Social inclusion through segregation?

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‘Social inclusion through segregation?’
A tri-country cooperation
Moldova, Ukraine and Sweden
STINT IB2018-8090

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Preface

Liya Kalinnikova Magnusson och Jeremias Rosenqvist

The project ‘Social inclusion through segregation?’ that is presented in this final report has been conducted by Liya Kalinnikova Magnusson, associate professor at the University of Gävle, in collaboration with Jeremias (Jerry) Rosenqvist-Aulin, professor emeritus at Malmö University and guest professor at the University of Gävle. The project has been supported financially by The Swedish Foundation for International Cooperation in Research and Higher Education (Stiftelsen för internationalisering av högre utbildning och forskning) (STINT-project No. IB2018-8090)

Introduction

The Swedish society and school system have for many years taken a leading position on integration and inclusion in school. In spite of this politically supported ambition, a decrease in inclusive practices has been discerned over the last ten-fifteen years, e.g. with new student groups appearing in former inclusive schools (Blom, 2004; Heimdahl-Mattson, 2007). This tendency can be seen in other Nordic countries too.

In order to deepen our knowledge about this phenomenon, a comparison with its development in other countries, where segregation in education has been more or less the rule, seems reasonable. The ambition of this project has been to investigate the status of inclusion in the former Soviet Union states of Ukraine and Moldova, compare it with the status in Sweden and suggest a research platform for further studies in this field in cooperation with the Faculty of Correctional Pedagogy and Psychology at National Pedagogical University named after M. Dragomanov (Ukraine), the Faculty of Special Psycho-pedagogy at the State Pedagogical University named after I. Creanga (Moldova) and the Academy of Education and Economics at the University of Gävle (Sweden). The guiding research question for the study has been: Can we reach social inclusion in life through segregation in school?

Background

The development of special education as a scientific and practical area of teaching/learning for students with special educational needs (SEN) has a rather long history – one that has been influenced by societal cultural traditions and attitudes, dominant ideologies and welfare state models. From an evolutionary perspective, the appearance and scientific formation of special education is part of a multi-path process of liberation and overcoming the socio-cultural inequalities experienced each day by the “weakest” members of society. This multi-path process includes an understanding of humans’ acceptance of difference and uniqueness and the empowerment of children, adults and their families by creating “special cultural tools” for teaching and learning. The development of special education has taken different forms in different countries and in most countries has begun with the creation of special methodologies for teaching students with disabilities. Sweden started this process relatively early on with private as well as societal initiatives.

However, as many researchers of the discussed area have stressed internationally, the development of special education has never been a linear process. In the 20th century the main drivers of this dis-linearity were the contradictory understandings about social content (based on basic needs approaches) and special education (based on empowerment approaches) and how to achieve the “normalization” of students with special educational needs/disabilities. Both these contexts are currently being critically discussed in the three countries involved in this research network. Generally speaking, it means that Moldova, Sweden and Ukraine are at the point where they are able to start a symbolic countdown for sharing their experiences of special education development and learning from each other.
Contributions from each partner

Each university partner has its cultural origins in special education research and education and national and local interests in the project area. Cultural representations play a significant role in the comprehension of any kind of phenomenon and contribute to a knowledge building process. Internationalization around the research question has been seen as a central focus of the project collaboration and the contributions to it. Each partner taking responsibility for the implementation of the project’s working plan has been a further contribution to the research collaboration. The partners have been fully supported by their respective universities, which has strengthened the resources of each university, such as work spaces, hours for research/developmental work and availability for the project, library accessibility, ICT tools etc. Finally, each one of the partners in the project is involved in wider international activities and networks, which could be considered as an ‘informal’ funding/resource for this project. Most of these international activities have common elaborative initiatives towards democracy in education and inclusion.

The programmes and outlines for the three empirical studies undertaken are presented in Appendices 1-4.

Presentation of the four sub-reports

1) The development of teacher education curriculum towards inclusive education— the situation in Moldova by Silvia Belibova, the State Pedagogical University named after I. Creanga, Moldova.

This report deals with the New Codex of Education in the Republic of Moldova which, since 2014, has been a benchmark for all education in the democratic processes in this relatively new independent country. The article proposes national actions in relation to the reality and dynamics of global challenges in the field. These circumstances have served as a challenge to social, economic and cultural life at the national level. Thus, educational issues such as education for all, integration and the inclusion of children with special educational needs in ordinary school settings are amongst the most prioritized. Of all the environmental factors affecting schools’ responsiveness to the individual needs of students with special educational needs, teachers’ competences and accompanying teaching/learning settings for these students have been introduced as educational reforms in the Republic of Moldova. The author writes that “The overall aim of this report is to introduce the development of a teacher education curriculum and the structural levels of teacher education from the perspectives of ‘initial’ and ‘in-service’ teacher education and to provide some critical reflections on the situation in the Republic of Moldova.” She also states that this is “described from the perspective of the Department of Psychology and Special Psycho-pedagogy at the State Pedagogical University [SPU] named after I. Creanga and to some extent refers to the situation in [Moldova] as a whole.” The author concludes that, in the first place, the state policy on the normative/legal aspects of the regulation of inclusive education at an institutional level is relatively unclear and superficial, and secondly, that some factors have their roots in Soviet special education and are more subjective, such as the domination of exclusive attitudes of professionals and society towards learners with SEN. These subjective factors represent a symbolic conflict between the ‘old’ and ‘new’ paradigms, the resolution of which needs structural changes in the educational enterprise.

2) Health educational perspectives on special educational settings in the Swedish, Ukrainian and Moldovan school systems by Urban-Andreas Johansson, University of Gävle, Sweden.

The author writes that the aim of the report is to identify and discuss different special educational settings in various national contexts in relation to a – mostly – theoretical aspect of health education, based on the research question: How does the concept of health unfold in special educational contexts? The report refers to observations made during field studies in two of the countries involved in the project. The results of these are then discussed in terms of potential future research interests. The concept of public health, defined as “the science and art of preventing disease, prolonging life and promoting human health through organized efforts and informed choices of society, organizations, public and private, communities and individuals”, differs from [common] health, which has been defined as “physical, mental, and social well-being, and not merely the absence of disease and infirmity”, thus linking health to well-being. The article also discusses the concept of salutogenesis as developed by Antonovsky, meaning that health could be understood as something that can be
positioned on a multidimensional continuum stretching from illness to absolute health. These concepts are discussed in relation to so-called risk groups, including people – especially young people – with disabilities, often in connection with their medicalization. In turn, the author links this to so-called defectological training, one of the key aspects of the special educational settings in both Ukraine and Moldova. The article puts this concept by Vygotsky into context in an interesting way. The author also discusses temporality as a way of making meaning and how to manage health by fear and morality, and how these issues can be connected to neoliberalism and equity. Based on the observations made, the author concludes that the various deviations from what is considered normal, e.g. physical, psychological or cognitive 'defects', are explicitly attended to in terms of correction and that the psycho-medical paradigm of special education and the biomedical perspective of health are present in the observed settings together with other paradigms, including a more salutogenic perspective of health.

3) New Ukrainian School and provision of quality competence-based education for students with SEN by Sinev Viktor, and Khanzeruk Liliya, both at the Faculty of Special and Inclusive Education at the National Pedagogical University named after M. Dragomanov, in Kiev, Ukraine.

The report gives examples of the remaining problems since the conceptualization of the New Ukrainian School (NUS), initiated already during the 1970s and during perestroika, but mostly developed following the adoption of the Law of Education in 2017. The authors write that the Ukrainian system of education, by virtue of its Soviet roots, still has a high structural differentiation. The problems that are mentioned are differences between rural and urban schools, social and demographic conditions of work, lack of access to high quality education, lack of preschool institutions and a large number of students in the classroom. The authors also note that learning conditions that are inappropriate to the individual needs of students can lead to illness and an increased risk to students’ psychological well-being. One main reason for these problems is the unpreparedness of schools to offer inclusive education, usually due to teachers not being trained to work in inclusive teaching/learning settings. As a discriminatory and exclusive education system and instability still exist in the country’s current welfare provision, Ukrainian researchers assume that a democratic movement in education for students with SEN and following the reforms in education will take time. A transformative process has to bring special and inclusive education theory and practice to the discussion, and be organized at all levels of the education system. The report also states that it is a well-known fact that the unpreparedness of teachers to competently respond to democratic reforms in education can contribute to the discrimination of these students. It is also said that Ukrainian specialists are convinced that quality education for students with SEN should have a specific correctional-compensatory direction. The authors report that there is a striving towards a higher degree of inclusion and think that the project will provide good support for further development.

4) Evolutions concerning the reform of Special Education in the Republic of Moldova: From segregation to inclusion by Racu Aurelia, university professor, PhD, Department of Psychology and Special Psycho-pedagogy at the State Pedagogical University named after I. Creanga, Chisinau.

In the Republic of Moldova, special education appeared and developed mainly after 1944-1945, when the first educational institutions appeared in mass and were established according to types of disability. In essence, it was a segregated residential system for people who were regarded as unfit for a common social life. Segregating institutions still exist in Moldova, but, as the author points out, we cannot overlook the fact that the special institutions of 60-65 years ago were totally different from those of today. The author also refers to the time after the proclamation of independence (1991) and the rallying of the young Moldovan state to the advanced international principles in the field of education for people with disabilities. The system has undergone some positive changes and has become more open to partnerships and collaborations with “the world beyond the walls of the institution”, i.e. with the community at large. In the report, some obstacles to the implementation of an inclusive life in school and society are mentioned, such as urban and rural differences, a lack of access ramps etc. As is the case in neighboring countries, a lack of professional skills amongst teachers also constitutes an obstacle to inclusion. The author maintains that the major objective of implementing the principles of inclusive education can only be achieved in a viable and efficient partnership between the state and society, school and family, local authorities and central authorities, domestic and foreign specialists, researchers and practitioners and public and private sectors. She also contends that action plans for implementing inclusive education need to be developed at different
levels, including a continuous training of teachers. The author concludes that in order to achieve the objective of inclusion of people with disabilities and special needs the state and social actors will need to act jointly, based on carefully coordinated and connected plans. The main partners in the inclusive school are the child’s family and the community from which they come.


