

An international systematic review of the ICF and Education: comparisons from German, Portuguese, Italian, Spanish, Chinese, and South African publications.

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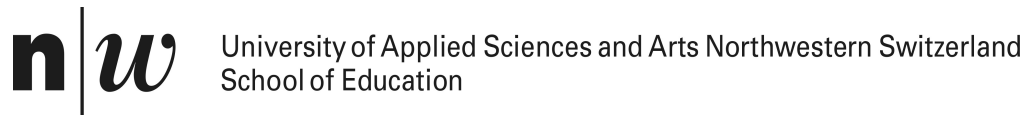
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The ICF & Education

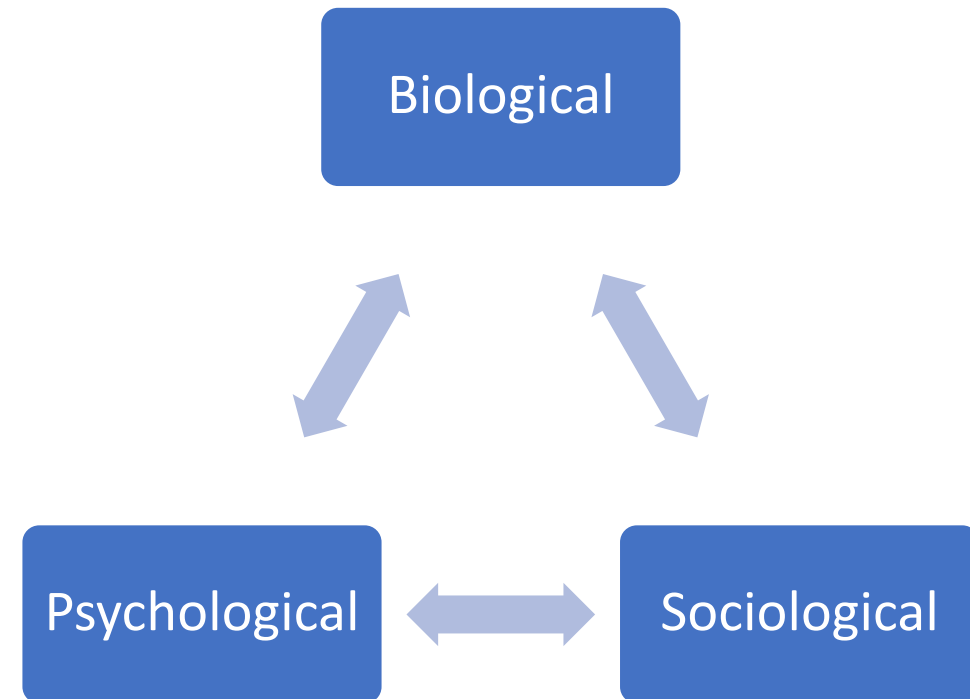


- The International Classification of Functioning disability and health (ICF) as a common language for describing inclusive educational settings (Norwich, 2016; Maxwell et al., 2018).
- In 2010 Moretti, Alves, and Maxwell (Maxwell et al, 2012; Moretti et al., 2012) carried out a ground-breaking review and set the scene for how the ICF is used in the education field.



The ICF/ICF-CY's theoretical approach

- Is Bio-Psycho-Social
- The ICF/ICF-CY (WHO, 2001 & 2007) was the first international classification framework to combine all three





The ICF & Education

- ICF is traditionally perceived as medical.
- Has been tried out on education systems:
 - E.g. Portugal, Switzerland (Zürich)
- Social approach's resistance to classification
 - Yet most support systems use classification groups...





Aim

To explore how the ICF is currently situated in education in different global contexts. Specific focus on children with disabilities, Special Educational Needs (SEN) and those requiring additional support in school, however the ICF has now become well established so the review will not necessarily limit itself to these fields.

- How are the ICF and the ICF-CY applied at various levels and processes within education systems in different countries?
- What challenges arise when using the ICF/ICF- CY in education?

How?

A systematic review of the literature using database electronic searches performed during the second half of 2021 in national research databases in Portugal and Brazil, Italy, Mexico, South Africa, Austria and Switzerland, and China and Taiwan.





