 2001), the study sought to identify challenges arising during the drafting of IEPs, their accompanying issues, and their application in the field of reading literacy. Additionally, the study aimed to highlight the need for review, reassessment, or redesign of these plans. The research also aimed to assess the importance of adapting instructional content within IEPs for the overall success of RC students. With the assistance of traveling teachers, the study aimed to identify similar practices in regular schools catering to visually impaired and first-time disabled children, demonstrating which solutions have worked well and providing perspectives and pathways for further development of instructional materials and IEPs. These should function to foster the personal development and education of blind and visually impaired students across all levels of schooling and in all types of educational institutions.

FINDINGS DURING THE ASSESSMENT OF CURRICULUM AND INDIVIDUAL EDUCATION PLANS (IEPS)

Starting with the assumption that the development of general and subject-specific curricula, and sometimes specific curricula for specific groups of students (in our case, visually impaired or blind students), represents the first and most crucial step towards building an effective educational system and improving student achievement in specific educational areas (De Caroli, M. E., Sagone, E., Faalanga, R., & Licciardello, O., 2019)[5]. With this objective in mind, our initial focus was on five essential elements and principles that are fundamental in the development of the most appropriate curriculum and instructional programs worldwide (Kelly A.V.: The Curriculum - Theory and Practice, 1995). We wanted see if our subject curricula, instructional plans, Albanian language textbooks, specific techniques, tools, and Individual Education Plans (IEPs) for each student are based on these principles:

- Situational Analysis
- Formulation of Objectives,
- Selection of Content and Sequencing,
- Teaching Activities, Strategies, and Methods,
- Assessment.

We checked each element (principle) and its components mentioned here to examine whether all procedures and steps essential for the successful development of subject matter and instructional material aimed at fostering reading literacy among blind or visually impaired students have been fulfilled and implemented. Given that in inclusive education, the most significant element for the educational development of a child with special needs is the IEP (Individualized Education Program) (Edmunds & Edmunds, 2008), our investigation focused on the extent to which these contents of professional and pedagogical tools are integrated in the IEP or other pedagogical documents, and how these contents influence the acquisition of reading literacy among blind and visually impaired students.

1. Situational Analysis (analysis of the former and current situation)

This is the initial element that must be considered before undertaking the drafting of Individual Education Plans (IEPs). This observation includes activities related to assessing the previous status and all steps undertaken earlier to achieve educational goals. Generally, this type of analysis involves studying facts in order to determine if elements and components of the current situation of the

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[5] De Caroli, M. E., Sagone, E., Faalanga, R., & Licciardello, O. (2019). Analysis of creative and logical-spatial skills in blind children and adolescents. International Journal of Developmental and Educational Psychology Revista INFAD de psicología, 1(1), 241. https://doi.org/10.17060/ijodaep.2019.n1.v1.1416

student have been considered, such as the level of impairment, any other special needs the student may have, the level of previous acquisition of specific reading and writing techniques, prior levels of knowledge, health aspects, cultural and social circumstances, and professional expertise level of the teaching staff, among others. During our research, we requested descriptions of the overall school and student situation from school administrators and subject teachers in primary and secondary cycles. We found that It seems like you're discussing a school environment where there are 14 resident students and 3 non-resident ones currently enrolled. Apart from providing educational services to both resident and non-resident students, the center also extends its services to the community and other schools seeking educational assistance for their students.

Based on the documentation provided by the school, except for two students identified with multiple disabilities, during this schoolyear, the remaining 15 students, were not receiving a new or updated Individual Education Plan (IEP). The rationale provided for not developing a new IEP for these students was that, apart from their primary disabilities, they did not have any other issues. According to school authorities, the current implementation within the school curriculum was considered adequate for these students. Teachers and school managers suggested that this was feasible because typically, the same teacher instructed these students across all levels, and they believed this teacher possessed adequate methodological knowledge and sufficient information regarding the students' previous educational backgrounds.

2. Objectives of the school and instructional objectives in the IEP

Setting objectives and formulating them represents one of the crucial moments that enable the planned development of children with disabilities. Defining objectives is one of the most important steps in drafting an IEP, as it sets the overall framework for specific educational content, or the entire content system is intended. Properly defining objectives based on capabilities and resources is always a guarantee of student achievement in the special education system *(Silvestri, J. A., & Hartman, M. C., 2022)6.* Conversely, if objectives are not properly defined and suitable tools and instruments are not selected through a needs assessment, this directly affects the undesired outcomes for students with disabilities and the effectiveness of the IEP.