Central Eastern Europe have experienced a nexus of local challenges in their strivings for inclusion. In the 1990s the ‘trail to inclusion’ was fully “…riddled with uncertainty, disputes and contradictions”. The overall trend in the development of inclusion in these countries gained ground “within the context of general educational provision” and the reforms influenced by and adopted in response to the Salamanca Statements and Framework of Actions in 1994. The latest generalization of research findings carried out by Stepaniuk in 2018 and investigated in terms of “what is known about inclusive education in Eastern Europe” introduced inclusive education (within the time frame 2005-2016) through the identification of a number of barriers for such education and “a policy-practice gap and responsibilities within systems” in these countries. The investigation stressed that even though Eastern European and former Soviet states had arrived at inclusive education by means of a number of educational reforms in response to Salamanca and other global statements on disability and education, their long-held beliefs were coloured by the inherited ideology of discrimination and exclusionary proprieties towards difference and disability and their adherence to strong entrenched practices.

However, diversification in the current trails to inclusive education is a refraction of a broader spectrum of interconnections between the political, economic and social circumstances of each country. The research investigation in the present article focuses on Moldova’s context of social-cultural historical origins and political choices and practices and discusses its educational arrangements towards inclusion.

This is a study mainly built on qualitative data, with relevant peer review resources connected to the research question and past and present national documents of educational reforms towards inclusion analysed by using a content analysis approach. The study also makes use of long-term statistics provided by the respective international agencies as a result of regularly monitoring the implementation of educational reforms, and by the National Bureau of Statistics. The main findings consist of three major themes: the adaptation of the Soviet pattern of special education, the ‘endemic stress’ of breaking the pattern and paradoxes of resolution.

References

The development of teacher education curriculum towards inclusive education– the situation in Moldova

Silvia Belibova, SPU named after I. Creanga, Moldova

Introduction

The reality and dynamics of global challenges have led to enormous changes in social, economic and cultural life at national levels throughout the world. Against the background of these changes, education issues are among the most prioritised. Since 2014, following the publication of the New Codex of Education in the Republic of Moldova (RM), the development of education has been oriented towards strengthening its democracy through the implementation of education for all, integration and the inclusion of children with special educational needs (SEN) in regular school practices. This process has triggered the need for a school environment that is more responsive to the individual needs of students with SEN. Of all the environmental factors affecting schools’ responsiveness to the individual needs of students with SEN, teachers’ competences and accompanying teaching/learning settings for these students have been introduced as educational reforms in RM.

The formulation of the New Codex of Education (The Codex, 2014), in which the implementation of inclusive education is one of the aims in RM, is based on prerequisites from a number of earlier educational programmes and represents strategies relating to Education for All (UNICEF, 1998; National Strategy, 2003) and Inclusive Education (The Program, 2011) from 1995-2013. These prerequisites include several aspects, four of which are identified as fundamentals for a teacher education curriculum for inclusive education: social-pedagogical, legislative, theoretical and methodological (from ‘knowledge’ to the competences-based approach to education and a transition from a ‘medical’ model of disability to a ‘social’ one. Prior to the emergence of a New Codex of Education the experiences of inclusive education gained in the pilot inclusive schools in RM study stressed that an effective system of inclusive education should provide regular teacher training. This training was expected to include the requirements from an educational curriculum and the individual needs of students with SEN in everyday schooling. In order to fulfil the requirements for inclusive school practices a new educational curriculum needs to address different actors, such as school administration, special psycho-pedagogues, teachers of common/subject school practice, assistants, occupational therapists, families of students with SEN, volunteers etc.

The overall aim of this report is to introduce the development of a teacher education curriculum and the structural levels of teacher education from the perspectives of ‘initial’ and ‘in-service’ teacher education and to provide some critical reflections on the situation in the Republic of Moldova. The main method has qualitative characteristics and is based on an analysis of the main governmental documents published from 1995 to the present day with a focus on legal regulations for the preparedness of teachers for inclusive education.
Basic statements about teacher education internationally

Basic statements about teacher education and inclusive practices have been discussed internationally (Information Network, 1997). UNESCO developed recommendations for improving teachers’ competences in inclusive education through several principles, all of which are available on a universal Open file platform (Open file, 2001). These include:

- establishing long-term plans for the preparedness of teachers for general/subject and special educational practices based on inclusion and responding to the individual needs of learners;
- developing conditions for a regular monitoring and assessment of environmental and learning conditions;
- paying attention to the dichotomy of theory and practice in teacher training programmes and to the methodology of interactive/aim oriented learning and the value of each actor involved in inclusive teaching/learning settings;
- providing for and supporting teachers’ self-development, strengthening networks amongst teachers and schools and helping teachers to create new teaching/learning materials and aids.

In accordance with the Bologna Process in the area of European higher education (HE) and its recommendations to policy makers at national levels, common European principles focus on teachers’ qualifications and competences. These principles were introduced in the Green paper on teacher education in Europe (2000) and in Common European Principles for Teacher Competences (2010). Four of these principles apply to a teacher education curriculum: a well-qualified profession, a profession placed within the context of lifelong learning, a mobile profession and a profession based on partnerships.

Vrășmaș (2001) introduced a discussion about the structure of a teacher education curriculum in inclusive education from the perspective of levels of professional development. This approach is based on a long-term continuum of professional education for teachers from the most basic to the higher levels of specialisation. At the basic level of teachers’ competences, the understanding of inclusive practices in the classroom and school is suggested as a first stage of professional development. The minimal level of specialisation in inclusive education assumes that teachers will be competent enough to make decisions in different teaching/learning situations regarding learners with SEN and to share their competences with colleagues. The highest level of specialisation is that teachers’ will have expertise in various types of learning difficulties and their possible solutions in inclusive classroom practices. Regardless of the suggested levels of competence, the teacher education curriculum should be addressed to all teachers and their specialisations and take their previous educational levels into account.

Defining the context

The legalisation of inclusive education in RM has been recorded in a number of documents aimed at strengthening human rights and reforming educational institutions. It is important to note that inclusive education is included in Articles 32-35 of The New Codex of Education (The Codex, 2014). Teacher education is also included in various government decisions, some of which are provided in Table 1.

The RM national teacher education curriculum for inclusive education is based on the government’s obligation to follow international agreements about creating a conceptual-methodological platform for educational reforms and the continued adaptation of a system of education to learners’ diverse conditions and situations.

System of preparedness of professionals for education in the RM

The system of preparedness and ‘upgrading’ of teacher qualifications in RM consists of initial and continuing education. After passing the initial training, teachers are expected to take responsibility

1 The collected data represents the situation in the Department of Psychology and Special Psycho-pedagogy at the State Pedagogical University named after I. Creanga, Chisinau, Moldova.
for their own professional development. This means that their initial teacher competence needs to be continuously supplemented by new ones based on current research/practices in inclusive education.

Table 1. The preparedness of teachers for inclusive education in RM in government documents

<table>
<thead>
<tr>
<th>The document</th>
<th>The main content</th>
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</thead>
<tbody>
<tr>
<td>The Law n.142-XVI, 2005 (The Law, 2005)</td>
<td>The nomenclature of professional preparedness of specialists for educational institutions</td>
</tr>
<tr>
<td>Government Decision n.1455, 2007 (Government Decision, 2007)</td>
<td>Statements of organisation of second circle of education/magistracy</td>
</tr>
<tr>
<td>The Order of the Ministry of Education n.455, 2010 (The Order, 2010)</td>
<td>A staffing plan for university education</td>
</tr>
<tr>
<td>The Decree of the Ministry of Education n. 125, 2012 (The Order, 2012)</td>
<td>The realisation of inclusive education in colleges and universities with pedagogical profiles</td>
</tr>
<tr>
<td>The Ordinance of the government n.944, 2014 (The strategy, 2014)</td>
<td>The strategy for the development of education from 2014-2020</td>
</tr>
<tr>
<td>The Order of the Ministry of Education n.739, 2016 (On the results, 2016)</td>
<td>The results of the evaluation of the realisation of inclusive education and recommendations to improve primary inclusive education</td>
</tr>
</tbody>
</table>

Aspects of inclusive education in the teacher education curriculum were indirectly considered in 1995 (when the first educational law in RM was passed after the dissolution of the USSR and the celebration of independence; The Law, 1995) and in 2011 (when the programme for the development of inclusive education was introduced by the Ministry of Education of RM; The program, 2011). Since 2011, an inclusive education course was introduced inside the elective psycho-pedagogical module of the initial teacher education curriculum called Education oriented to the learner (fakultativnie kursi) at the 4th year study level, which amounted to 90 hours of auditorium work and 30 hours of individual work. The concept for this module focused on the idea of developing competence by taking the individual characteristics of students into account. ‘Inclusive education’ amounting to 30 hours of study thus became an integral part of this module. The main aim of the course was to inform and prepare future teachers for the development of organisational-teaching/learning procedural issues based on the values and principles of inclusive education internationally. Changes in the entire teacher education curriculum towards inclusive education occurred holistically and were thematically discussed from the perspective of democratic challenges in education.