Methods

- Systematic database search using the following string:
 - ("ICF" OR "International Classification of functioning") AND (school OR inclus* OR SNE OR SEN OR "special needs" OR Special Ed OR SpecEd OR SPED)
 - This string was translated into Italian, German, Portuguese, Spanish, Madarin, & Afrikaans.
- Search carried out in various national & regional research databases
- Protocols:
 1. Title/Abstract
 2. Full-text
 3. Extraction
 4. Cross-language comparison



Methods: A Systematic review with c14775 initial hits...

Language	Initial hits	Included P1	Included P2	Included P3	Included P4
German		162	21	8	6
Italian		91		8	7
Mandarin		168	59	33	33
Portuguese		136	18		
Spanish		66			
English		4872			
<i>Thai</i>		6			
Totals	14775	5501			



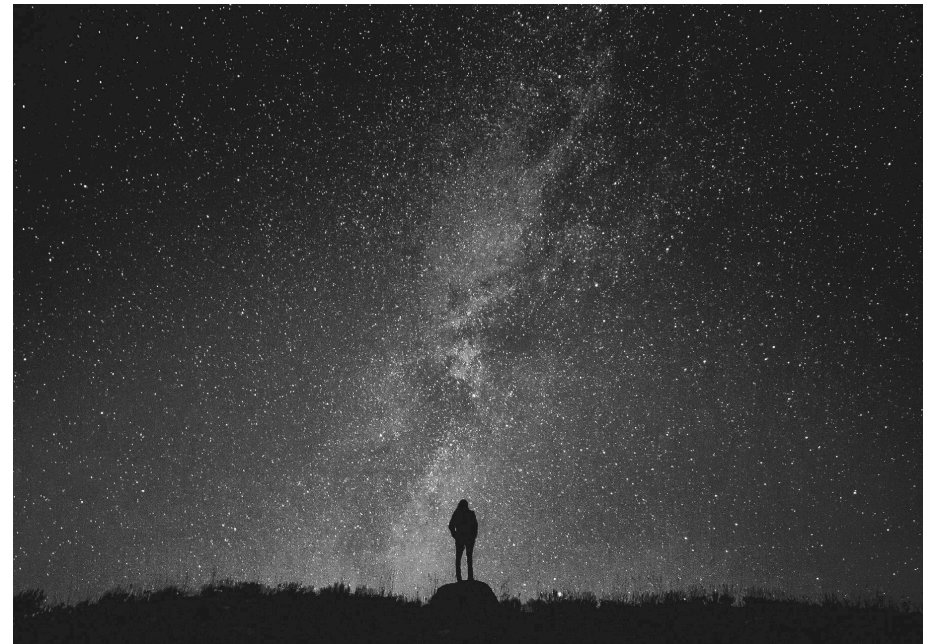
Results: How are the ICF and the ICF-CY applied at various levels and processes within education systems in different countries?

- **Multiple languages**
 - Disability is discussed broadly without focus on specific groups. More meso and macro-level focus.
 - Differences between groups.
- **Languages and concepts differ**
 - What is disability?
 - What is SEN?
 - Search strings required adjustments.
- **Trends within different languages**
 - Processes and levels
- **ICF still being discussed theoretically (not practically)**
 - From comparisons between: Pt/Bz, De, Chi
 - Same process despite different culture/languages.



Results: What challenges arise when using the ICF/ICF- CY in education?

- Practical challenges within the project.
 - Transfer/translation of key concepts
 - Working with c10 partners
 - Time-zones!
 - Herding the cats... ;)
- What the research says about challenges.
- New methodology
 - Especially protocol 4 – cross-country comparison





Conclusions



Specific:

Conceptual differences between languages



General:

There is still uncertainty around the ICF in Education
We are still discussing the same issues, after 10 years, after 20+ years after the ICF...



A new version of the ICF ("ICF-2") should succeed in engaging with education...



Comparison to the 2010 study



– **Gregor + Ines, Michelle, Marta, André, Raphael, Patricia, Mattia, Athena, Lydia, Juan, & Alida**

References

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