During the assessment of existing IEPs (from previous years), our focus was on verifying whether the process was proceeding through the following steps (presentation of questions):

- What are the objectives?
- Are they based on a developmental plan for the student?
- Are these objectives based on previous developments?
- Do they aim for a specific target of achievement and student development?
- How grounded are the objectives and achievements?

Given that an Individualized Education Plan (IEP) can be effective and efficient if appropriate resources are available for its implementation *(Edmunds, 1998; Edmunds, 2000),* we conducted a search regarding these resources. It was found that RC Peja and subject teachers have all the necessary resources and tools, especially technical and technological ones. Determining which objectives and resources to include when drafting an IEP or selecting and adapting educational content is crucial for the overall assessment of IEPs, particularly in terms of achievement planning. In this specific case, we observed that the school (RC) has sufficient resources. Existing IEPs anticipate the use of all these resources (methods, tools, and technology) to achieve their goals and objectives. The primary objectives of all IEPs (we focused on language and reading components)

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6 Silvestri, J. A., & Hartman, M. C. (2022). Inclusion and deaf and hard of hearing students: Finding asylum in the LRE. Education Sciences, 12(11), 773. https://doi.org/10.3390/educsci12110773

developed for students were seen to include developing communication, writing, reading, and understanding abstract concepts.

What we found during the analysis of students' IEPs was that the school had not done much to base these documents on a predetermined developmental plan for the student. Indeed, we couldn't establish whether the school had drafted such documents or conducted activities based on an individual developmental document for special needs students. In our case, we found that the authors of a number of these documents (IEPs) had significantly neglected to include parents and other social factors defined as non-academic and extra-curricular factors affecting student achievement and the real educational opportunities RC offers. In all cases we examined, it appears that IEPs were based on a school-developed developmental plan that represents a key factor and one of the key moments in developing a functional and successful IEP.

Based on the fact that determining specific achievement and student development goals is another component that complements the overall concept of objectives, this factor must also be based on realistic and achievable goals. Considering the risk that any deviation from what can be optimally achieved, affects the entire corpus of elements comprising objectives, the authorities of RC have made efforts to make these goals as objective and attainable as possible. However, this process has certainly not been conducted with marked precision to determine that the determination of goals has been made 100% accurately and with a guarantee of achieving its implementation (Brown, D.J.: Elements of Language Curriculum, University of Hawaii, Boston, 2008).

We have observed that during the development of Individualized Education Plans (IEPs) and in the selection of content, the selection of reading strategies.[7]

3. Content selection and sequencing

Content selection and sequencing involve the list of concepts, themes, and material covered in a subject, course, or specific curriculum plan (in our case: Albanian Language subject). Scope refers to the topics and fields of development within a curriculum, and sequencing is the order in which instructional materials or competencies are taught.

   a. **What is the basis for the selection and adaptation of content (authors and their works)?**
   Considering that anything that facilitates learning and language acquisition is considered instructional material (Tomlinson & Masuhara, 2018), during visits to RC Peja, we focused on aspects where the selection of content and materials specified in individual plans aimed to facilitate the development of reading literacy. Through discussions and classroom inspections, we attempted to assess whether these contents and materials function to achieve the goals and objectives specified in general and subject curricula, and how effectively they contribute to students' development and achievement.
   Regarding this matter, we found no effort by the school within pedagogical documents (IEPs, subject curriculum plans) to undertake a focused selection and sequencing of instructional content. The primary goal of all documents and teachers was for students to learn and develop reading and speaking skills without specifically focusing on any other outcomes or temporal division of content.
   b. **Selection and definition of scope based on purpose**
   This issue was one of the fundamental issues during the review of the functionality of pedagogical documents for the subject. We considered this to be a critical issue to address in our study because the discrepancy between these two components can lead to irreversible

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[7] See in: (https://www.prcvi.org/media/1078/reading_strategies_for_visual_impairments.pdf) has also been based on the resources of the school and the abilities and intellectual development of the school's students, especially those who are residents.