Since 2012 (new Order n.125 of the Ministry of Education), the course Inclusive Education (2 credits for 60 hours of study) has regularly appeared in the initial teacher education curriculum and other psycho-pedagogical educational profiles. The production of this government document was occasioned by a somewhat dramatic situation in the preparation of future professionals for inclusive teaching/learning settings. As mentioned above, inclusive education competence was mainly a recommended quality and was not compulsory. The other reason for the introduction of this document was connected to the preparedness of special psycho-pedagogues whose education was traditionally based on the needs of special educational institutions.

The new Order aimed to increase the quality of competences in the inclusive education of future psycho-pedagogical professionals by the setting of minimum standards in the initial educational curriculum. The Inclusive Education course gave theoretical, methodological and practical input with a view to creating psycho-pedagogically oriented specialists with the ability to deal with the different life conditions of students with SEN. This course became part of the initial teacher education curriculum and was offered on a regular basis. The content of the course is outlined in Table 2.

The teaching methods for this course include theoretical work (lectures), practical work (seminars, laboratory work, voluntary activities etc.) and group and individual academic activities. Assessments of students’ competences are coordinated with the course targets by using different forms of
individual and group work: reports, thematic investigations, tests and a final examination based on specially elaborated written tests. The results of the final assessment are reflected in the appendices attached to the students’ diplomas. The running of this course, its quality and the competences in inclusive education indicated on the diploma are important in a further employment context. University lecturers involved in the teaching of the course are competent in both research and education in different academic programmes.

Table 2. *The structure and the content of the introductory course in inclusive education*

<table>
<thead>
<tr>
<th>Theme</th>
<th>Content</th>
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<tr>
<td>International and national policy in democracy in education</td>
<td>- Documents, concepts</td>
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<td>- Organisations</td>
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<td>- National legislation</td>
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<td>- Cross sectoral approach to inclusive education</td>
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<td>Developmental particularities of students with SEN</td>
<td>- Developmental particular characteristics</td>
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<td>- Holistic interdisciplinary assessment of a student with SEN</td>
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<td>- Special educational needs</td>
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<td>- Inclusion of students with SEN in school</td>
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<td>Modification and adaptation of educational process to the individual needs of a student with SEN</td>
<td>- Adaptation of the educational curriculum</td>
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<td>- Individual study plan</td>
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<td>- Assistant teacher</td>
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<td>- Strategies of a school inclusion</td>
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<td></td>
<td>- Methods for evaluation of students with SEN</td>
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<td></td>
<td>- Design of inclusive educational environment</td>
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<td>School complex/interdisciplinary commission</td>
<td>- Functional regulations</td>
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<td>- Tools of assessment</td>
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<tr>
<td>Partnerships in inclusive education</td>
<td>- Educational institution, family, society.</td>
</tr>
</tbody>
</table>

In general, the course is popular with psycho-pedagogical students. Statistics show that since 2012, when the course became an integral part of psycho-pedagogical education, twelve thousand students have gained pass marks. The increased interest in this course appears to be due to the variables proposed in the study plan: a) sixty hours in one study term (2 credits), b) more credits for more hours of the course over several terms, c) relation to inclusive education courses and d) ability to add the course to the modules of other courses. This approach provides psycho-pedagogical staff with a multisided and logical character of primary education in inclusive education (Racu, Danii & Tintiuc, 2012).

In the study year of 2017-2018 the inclusive education course was aligned with the national standards and international tendencies in inclusive education. In 2016 the course was evaluated in coordination with the Ministry of Education and Culture by an external governmental commission and was recommended for its scientific and practical improvements at the higher education level (On the results, 2016; Inclusive education, 2016). The realigned course contributed to raising the quality of knowledge and practical experience in ‘special educational needs’ settings, adapting a study process to the students’ educational needs, working out individual plans for students with SEN, making changes and adjustments of study plans for students in different subjects etc. The authors of the new version of the course were researchers from the Chisinau and Belts universities, pedagogical specialists from pilot inclusive school projects and from the international non-governmental organisation Lumos.

In-service training is also a way of providing improved and updated professional practices and increasing psycho-pedagogical competences/skills through vocational guidance. The Department of Psychology and Special Psycho-pedagogy at the State Pedagogical University named after I. Creanga and other institutions currently provide professional in-service education for pedagogical specialists in RM and are developing inclusive courses for different specialist areas, such as teachers and managers, auxiliary teachers, school psychologists, members of interdisciplinary commissions and specialists in inclusive education resource centres. These intentions are regulated by the state’s education policy by means of strategies, programmes, projects etc.
One of the examples in the programme for ‘in-service’ educational specialists is a course called “Transformation of the system of childcare at the place of residence and the promotion of inclusive education”, which was initiated in 2014 and promoted by the Ministry of Education, the Republican Centre for Psychological and Pedagogical Assistance and the Institute of Pedagogical Sciences. Some aspects of this integrated activity are presented below (Racu, Popovici & al., 2014).

The programme for in-service specialists in inclusive education is addressed to the responsible staff in district/municipal education departments, specialists in district/municipal psycho-pedagogical care centres, school principals and preschool managers, teachers, auxiliary teachers and school psychologists. The curriculum for in-service education aims to conceptualise the legislative framework for the development of inclusive education, provide management skills in inclusive education, develop individual plans and allow for discussions about inclusive methods, technologies and assistance and else what the implementation of inclusive education entails. The study plan for this course consists of 150 hours: 96 hours of theory and 54 hours of practical activities and which corresponds to 20 credits). The original authors of this programme were Bucun N., Bolboceanu A., Bulat G., Rusnac V and Gînu D. (Bucun, Bolboceanu, & al., 2014).

In general, the discussion about the preparedness of specialists in inclusive education (with a focus on special teacher education competences) in RM emphasises that there are three circles in the educational process. The first circle consists of primary licenced education with a pedagogical profile as an initial stage of pedagogical education (the module “Inclusive Education” was introduced in 2012) in 13 universities in RM. For example, in the Department of Psychology and Special Psychopedagogy at the State Pedagogical University named after I. Creanga, this circle of initial education is directed at future psychologists and specialist teachers. The second circle involves a master’s level in education. For example, in the Department of Psychology and Special Psychopedagogy at the above named university this circle is directed at speech therapists. This circle of pedagogical education exists in six Moldovan universities and in the Institute of Pedagogical Sciences (in different areas of pedagogical specialisation). The third circle consists of doctoral studies in special pedagogy and special psychopedagogy.

Speech therapy and occupational therapy are offered in in-service education in inclusive education at six Moldovan universities, the Institute of Pedagogical Sciences and the Institute of Continuing Education. Responsibility for re-training in special psychopedagogy and speech therapy belongs to the State Pedagogical University Государственный named after I. Creanga.

It is important to mention the Republican Centre for Psycho-Pedagogical Help in this context. From 2014-2016 this Centre was supported by UNICEF and arranged a series of seminars for specialists at local centres for psycho-pedagogical help, school principals and teachers. A number of non-governmental organisations, such as ‘Lumos’, ‘Partnership for each child’, ‘Kistoun Moldova’, Association ‘Woman and child: support and protection’, ‘Step by Step’ and ‘Pro-Didactics’, are also actively involved in inclusive education training and provide quality education for all children (Racu, 2016).

Conclusions

The analysis of the situation in the field of preparedness of teachers for inclusive education in RM is part of the general initial teacher education curriculum (three circles of education) and a further in-service/transitional education. In this report ‘initial’ and ‘in-service’ pedagogical education are described from the perspective of the Department of Psychology and Special Psychopedagogy at the State Pedagogical University named after I. Creanga and to some extent refer to the situation in RM as a whole. By describing how psycho-pedagogical competences in inclusive education are developed and realised in HE in RM, this report touches on some of the positive and negative issues of this process.

Critical reflection should be applied to the factors that are regarded as slowing down this process. First, state policy on the normative/legal aspects of the regulation of inclusive education at an institutional level is relatively unclear and superficial. Specific areas for critical reflection include the preparedness of teachers in general pedagogical practices for inclusive education, the development of models and standards for how to handle inclusive education in everyday institutional life, the
development of internal and external partnerships for the realisation of the principles of inclusive education, the creation of a platform for the expression of initiatives and the dissemination of good practices for inclusive education and the development of an inclusive physical and cultural environment. All these unresolved issues affect the preparedness of future pedagogical specialists in inclusive education.

Secondly, some factors have their roots in Soviet special education and are more subjective, such as the domination of exclusive attitudes of professionals and society towards learners with SEN. This also relates to in-service teacher education, where inertia towards inclusion affects the implementation of new knowledge and competences in everyday school teaching/learning conditions. These subjective factors represent a symbolic conflict between ‘old’ and ‘new’ paradigms, the resolution of which needs structural changes in the educational enterprise.

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Health educational perspectives on special educational settings in the Swedish, Ukrainian and Moldovan school systems

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This is a final sub-report in the STINT-funded research initiation project “Social inclusion through segregation?” The aim of the report is to identify and discuss different special educational settings in various national contexts in relation to a health education theorisation. The report therefore contains a number of observations made during field studies in the project, which are then discussed in terms of potential future research interests.

Introduction

How does the concept of health unfold in special educational contexts? In order to give some insight into possible answers to this question it is necessary to begin by drawing on special education. Special education is a complex scientific discipline with multiple traditions, definitions, approaches and concepts disrupting its unity (Nilholm & Björck-Åkesson, 2007). Historically it has been stressed in both psychology and the educational sciences, which has led to three different paradigms within special education – the psycho-medical paradigm, the organizational paradigm and the sociological paradigm (see e.g. Skidmore, 1996). These paradigms are constructed and enacted differently by and within different arenas and actors, thereby adding to their complexity. Special education is thus dependent on how historical, political, scientific, cultural, social and professional aspects of where, why and how issues of interest are constructed. Conducting comparative research on school systems and aligning with different special educational paradigms is therefore worthwhile, e.g. in this project the Nordic and former Soviet Union countries of Sweden, Ukraine and Moldova. Although all the countries involved in the project ratified main international documents relating to disability in general and to the Salamanca Statement in particular, the interpretation and implementation of these documents is still under development and has different special educational perspectives and paradigms in the said countries. For example, Sweden aims at a high level of inclusion in ‘a school for all’, yet in Ukraine and Moldova there is still a high degree of segregated education hiding under “the movement of inclusion” (Kalinnikova Magnusson, 2017). Interestingly, there is a current parallel movement in Sweden with an increasing number of separate special educational groups (Blom, 2004; Heimdal-Mattson, 2008). These different aspects thus make the complexity of shifting paradigms in special education more visible.

How is the concept of health connected to special education? Health as a multidimensional concept is common to the macro-, meso- and micro-levels (see Table 1) and can either be public or private (personal) and defined in various ways. How it is defined and how that definition then highlights which areas of need ought to be prioritized depends on which views are expressed and in which context (Quennerstedt, 2007). This then, as in special education, is dependent on what health is and what it should be interested in, e.g. historical, political, scientific, cultural and social aspects. Public health has been defined as “the science and art of preventing disease, prolonging life and promoting human health through organized efforts and informed choices of society, organizations, public and private, communities and individuals” (Winslow, 1920). Public health then differs from health, which has been defined by WHO (1948) as “physical, mental, and social well-being, and not merely the absence of disease and infirmity”, thus linking health to well-being. To add to the complexity of the concept of health it is important to draw on the two major perspectives, or paradigms, of the concept that have been identified by scholars: the biomedical perspective and the holistic perspective of health.
The biomedical perspective offers an understanding of health as the ‘absence of illness’. This approach then places itself as a normative way of looking at health (see e.g. Medin & Alexandersson, 2000; Quennerstedt, 2007). To be healthy is a natural human state and to be ill is a diversion from that state. Hence, from a biomedical perspective health is seen as a static condition with an absence of illness. The biomedical approach dominates the different fields and contexts in which health is discussed, primarily within medical science and the healthcare system. However, this idea is also commonly reflected in laypersons’ perceptions of what health is (Quennerstedt, 2007). From a holistic perspective, health is regarded as an individual resource in order to fulfil our own objectives in life. As such, health can appear and act in various dimensions in a person’s life. Human capability or ability thus becomes central to understanding the holistic approach, which can be affected by both health and illness (Warne, 2013). The holistic perspective of health is closely related to the salutogenesis approach developed by Antonovsky. In his theorization of the concept of health he understands it as something that can be positioned on a multidimensional continuum stretching from illness to absolute health (Antonovsky, 1991). His perspective then includes people’s experiences of well-being and meaningfulness. As such, an important factor for obtaining individual health is a sense of coherence, which occurs when someone finds comprehensibility, manageability and meaningfulness in their life or aspects of it. Having a sense of coherence serves as a coping mechanism, even when experiencing hardship, crises or marginalization (ibid.). These hardships may occur when facing physical, mental or cognitive disabilities, but also due to societal norms connected to ability and disability. The holistic approach, as salutogenesis, differs from the biomedical perspective of health because it is not dealing with whether a person is healthy or not, but rather what contributes to health (Quennerstedt, 2007). Illness thus becomes a separate issue that may or may not affect a person’s health and can indicate that a person can be ill and yet still obtain health (ibid.).

Health as a concept can thus be understood as something we own or something that can be obtained. Independent of the two perspectives, learning about health or how to manage it is usually framed as health literacy. This includes the ability to understand the complexities and concepts of health and how to cope with health-related issues in terms of possibilities and risks. When understanding health as well-being, and not just the absence of illness, it becomes a more individual experience than a state issue. Public health is important for the state, but individual health is both personal and vital in order to live a healthy life and contribute to a stable public health. Health literacy, or learning about health, is therefore of educational interest, especially in relation to people or groups of people identified as risk groups. One of these framed risk groups in white papers are people with disabilities, and especially young people with disabilities (see e.g. Folkhälsomyndigheten, 2018; WHO, 2015). They are framed as experiencing lower self-reported health than their peers and this is reported as a lower degree of physical health and significantly lower mental health, which is manifested as e.g. bodily aches, stress, anxiety and worry. This group of people is often also described as a risk group when it comes to ill-health or illness due to risky behaviour and habits (National Agency of Public Health, 2018).

A commonly identified solution to this risk is education. Health, or health educational work, is identified as a way of improving educational achievements and the development of all students regardless of whether they are a risk group or not (Skollagen, 2010:800). Thus, normative definitions of health implicitly or explicitly transgress into educational systems, policies and teaching as a way of helping students to obtain health and avoid risky habits and behaviour. Health and education are in
this sense closely connected – the former requires the latter and vice versa. Health is important for success in school, just as education is important for health. If a student is framed as belonging to a risk group, for example with special educational needs (SEN), the stakes should be higher in terms of non-risky behaviour and habits and successful development at school. Given that special education and the concept of health and their resulting queries and enactments are negotiated by e.g. national contexts and the history and political aspects, we found it interesting to look at different settings in different national contexts in order to give a broader view of the research questions to hand. The aim of this sub-report is thus to explore and discuss: i) How does the concept of health unfold in special educational settings? ii) Does it differ between national contexts, and if so how? and iii) What might the consequences be in these settings?

Method
The overall aim of the research initiation project was to explore different special educational settings in Moldova and Ukraine. The settings studied varied in both national contexts from inclusive work, e.g. inclusionary work in ordinary classrooms under the guidance of a supervisor, to more excluded settings, such as special needs classes, special needs institutions and special needs boarding schools. The project was guided by an ethnographically informed approach that included observations in the special educational settings and interviews with the participating principals, teachers, special educators and guardians in the settings we visited. The formal and informal interviews were recorded and field notes were made throughout the observations. The data was then analysed by a method closely connected to the so-called phenomenography of Marton and others (see e.g. Larsson, 2005) and the “qualitative research interview” by Kvale (see e.g. Kvale & Brinkmann, 2012). This is based on the categorization of different ways of understanding the phenomena in question, ending up in a so-called dendrogram, with a refinement into a few dominant categories or conceptions related to the purpose of this project and the research questions. The categories that appeared in the analysis were systematized and separated into the key themes presented below.

The medicalization of students with ‘special’ educational needs
One of the key aspects of the special educational settings in both Ukraine and Moldova was the so-called ‘defectological training’. This stems from a Soviet tradition of inclusion of people with disabilities, including physical training. Vygotsky’s defectological ideas can be related to present-day discussions about inclusion in the former Soviet Union states. He argued in favour of social compensation for ‘defective’ children: “… any physical defect – whether it be blindness, deafness, or congenital feeble-mindedness – doesn’t only change the relationship of a man to the world, but primarily affects his relationship with other people” (Vygotsky, 1931). From a Western perspective, the term ‘defectology’ may seem unfortunate in that it refers to defects and what is special about these particular students. The defectology classes we observed in Ukraine and Moldova included a variation of practices to help the students develop better motoric skills and body control and become more aware of themselves in relation to the world. These practices included obstacle courses, juggling with balls hanging from the ceiling and practising physical functions using wall bars. A recurring theme was the incorporation of mathematical or linguistic training into the practices, where the students had to do the same assignment ten times whilst counting the number of laps they managed to do in the obstacle course. If the students failed in any of these practices they had to do them again in order to conform to the standards set by the defectology teacher, but which were unknown to the students themselves. The teachers argued that this was necessary because it contributed to the students’ own perceptions of themselves and the world. How this way of conducting teaching increases self-awareness may be necessary in relation to the kinds of students attending such classes. However, whether it is necessary or not, this training is correctional in nature and what is being corrected is the presence of specialness, or illness. It is also connected to the medicalization of students with special educational needs, because the psycho-medical paradigm and the biomedical perspective of health are both revealed by defectology training.

Temporality as means of meaning making
Governing students in the name of the future has been identified in previous work (see e.g. Hedlund, 2008) although here it is framed somewhat differently. During several of our observations it became clear that temporality was a vital part of conducting special education. Where hardships and marginalization were common, the retrospective and prospective discourse was present. Looking at one example from a Moldovan institution for abandoned children and youth, where they stayed from the
time of abandonment to the day they were able to take care of themselves, the focus was on temporality. One girl we met and interviewed told us that she was put in the institution twice, first by her mother, and then picked up to be left once again by her grandmother because they were unable to care for her due to her medical condition. This trauma affected the educators’ way of interacting with the girl, e.g. where therapeutic work framing the retrospective with promises of a better tomorrow framed the prospective. However, the therapeutic dimensions that were visible during our observations tell us something about the psycho-medical paradigm of special education and how the concept of health unfolds in these special educational settings. The therapy, as a medical approach to the identified issues at hand, is pursued as a way of curing the presence of illness and thus frames the solution as biomedical rather than holistic. This is not bad in itself and is perhaps necessary. But are we able to take a holistic approach to these issues? Also, are students with special educational needs so special that the biomedical approach is the only solution? The movement of temporality with an emphasis on retrospect and how this might affect these students would be worth researching more thoroughly in terms of the subjectification and identity formatting processes of the students themselves and what the implications of this pendula of temporality and its possible emphasis might mean in special educational settings.