setbacks in student achievement and particularly in their academic and educational development. This is because the discrepancy and misalignment of scope with purpose may lead to situations where educational content fails to fulfill its primary function and instead creates difficulties that significantly damage students' interest in learning, which in our case would also impact overall student development. Based on what we observed during the lessons we attended, and the lesson plans developed by the teachers, we noticed that the primary focus of elementary, lower and upper secondary teachers was primarily on reading, learning basic concepts, and developing communication skills.

c.   Has sequencing been determined based on a specific standard?
Considering that functional sequencing or temporal arrangement of educational content is one of the crucial factors for effective educational curriculum (Brown, 2008), and knowing that alignment and sequencing according to intended and planned goals and outcomes, and the ranking (adaptation) of content in terms of developing specific competencies, should also be done within IEPs and specific subject programs. From this perspective, we examined several IEPs provided by the school. We found that during the development of IEPs, little attention has been paid to this practice, as we observed that several IEPs and subject programs remained unchanged year after year. We also noted that this occurs because the school authorities believe that since the subject curriculum is taught for several years only by two teachers and with a very small number of students, they (teachers) manage to cover specific deficiencies and aspects that decisively were not anticipated in the IEPs and previous subject plans.

4. Activities, Strategies, Instruments, Tools, and Teaching Methods

Since blind and visually impaired children have limited opportunities to recognize the world around them (Warren & Hatton, 2002; Wormsley & D'Andrea, 1997), minimal opportunities to learn from photographs, television, from the environment surrounding them, and from events occurring silently in the environments where they operate (Koenig & Farrenkopf, 1997), determining and planning activities, tools, and teaching methods is one of the crucial components of efficiently and effectively functioning in an educational process, especially in special education where blind and visually impaired students are educated.

a.   In this aspect, we attempted to ascertain what activities, strategies, and teaching methods were determined and in what context they contribute to achieving educational goals and objectives for blind or visually impaired students, especially in the subject of Albanian Language.
b.   We endeavored to observe on what basis and how those contents, activities, strategies, instruments, and methods were selected.
c.   We also analyzed the competencies, activities, strategies, and teaching methods used towards achieving the stated and planned educational goal.

We found that at RC, there are two sets of activities used for educating dependent students, mainly in the level to which a certain student continues his/her lessons. We found that in the lower cycle, for nearly two school years, the teacher is engaged in teaching reading and writing with the Braille alphabet. We observed that the process it took the teacher to empower a student included many activities that involved the development of tactile sensitivity, teaching the six-dot system, teaching the entire alphabet, teaching reading through the six-point system, and finally, teaching writing with the Braille machine. This process, according to the teacher, extends from two to two and a half years, and this period affects academic delays of students who have cycle teachers should take into account when students reach the next school level. Meanwhile, until the students learn to write and or read, the teacher uses reading aloud, her audio recordings, audio books, and other audio tools to achieve

her educational goals with students. According to the teacher, the tools and instruments she uses work successfully in 90% of cases, and she manages to achieve her educational-teaching plan but also the students' achievement by relying on the educational and technological tools, methods, and instruments that the school has.

Table 1: Most common tools used by the teacher during lessons

Class textbooks and primer
Enlarged books
Printed books in Braille alphabet
Computer (to illustrate developed content with sound, etc.)
Braille machine
Various instruments for teaching the alphabet and reading.

It should be noted that teaching was conducted frontally, sometimes with individual approaches, and in combined classes where students from all or several grades of lower, middle, and upper cycles were taught simultaneously. On the other hand, the subject teacher at the primary and secondary levels has another set of activities that depend on the academic and school levels of the students. Generally, at both levels, teaching follows the program plans for regular schools.

Table 2: Most Frequently Used Tools in Lessons in These Two Cycles Were

Various types of school texts (normal book, enlarged, or Braille book);
Computer for demonstrating parts of reading with sound
Braille machine
Other instruments to facilitate teaching for such students.

In higher grade levels, the phenomenon of lessons being conducted in combined classes is observed, implying the simultaneous development of several teaching units, which for our understanding of this system is a problem for the school and especially for learning. While the teacher made efforts to approach each student, this approach was not personalized but uniform and the same for all. Another problem was the limited time for each student within the lesson because the necessary time for reading a section in Braille requires at least twice the normal reading time for that section.