Managing health by fear and morality

In this theme, derived from the analysis of the observations, I discuss how health promotion and health literacy are expressed in the special educational settings that were observed. Health literacy includes knowledge about the determinants of health, e.g. habits and behaviour that affects physical, mental and social health as presented previously. During the observations the concept of health seemed to be implicit. However, at the same time, health promotion work and health literacy work were conducted in ways that made health made more explicit. One example of this is from a boarding school for students with special educational needs that we visited in Ukraine. There they used a visual representation approach, i.e. pictures of health related issues, such as the use of tobacco, alcohol and overeating, as a way of teaching health literacy. The pictures were graphical in the sense that they portrayed the misery of the people who were addicted to each risky habit, e.g. a smoker chained by the wrists to the cigarette package with a fearful and sad expression on their face, rather like the images used on cigarette packets today. The picture emphasizing the effects of alcohol usage showed a person lying unconscious on a concrete floor surrounded by empty bottles, while the picture portraying overeating showed a person eating a hamburger resembling a pig. All the pictures had warning texts on them describing the potential risk from the various habits and behaviour. Another example is from an institution in Moldova, where a picture was used to communicate information about personal hygiene. The picture consisted of a child and an equal sign to a pig with the words “wash your hands – don’t be a pig”. This approach to health promotion manages health by fear: fear of the potential risks of illness connected to the habits and behaviour that are identified as bad. It also frames health as a question of morals, whereas immorality is portrayed as closely related to the identified health risks. It can be questioned whether this is the most sensible way of motivating students to adopt healthy behaviour and habits. From a health educational perspective, it is important to adopt a critical approach to health rather than a normative one and see it as an individual issue. This does not mean that we should not teach students about risks, habits and behaviour, but that we should perhaps instead promote the possibilities and positive outcomes of habits and behaviour that are more in line with a salutogenic approach to health. Both approaches have the same goal in that they provide opportunities to obtain better health or improve people’s knowledge about health. Indeed, the latter is more respectful to the individual because it removes the presence of fear or morality.

Neoliberalism, equity and health

So far I have stressed the categories that became apparent in the analysis of the gathered data at the meso- and micro levels of special educational settings, e.g. organizational, professional and social levels of how health unfolded in the observed settings. This, the last category to be presented, draws on a macro level approach based on the micro level observations in Ukraine, namely the decentralization of school systems and how the public and the private become more closely related and what the effects of this might be for special needs students. When working with part time inclusion, where a special needs student takes part in a regular classroom, the schools offer an extra teaching assistant (usually a student teacher or tutor) for a maximum of 3 (three) children per assistant. The assistant supervises the students with special educational needs in the classroom so that they can follow in-
Conclusions

This sub-report has presented some of the most present observations of how the concept of health unfolds in a variety of special educational settings in the Ukrainian and Moldovan school systems. I have also tried to draw on some of the potential research interests that appeared during the observations and the analysis of the collected data. One thing that combines the categories presented in the report is how the concept of health unfolds in these settings and how it is dealt with amongst students with special educational needs in contrast to their more able peers. The conceptualization of health becomes vital in the shaping of students with special educational needs to become self-governed and conform to an accepted standard of normality. The various deviations from what is considered normal, e.g. physical, psychological or cognitive ‘defects’, are explicitly attended to in terms of correction. Based on the observations made, it would appear that the psycho-medical paradigm of special education and the biomedical perspective of health are present in the observed settings together with other paradigms, including a more salutogenic perspective of health, and that they may exist in some kind of symbiosis, even though this was not immediately apparent during the observations. As indicated in the report, the question of what is necessary or not for special needs students to become self-governed individuals has yet to be answered and may in fact not be possible without further research. However, it would be interesting in future research to examine in more depth how the conceptualization of health differs in terms of inclusive and exclusive (which themselves are determinants for health) processes for students with special educational needs and how this affects their subjectification and identity formative processes in the special educational settings. It would also be of interest to continue the comparative approach to these questions as the different national, cultural and social contexts of the setting in the report implies.

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The New Ukrainian School and the provision of quality competence-based education for students with SEN

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Introduction

The education of students with special educational needs (SEN), as an indicator of the democratic foundations for values and cultural norms globally, is a central focus for scientific and practical issues internationally. The education that is currently provided for these students in Ukraine is an example of this. Moreover, systemic reforms in innovative educational theory and practices in Ukrainian education have contributed to these scientific and practical issues, thus placing them in an international scientific discourse on quality (Dikson, 2013; But, 2015). The conceptualization of the New Ukrainian School (NUS) is a response to these reforms. Ukrainian citizens can now be seen as well educated, comprehensively developed and responsible for their country, as well as patriots who are ready to act innovatively and capable of making a socioeconomic breakthrough into the 21st century thanks to the formation of this new ideological transformation in education.

The provision of the new school format has enabled Ukrainian specialists to find solutions to a number of complicated problems that have been neglected in the past. Some of these problems are due to the territorial location (rural and urban areas) of Ukrainian schools, the social and demographic conditions in the work they undertake and the difficulties of students receiving quality education. There is still a lack of preschool institutions in Ukraine, which limits learning possibilities at the early stages of child development. The conditions for teaching/learning settings for students with SEN are inconsistent with their needs, especially in the first year of education (children aged 6). In schools in general, classes tend to be overcrowded and are therefore not conducive to individual learning needs. Learning conditions that do not cater for the needs of individual students can lead to illness and a reduction in psychological well-being. Problems like this are caused by the unpreparedness of schools to meet the needs of all their students coupled with the lack of competence of educational staff in inclusive teaching/learning settings in interdisciplinary approaches (psychopedagogical, social and to some extent also medical) (Synov, 2018).

Analyses of scientific texts internationally testify that there are no universal solutions to inclusion in education from a practical point of view and that the approaches that are chosen are a result of deep contextual consideration. The synthesis and implementation of different theoretical perspectives and practical solutions are the most appropriate ways of making inclusive education more responsive the new school reforms. In connection with this, this report aims to discuss the main question in the project “Inclusion through segregation?” and look for possible answers to it in cooperation with an international group of researchers from Moldova, Ukraine and Sweden - countries with distinctive reforms in place in education for inclusion.

Against this background, the aim of this report is to clarify the meaning of the concept of “New Ukrainian School” and how it responds to the provision of a quality, competence-based education for students with SEN. A theoretical research method is used to investigate peer reviewed scientific, academic and pedagogical articles and educational policy documents relevant for the current project and the focus of this report. A qualitative content analysis based on a hermeneutic application was conducted in order to gain insights into the provision of quality competence-based education for students with SEN.

Defining the context

Ukraine recently began to elaborate a new methodology in education, the key focus of which is the concept of ‘a child’, and conduct an active investigation into the ‘ways’ and ‘tools’ of how this new
vision could be incorporated into the school reforms (Shevtsov, Romanenko, Khanzeruk & Chebotareva, 2013). In cooperation with different international projects, Ukrainian specialists worked on basic normative documents and programme-methodological guidance for inclusive education (The Law of Education, 2017; The State Standard, 2018, etc.). Using indicators of inclusive education, Ukraine united with the international movement 'How much are we inclusive? How do we understand the meaning of 'inclusive teaching/learning/education''? (Booth, Ainscow & Kingston, 2006).

However, despite the numerous changes in legislative and regulatory Acts, the degree of prevalence of inclusive education in the country is still quite modest. The evidence of this situation could be presented from the statistical data of the Kiev city administration (the capital of Ukraine), where there are currently around 14,700 preschool children with SEN. There are 542 special educational and 434 sanatoria (which are health/medically oriented) groups for these children in Kiev. In 63 out of 569 preschool institutions there are 120 inclusive groups for 339 children with SEN. Inclusive preschool institutions that are environmentally accessible for children with special educational needs amount to 21% (118 institutions out of 569) (the City State Administration, 2019).

During the academic year of 2018-2019, and according to the statistics of the Ministry of Education and Sciences of Ukraine, there were 8,417 inclusive classes for 11,866 students with SEN in 3,790 compulsory schools (Statistics, 2019). Their inclusive learning settings were supported by 7,636 assistant teachers. Officially in Ukraine there are about 56,132 students with SEN who are educated in segregationary/exclusionary settings: 6,230 in special classes in ordinary schools, 37,787 in special schools, 12,115 in an individual form of home education. In the last 3 years the number of inclusive classes for students with SEN has increased by 3.1%, schools with inclusive classes by 2.5% and the number of students in these classes by 2.8%. In the same period special schools have decreased by 2.4% and the number of students in them by 4.2%. In 2019, social benefits from the state for schools with SEN students were increased by 2.4% from 209,458.3 UAH in 2017 to 504,458.3 UAH in 2019 (ibid.). In order to understand what these statistics mean for educational reforms against discrimination, a much deeper analysis is necessary.

Policy reforms for inclusion in education

The theoretical foundation of the concept of the ‘New Ukrainian School’ that researchers refer to has its historical roots in the 1970s when two pedagogical theoreticians - V. Sukhomlinsky (a Soviet and Ukrainian pedagogue and the author of humanistic pedagogy; Druhanova & Bilyk, 2019) and M. Lipman (1988) - met and exchanged their pedagogical ideas (Sukhomlinskaya, 2012). In the ‘Philosophy for Children’ that was later developed by Lipman, the emphasis was on the importance of implementing a holistic pedagogical approach in order to harmonize the cultural upbringing of human beings. For Ukrainian researchers this theoretical statement reflects Sukhomlinsky’s pedagogy and forms the basis for the current conceptualization of a ‘New Ukrainian School’ for all students.

Due its Soviet roots the Ukrainian system of education is still highly structural. A significant structural feature is the existence of special educational institutions, which any educational reform would need to accommodate and find appropriate theoretical and practical solutions for. A differentiated/special educational system should not be seen through the prism of the process of its immediate ‘liquidation’ or ‘folding’. This system was formed out of an ideological ‘class’ disability construction and was addressed to those who were able to learn to participate in industrialization (Kalinnikova & Trygged, 2014). Aware of the discriminative and exclusionary character of such an educational system and its instability in current welfare provision, Ukrainian researchers assume that any democratic movement in education for students with SEN, educational reforms along these lines, and constructive solutions for the transition of this system as a whole, take time. A transformative process includes the organization of special and inclusive education and theory and practice at all levels of the education system.

Major reforms for inclusive education are more recent in Ukraine than in other former Soviet countries, such as Moldova, Belarus and Armenia. Since 2016, the move towards democracy in education gained a legal platform by the adoption of significant policy documents. The Law of Education and Presidential Decrees for the Guarantee of Human Rights for individuals with disabilities formed the foundation for further democratic transformations in the education system (The Decree, 2016; The Law, 2017). Table 1, below, presents the four main trails of governmental reforms for the New
Ukrainian School agenda. These were developed after the adoption of the Law of Education in 2017 and are: a) the establishment of inclusive teaching/learning environment in ordinary schools, b) de-institutionalization, c) the updating/renewal of special educational institutions (SEI) and d) reorganization of the procedure of determination for the provision of SEI for students.

Table 1. The four main trails on the agenda of governmental reforms in education for the inclusion of students with SEN

<table>
<thead>
<tr>
<th>Document, year</th>
<th>Transformation of the educational system</th>
</tr>
</thead>
</table>
- founding educational inclusive institutions and special groups/classes for students with SEN, responding to parental and students requests for that;
- creating teaching/learning conditions for inclusion in the inclusive educational institutions and special groups/classes for students with SEN according to their individual needs and capabilities;
- providing special educational aids for students with SEN;
- providing psycho-pedagogical and correctional-development services (a comprehensive system of support of individual development, recommended by the individual developmental plan) for students with SEN;
- establishing inclusive resource centers for ensuring the realization of the right to education and psycho-pedagogical support of students with SEN;
- developing accessibility of the premises of educational institutions, based on the principles of universal design and / or reasonable environmental accommodation. |

**Stage I** (2017-2018):
- worked out and adopted normative legal acts;
- organized methodological support for the implementation of the reform of the system of institutional care and education for children;
- analyzed the existing network of institutional care for children; evaluated the provision of children’s rights in each region and approved regional plans for reforms;
- formed and trained regional teams to implement the strategy; curricula have been developed for the training and retraining of specialists working with children with SEN;
- developed criteria for monitoring of the reform and investments have been attracted.

**Stage II** (2019-2024):
- provides for the development of social, medical and educational services in communities with the progressive transformation of institutions in accordance with regional plans.

**Stage III** (2025-2026):
- consists of a comprehensive analysis of the situation and determination of new strategic directions. |
| 2018, Order of the Ministry of Education of Ukraine: Regulations of the Procedure for enrollment of individuals with SEN into SEI and transferring them to another educational institution (The Order, 2018) | Updating/renewing special education.

The Order defines:
- Two main formats of SEI, responsible for general primary and secondary education of students with SEN: Special school and educational-rehabilitation centre;
- Categories of students for different types of SEI;
- Specific normative regulations for educational work for SEI (documents for admission to school; assistance and patronage, etc…);
- Procedural regulations of transition of students with SEN within individual program and teaching/learning environment
- etc. |
| 2018, The Regulation of the inclusive-resource | Reorganization of the procedure of determination of SEI provision for students (psycho-medico-pedagogical commission): |
centre (The Regulation, 2018) | Inclusive-resource centre is a new type of institution, functioning in each region of Ukraine, Kyiv and Sevastopol; functioning for students with SEN; provision of the rights of students with SEN on education; holistic assessment of the development of a student with SEN; provision of a qualitative support of educational needs of SEN students; create individual psycho-pedagogical program for learners with SEN; functioning for provision of a consultative work for educational institutions and staff, where students with SEN get their education, and for parents; etc.

The main documents that make up the national doctrine of education include the development of democracy in education and a conceptualized provision of reforms for inclusive education for students with SEN.

**The ‘New Ukrainian School’: policy and research production for competence-based education for students with SEN**

Education based on competences is central to the New Ukrainian School (The State Standard, 2018; The Decree, 2019). Following the UNESCO and European reference framework of core competences for lifelong learning, which was also supplemented by recommendations from Ukrainian specialists, a new school structure and the development of competences were ratified and applied in the educational curriculum as an ongoing process across compulsory school education. This structure is introduced in Table 2, below (The Strategies of UNESCO, 2010; The Decree, 2019).

**Table 2. A new school structure with an ongoing formation of competences**

<table>
<thead>
<tr>
<th>Educational levels</th>
<th>Key competences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary school</td>
<td>Competences that ensure adaptation to the school environment, as well as those necessary to continue learning and gain social experience.</td>
</tr>
<tr>
<td>Basic high school – Gymnasium</td>
<td>Universal and general competences: cultural, scientific, technological, communicative, social.</td>
</tr>
<tr>
<td>Professional high school - (academic/professional Lyceum/College,)</td>
<td>Subject competences corresponding to the future profession and further training, as well as those corresponding to inclinations, abilities and life choices.</td>
</tr>
</tbody>
</table>

The main thesis of this Standard is that the competence potential of each educational line/sphere will ensure the formation of all key competences, in that it allows for the development of individual competence at all the educational levels. Table 3, below, shows the correlation between the basic competences that are to be developed in the New Ukrainian School and the skills that will be required in accordance with the national basic competence for future international labour market requirements.

The New Ukrainian School is in the initial stages of the formation of quality competence-based education that meets the international requirements for future employment in the labour market. These “educational turns” in the curriculum (from the school of knowledge to the school of competences) need additional interpretation when it comes to the provision of education for students with SEN. The Ukrainian pedagogical community has intensely discussed the methodological aspects of how these competences could be developed in accessible teaching/learning settings for all students. Article 19 (Education for individuals with SEN) and Article 20 (Inclusive education) of the new Law of Education (The Law, 2017) formulate the mechanisms for the provision of quality competence-based education for this group of students. These mechanisms include the implementation of a wide spectrum of multi-level systemic changes in education, from the ‘recognition’ of students with SEN to the development of various teaching/learning conditions that respond to the educational needs of each student (Article 19). Article 20 formulates the mechanisms for the provision of inclusive education for students with SEN, with a focus on the flexibility of educational forms that support the needs of these individuals, such as that shown in Table 2.
Table 3. A correlation between the basic competences in the New Ukrainian School and the skills required for the international labour market in the future

<table>
<thead>
<tr>
<th>Basic competences required by the New Ukrainian School</th>
<th>Required skills for the future labour market (The Strategies of UNESCO, 2010)</th>
</tr>
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<tbody>
<tr>
<td>fluent usage of the official language</td>
<td>an ability to solve complex problems;</td>
</tr>
<tr>
<td>ability to communicate in native and foreign languages</td>
<td>critical thinking</td>
</tr>
<tr>
<td>mathematical competence</td>
<td>creativity</td>
</tr>
<tr>
<td>competence in the field of natural sciences, engineering and technology</td>
<td>an ability to coordinate work and interact with others in the process of its implementation</td>
</tr>
<tr>
<td>information and communication competence;</td>
<td>emotional intelligence</td>
</tr>
<tr>
<td>lifelong learning competence</td>
<td>speed and quality of decision making</td>
</tr>
<tr>
<td>competence in civil and social issues, associated with the ideas of democracy, justice, equality, a healthy lifestyle;</td>
<td>an ability to negotiate</td>
</tr>
<tr>
<td>entrepreneurship and financial literacy competencies</td>
<td>cognitive liability</td>
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<tr>
<td>cultural competence</td>
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<td>environmental competence</td>
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Ukrainian specialists are convinced that quality education for students with SEN should be specifically correctional and compensatory (Bondar, 2011; Kuzava, 2013; Kolupaeva & Taranchenko, 2016; Synov, 2018). The Standard (2018) considers four basic curricula for these students, two of which are addressed to SEI and special groups. This document defines an individual development trail as a process of learning and makes reference to the types of SEN education that are recommended for ordinary schools providing special educational support, i.e. quality education that enables the school and its teachers to develop competences that are oriented towards students with SEN. It is a well-known fact that teachers are unable to respond to democratic reforms in education competently, which constitutes a high risk for those students who are often discriminated against.

An analysis corresponding to the competence building approach to students with SEN in inclusive educational settings, such as that undertaken by Professor Synev (2018), has been carried out. Synev emphasises that the implementation of democracy in education for SEN students is not just a practical matter of reform, but is a matter of finding theoretical-methodological solutions for the provision of special education in inclusive educational institutions. Quality education for students with SEN correlates with both the individual and environmental factors of teaching/learning settings and cannot be taken into consideration without first making this special education provision an integral part of inclusive education. The provision of special education, with its traditional fundamentals of attending to the individual needs of students with SEN, is the only way in which these individuals can develop and take their rightful place in society. The goal of special education is similar to that of inclusive education, namely to offer better conditions and circumstances for the development and socialization of SEN students. It is also that case that not all students with SEN will be able to achieve the desired compliance in basic competences. This is primarily due to individual psycho-pedagogical factors complicating the development and upbringing of these students. In effect, the provision of special education in inclusive educational environments could be called ‘in-depth inclusion’ and in that way counteract the tendency for discrimination and exclusion. This theoretical frame would need a much more detailed and operationalized formulation in the formal documents regulating inclusive education for students with SEN in the New Ukrainian School (ibid.).