5. Assessment

Even in the issue of assessing students at RC Peja, we were unable to obtain specific data. In all the PIAs and lesson plans we reviewed, assessment is mentioned very little and not analytically. Besides basic, formative, and summative assessments, some specific types of assessment are mentioned in the documents:

Table 3: Types of specific assessment

a) Individually administered tests;
b) Self-assessment;
c) Individual or small group projects;
d) Oral responses;
e) Assessment through portfolios, etc.

However, none of the documents we analyzed provide comprehensive details on specific methods of individual assessment for each student. The lack of clarity in these documents makes this issue completely unclear and incomprehensible, leaving many dilemmas regarding assessment and how it is conducted.

CONCLUSION

Based on the findings drawn from the study, we may conclude that RC Peja, due to its extensive experience in educating visually impaired children, has established a routine they follow year after year. This has led to infrequent and unsystematic development or revision of Individual Education Plans (IEPs). From our perspective, the lack of PIAs is a problem that directly impacts the success of both students and teachers.

In RC Peja, most of the curriculum plans resemble typical documents used in regular schools (mostly yearly, six-months, and monthly plans). The absence of personalized lesson plans, associated with the lack of regularly updated PIAs at least once a year for each student, means that teaching does not emphasize individualization. This could potentially lead to issues in overall student success and school performance.

During our research, we observed that teaching occurs predominantly in combined classes (with students from four grades together) in almost all subjects. While this practice may ease the workload for teachers, it did not support student learning outcomes effectively. Discussions should be initiated within RC to address this practice, and decisions should be made after analysis to promote better student success.

The study results indicated that RC Peja does have sufficient human and professional resources. It possesses educational and technological tools capable of successfully supporting sophisticated teaching methods for its students and those from regular schools who receive services from RC.

However, the institution, despite being a special education institution receiving significant donations and investments from local and international donors, has not sufficiently focused on the academic development of visually impaired students, particularly in fostering a reading literacy among them.

RECOMMENDATIONS

Based on our findings regarding the lack of PIAs, urgent activities should be undertaken to ensure that each student has such a document outlining tailored activities and educational needs. These should be updated at least once during the school year in which they are implemented.

It is essential that Individual Education Plans and other methodological documents (personalized lesson plans) are systematically developed by a professional team to facilitate teaching and learning.

We recommend that staff engaged in training sessions not conduct these activities during regular school days when their presence is crucial for school operations. This was evidenced to negatively impact student learning outcomes.

Furthermore, regarding training sessions, we recommend prioritizing training for teachers from regular schools who assist RC and teach in classes with visually impaired students. Training should focus on positively impacting student achievements and determining and developing instructional content that can also influence overall student learning and achievement.

Finally, we recommend conducting a professional analysis promptly to assess the rationale behind conducting classes in combined groups and making decisions that promote the best possible student success. We believe that combined classes should be limited to a maximum of two grades and should follow a carefully prepared instructional plan for such sessions.

Organize Comprehensive Training Programs: There should be organized training sessions aimed at enhancing specific professional skills of teachers, particularly in developing literacy skills for visually impaired and visually impaired students. It is crucial to include professional development for itinerant teachers so they can offer not only technical assistance but also professional guidance in teaching methods at schools.

Create a Student-Centric and Friendly Environment: The findings indicate a need for RC Peja to create a more student-centric and friendly environment, with a strong focus on developing a reading literacy and overall academic improvement for its students and those from regular schools.

Sustained Intervention from MESTI: We propose that initiatives from the Ministry of Education, Science, Technology, and Innovation (MESTI) should be ongoing and focused on all developmental aspects of RC. This is especially important because fostering a culture of reading should be a central goal for achieving success among visually impaired and visually impaired students. Central institutions should ensure that RC and its authorities fulfill their responsibilities, such as the creation of IEPs, which should be monitored and approved by MESTI.

Regular Inspections and Monitoring: It is recommended that regular and periodic inspections and monitoring be conducted to enhance the professional performance of RC staff and the overall performance of the institution.

This will ensure compliance with educational standards and continuous improvement. These recommendations aim to address the identified issues and enhance the educational environment and outcomes for blind and visually impaired students at RC Peja and regular schools benefiting from its services.

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