Conclusions

To complete the discussion about the New Ukrainian School and the provision of quality education for students with SEN, a brief presentation of the history of the inclusive education movement in Ukraine is necessary. The first steps to inclusive education were made during perestroika, when a discourse of anti-discrimination in education brought new thinking to the discussion about ‘integration in education’ in the Soviet Union as a whole. This shift was included in Ukraine’s Law of Education (1996) after the country became an independent state. In 2010, under the leadership of the Ministry of Education, a group of specialists worked on the concept of ‘inclusive education’ (The Concept, 2010). The next step for new reforms in education took place ten years later, when pilot educational institutions were set up across the country and took part in an All Ukrainian experiment to implement inclusive education. This experiment was supported by funding from Canada.
and USA from 2008-2013 (Dikson, 2013). From 2013-2015, the All Ukrainian Fund ‘Step by Step’ took over this pilot initiative and funded the development of a methodological platform for the further elaboration of inclusive educational conditions in schools based on the pilot experimental data (The Law, 2017). Thanks to these experiences it became possible to formulate and prepare for the adoption of the Law of Education of the New Ukrainian School in 2017.

When the Law of Education was adopted in 2017, the Ukrainian state assented to inclusive education by providing the necessary political, financial, scientific and methodological resources to establish inclusive teaching/learning environments in ordinary schools, deinstitutionalization, the updating/renewing of special educational institutions (SEI), and a reorganization of the provision of SEI for students. The current project cooperation has highlighted new key areas for further research and in a way that responds to the project’s main question.

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Shevtsov, A., Romanenko, O., Khanzeruk, L. & Chebotareva, O. (2013). A child with physical impair-
ment in educational environment of regular school. Methodological recommendations for primary
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Special education with a view to inclusion: A direct flow through the roots of history (an essay)

Racu Aurelia, professor, PSU named after Creange, Chisinau, Moldova

Introduction
The current tendencies in the area of disability approach, although different from those we have become accustomed to in the Soviet source system, have a common principle - to provide for physically, mentally, emotionally and socially impaired individuals. What is different are the tools, ways and methods of achieving this major objective and how to reform the system of care, training and integration of children and adults with health problems, whatever their spheres.

The principle of deinstitutionalization, which is at the basis of the process of reforming the system in focus, is the starting point, but not the first step on this difficult and complex path. Before deinstitutionalizing the person, the specialists – theorists and practitioners – have to elaborate clear, univocal scenarios that are supported by a relevant and financially-economical normative-legal framework, in terms of what will happen to each person after leaving the special institution. However, this process involves at least two intrinsic stages that are complementary and identical in importance, subsequent to deinstitutionalization, i.e. what follows when children or adults leave the residential institution:

a) Children’s inclusion in the general/mass education system, or adults’ inclusion in day centres, sheltered houses and workplaces.

b) The inclusion of individuals with disabilities in the community, as in any family, thus creating a miniature model of the actions of a human community, how it is organized, how interpersonal relationships are manifested etc.

At the social level this requires a reconnection with families and inclusion in communities and general education institutions, together with major changes and adjustments to facilitate the complex process of bringing children with disabilities back into the educational and community environment. The experience of the states that carried out the reform before the Republic of Moldova is that this process cannot be avoided or substituted, but can only be adapted to the local conditions and exclusively and primarily reflect what are fundamental and human rights.

According to the current trends in the field, the reform process is based on the concept of educational, professional and community inclusion. This concept, in turn, has as support and sources of inspiration the modern socio-cultural and political-economic processes, which mark the global and, implicitly, national evolutions. These trends stem from specialist international forums, such as the World Conference of Ministers of Education (Education for all, 1990), the Declaration and the Directions for Action in the area of Special Education (Salamanca, 1994), the principles set out in the documents adopted in these frameworks, but also in the Convention on the Rights of the Child (the Convention, 1989), the Standard Rules on Equal Opportunities for People with Disabilities (the Standard, 1994) etc., that are being implemented by all the states of the world starting out on the path of democracy.

The primary merit of these documents is that they define the notion of inclusion and make use of it to reform the system for individuals with disabilities. If we approach the issue from a narrower point of view, namely that of inclusive education, according to international documents it is presented as a new line of school policy, recognized worldwide, which requires the general education to adapt curricular, physical, psychological, etc. regulations to the special needs of children with disabilities, so that they can achieve their potential under ordinary conditions, together with their peers, and have access to the same opportunities. The concept in question dictates the formation of a new direction
in pedagogical science and practice, namely the training and professionalization in education of individuals with special educational needs (SEN).

**Soviet special education formation in Moldova**

The first and, perhaps, the most important problem that arises in the process of reforming the educational, professional and care system for individuals with disabilities relates to psychological experiences occasioned by the traditional approach to disability. In the Republic of Moldova today, the historian working with the problem in question is faced with a number of challenges, especially concerning the conviction stemming from the Soviet period that individuals with disabilities can more easily and fully realize their potential under specially created conditions, based on the type and degree of their disability. As a result, at present the confrontation of ideas and policies takes place between the concept of special education and that of inclusive education. In the Republic of Moldova, special education mainly appeared and developed after 1944-1945, when the first educational institutions were established according to the types of disability that needed to be catered for. In essence, this was a segregated residential system for those who were regarded as unfit for a social, family or professional environment (Racu, 2006).

Of course, we cannot overlook the fact that the special institution of 60-65 years ago was totally different from that of today. Contrary to statements strongly expressed by fervent exponents of the principle of integrated education, especially through the media, the special education system, after the proclamation of independence (1991) and the rallying of the young Moldovan state to the advanced international principles in the field of education of individuals with disabilities, has undergone some positive changes, e.g. by becoming more open to partnerships and collaborations with the world beyond the walls of the institution (Racu, 2016), and the community at large. Most of the special institutions have relinquished the residential character of the past and are currently operating like any other educational institution, i.e. by only providing day services. This has multiplied and intensified the partnerships with national and international structures, both publicly and privately, thereby visibly extending the circle of contacts with the world outside the institution.

**Meeting the challenges of the theorization of special and inclusive education**

At the international level (Great Britain, USA, Norway, Sweden, Denmark etc.), the first practical responses to the new educational policies and theories were widely recorded in the 1970s-80s, when new forms of school integration appeared, such as special classes in the ordinary school, resource centres for teachers and parents, day-care centres, sheltered housing, etc. (Racu, 1997, 1999, 2006; Racu, Popovici & all, 2014).

In this period, and in accordance with the practical reforms, the scientific foundation of the concept of “special educational requirements” (SER) was elaborated on and implemented in a complex structure. It was then extended after 1990, especially after the meetings at La Jomtien and Salamanca (Education for all, 1990; The Salamanca, 1994). A fascinating evolution was established through research on the scientific-practical foundation of the principle of inclusive education in the 1990s – a process that has continued into the 21st century, with the addition of inclusive education in the Education for All paradigm, with the full involvement of different social actors. According to the implicit values of education, the assumption is that schools are obliged to adapt to the new conditions and ensure a general access to studies, an individualization of the instructional process, disciplinary complementarity, an extension of the optional nature of the training, respect for the right normalization, equal opportunities, development in agreement with individual potential, preparation for life etc.

Adopting the principle of inclusive education also implies major challenges for the scientific environment, in that it requires original theoretical elaborations to be updated in the didactic and curricular sphere. From an epistemological point of view, an elaboration of the classifications of the terminology in the field of inclusive education would exclude those interpretations and ambiguities that are specific to each subject matter and that tend to proliferate not only in society, but also in the scientific and school environment. We refer here to the need to draw clear and unambiguous boundaries between competing concepts, such as special educational requirements - special requirements education, inclusive education - integrated education, school integration - professional integration - social integration etc.
Practical considerations

In decision making, the success of implementing the concept of inclusion depends to a large extent on its elaboration and adoption in laws and normative acts of the legal framework, which authorize the promotion of the chosen principles at national level and oblige authorities and agencies to provide financial support for the adaptation of schools, communities and professional environments to the special requirements of individuals with disabilities and to develop adequate support networks.

At the same time, it should be emphasized that these developments will require training, studies, analyses, experiments and individual approaches on a case-by-case basis, together with the assessment of national and international knowledge, attitudes and practices in the field of inclusion for students with SEN in the family, school and community. The challenges here will be to eliminate the factors that slow down and endanger this process and that are aimed at maintaining outdated principles and practices. The most frequently encountered obstacles to inclusion are: the inadequacy of the urban and school environment to meet the needs of these individuals, e.g. the lack of ramps, special stairs and other access routes in schools and cultural and public institutions for the unrestricted movement of people in wheelchairs, inadequate school furniture, a lack of public transport adjusted to the specific locomotion of individuals with certain disabilities, the lack of a specific curriculum, teaching materials and teachers who are able to meet the challenges of inclusive education, austere local budgets that are incapable of supporting the high costs dictated by the creation of adequate conditions for the successful implementation of social inclusion and, last but not least, the ingrained attitudes of discrimination of and hostility towards individuals with disabilities (ill-treatment, discrimination of those with CES, families refusing to send students with SEN to an ordinary school etc.).

It is unacceptable that those responsible for the inclusion of students with SEN should be deprived of the possibility to access the necessary support in a timely manner, which they certainly need. In this context, even a modest guide, structured in essential aspects, can be an important working tool for parents, teachers, local authorities and agencies and NGOs. In other words, such a guide would be useful to all those who have a common interest in the successful and real inclusion of students with SEN.

Studies show that in Moldovan society, a student with SEN is still regarded by some families as problematic, including socially and economically (Racu, Grigoriu & all, 2011; Racu, 2016a, 2016b). This is especially evident in families that, due to circumstances such as poverty, single parenthood, unemployment of one or both parents, low level of culture and education, location far away from a psychosocial, psycho-pedagogical centre etc., cannot count on qualified help for the care of their special needs children. As a rule, the children in these families either do not receive the proper education and care, or are returned to residential institutions, with no real prospect of ever being included in society.

At the school level, problems may arise as a result of teachers not being trained to work with a mixed group of children and preconceived perceptions about students with SEN at both the parental and teacher level. Many teachers, students and parents have conflicting ideas about the inclusion of students with SEN in the inclusive school environment. These ideas can be both negative (such as the student with SEN being a hindrance to other students, detrimental to the rest of the class, causing an unhealthy atmosphere, being inferior to others, etc.) and positive (for example, the student with SEN needs to be assisted at each step, peers are obliged to establish guardianship over them, the requirements for these children must the same as for others, etc.).

The existence of ideas that are often diametrically opposed to inclusion is explained by the fact that up to the present time the Republic of Moldova has not unanimously accepted the concept of disability, the categories of people with disabilities, including students with SEN, and the practical aspects of educational and further socio-professional inclusion. Also, the experiences of other states, although accessible to all for knowledge and acquisition, do not always match the Moldovan reality.

The specific feature of the Republic of Moldova is that the process of promoting inclusive concepts and practices was not initiated by the state, but by the civil society immediately after the proclamation of independence in 1991. Only in recent years has the state changed its educational policies so that the objective of inclusive education is now one of its main priorities. At present, it is important
for the state and civil society to coordinate their actions and unite to put the theory into practice as quickly and efficiently as possible on a country-wide scale.

In general, the direction in which the process of implementing inclusive education is to move is aimed at its purpose, which is to prepare individuals with SEN for socio-professional inclusion, personal autonomy, community activity and the realization of their own potential. The purpose of inclusive education can only be achieved if prerequisites for success are created, such as the training of teachers and managers to work in inclusive classes, adapting school units to the needs of children with physical, mental and sensory deficiencies, elaboration of the curriculum and other methodical materials for the individual approach, adapting the physical environment to the particularities of students with SEN, continuous training in the form of seminars, consultations and courses for specialists (teachers, psychologists, medical, social assistance) and parents and promoting the exchange of experiences in the field of inclusive education in the country and abroad.

The major objective of implementing the principles of inclusive education can only be achieved through a viable and efficient partnership of the actors providing inclusive education. Only in this way will sufficient community centres be opened in collaboration with school institutions, sufficient services provided for children with disabilities and their families, collaborations formed with educational institutions in the field to provide inclusive education services, the curricula adapted to the principles and values of inclusive education, financial support made available for families caring for children with disabilities and jobs and sheltered housing provided for people with disabilities.

Action plans to implement inclusive education need to be developed at different levels. Thus, according to the plan of the Ministry of Culture Education and Research, this will include the editing of textbooks and teaching materials, elaborating the normative-legal framework of inclusive education and its implementation mechanisms, the monitoring of inclusive school units, introducing rigorous changes in the university and other training programmes (for example, specialized recycling courses) for teachers from the inclusive institutions, elaboration, in common with other central structures, of the methodology of evaluation of students with SEN, encouraging public and media campaigns to raise awareness and educate the population in the spirit of tolerance and support for people with disabilities in order to include them in society, in educational and professional spheres, etc.

The agenda of the local public authorities has many functions, in particular the organizational and the economic, e.g. in terms of adapting the public environment (streets, cultural institutions, schools, administrative, etc.) to the requirements of individuals with SEN, financing community centres, social services etc. (the Program, 2011).

The action plan at the school unit level has to include the adjustment of acts and policies in the field of inclusion, continuous training for teachers, the creation of viable partnerships in order to identify ways of developing the institution and the establishment of collaborative relationships with families, local authorities and NGOs in the area (who will continue to have the role as the “locomotive” of reforms in the field and as promoters of the concept of inclusion and good practices at community level, in the education system, in social groups and in public opinion).

**Conclusion**

In terms of a direct flow through the roots of history, inclusive education has been promoted over the years by Jean-Marc Itard (a French psychiatrist who in 19th century developed specific techniques for training children with disabilities), Maria Montessori (an Italian pedagogue who at the beginning of the last century organized the first protected housing for children with disabilities) and Lev Vygotsky (a Russian researcher who in the first decades of the 20th century formulated and substantiated inclusive socio-cultural theories of child education). At an international level, inclusive education has been affirmed as a logical and natural evolution of humanity and a democratic and human right that is based on humanistic principles and values. Over the years, inclusive education has also been marked by controversy, denial, vehement fighting, but also convincing success. In the process of the democratization of a state, the promotion of the ideals of inclusive education cannot be avoided, and will at some stage be actively implemented at all levels, not only from a conceptual but also an empirical point of view. In this context, the laws and normative acts of the state should be designed or amended in the light of the contemporary vision of disability and respect for the rights of people with disabilities to life, family, education, human dignity, social utility activity etc.
The principles and values of inclusive education are not only the responsibility of the school institution, but the obligation of all state- and social actors. Their effective partnership will ensure success in implementing inclusive education practices. The lack of such partnerships will inevitably lead to failure and, implicitly, to the discredit of the idea of inclusion itself.

Against this backdrop, and in order to achieve the objective of inclusion for individuals with SEN, the state and social actors need to act jointly, based on carefully coordinated and connected plans. The main partners of the inclusive school need to be the families of individuals with SEN and the community to which they belong. No family should be left to struggle alone, which will of necessity involve the deinstitutionalization of a child with disabilities, and ensure that these children will have unhindered access to the support of multidisciplinary teams, local public authorities, representatives of civil society, including volunteers. In the process of implementing educational inclusion, the international experience in the field has to be taken into account, although the main focus must always be on the creation of national models that are linked to the culture, conditions and realities of the state and of the native society.

References

The project research group

**Liya Kalinnikova Magnusson:** PhD in special education, senior lecturer in special needs education [SNE], responsible for the SNE subject in the Faculty of Education and Business Studies at the University of Gävle, Sweden; graduated as a special teacher and speech therapist from the Faculty of Defectology at Irkutsk Teacher Training Institute of Russia; defended her PhD dissertation in SNE at the Research Institute of Defectology at the Russian Academy of Pedagogical Sciences in Moscow; affiliated researcher of the Institute of Russian and Eurasian Studies at Uppsala University; docent in psychology (according to the Russian research academic grades). International experience includes research and teaching activities mainly in Eastern European countries, granted by prestigious Swedish (VR, STINT, Linnaeus Palme, SI), Nordic and Russian Academic Funds. Scientific interests lie in the field of development of SNE towards inclusion and how this developmental process is contextualised by socio-political choices in educational reforms internationally; comparative studies; dynamics of change of SNE targets etc.


**Urban-Andreas Johansson,** doctoral student in education at Uppsala University conducting research on LGBTQ-certifications of welfare institutions. Formerly an MSSc and lecturer at the University of Gävle. Special interests include health education and anti-oppressive education and critical studies on living conditions of ‘othered’ people, especially focusing on inclusionary/exclusionary mechanisms with regard to learning, health and equality.

**Sinev Viktor, doctor/habilitat,** working professor emeritus in special education; honoured Lawyer of Ukraine (1995); full member of the National Academy of Pedagogical Sciences of Ukraine (since 1995), former dean of the Faculty of Special and Inclusive Education of the National Pedagogical University named after MP Dragomanov; professor emeritus at Kamenets-Podolsky National University named after I. Ogienko, Slavonic State Pedagogical University, President of the Association of Correctional Educators of Ukraine. 2003 – 2018: Director of the Institute of Correctional Pedagogy and Psychology of the National Pedagogical University named after M. Dragomanov. Poet, pop playwright, author of the book “My Friends from A to Z” (2010). Author of over 300 scientific and teaching publications. Studied particularities of intellectual development of children with cognitive impairments as well as didactical issues of their education and upbringing; paid attention to re-education of convicts with mental problems in prisons. Radically rethought the theoretical and practical foundations of penitentiary pedagogy, which from correctional labour became the pedagogy of repentance - penitentiary. Supervised eighty doctoral dissertations in pedagogy and his doctoral students work over the world (Russia, Moldova, Kazakhstan, Lithuania, Bulgaria, England, USA etc.). Current studies are devoted to theoretical and methodological problems of special education in a “New Ukrainian School”.

**Khanzeruk Liliya,** PhD in special education (2001), associate professor of the chair of psycho-correctional pedagogy at the Faculty of Special and Inclusive Education (2007), National State Pedagogical University named after M.P. Drahomanov; is studying pedagogical issues of teaching/learning conditions of children with physical impairments. Involved in the national group of researchers and didactics, developing educational programmes for preschool children with physical impairments and preparing national standards of education for this group of learners.
Racu Aurelia, doctor/habilitat in the history of education (special pedagogy), working professor emeritus of the chair of special psychopedagogy at the State Pedagogical University named after I. Creange, Chisinau, Moldova; honoured teacher of the Republic of Moldova; founder and leader of the Association of People with Intellectual Disabilities. Started her professional career in 1960s as a special teacher, then became director of special school, defending her first PhD dissertation in 1978, and doctor/habilitat dissertation in 2006. Author of about 200 publications available in peer review and public resources; author of several monographies and study books in the field of special and inclusive pedagogy; included in the editorial board of peer review journal of Psychopedagogy, issued by the University of Bucharest, Romania. One of the pioneers of the development of special education in Moldova, the only female doctor/habilitat in education in Moldova. Current studies are devoted to theoretical and methodological problems of special education in a “New Ukrainian School”.

Cebotaru Nina, PhD student in special pedagogy at I. Creanga State Pedagogical University, Chisinau (Republic of Moldova); her research project focuses on “The Educational and Social Inclusion of Young People with Disabilities in Higher Education”; she is involved in various research activities, being the author of over sixteen articles on the implementation of the principles of educational and social inclusion of children / young people with disabilities.

Silvia Belibova, PhD in education, practising as a school psychologist (Theoretical Lyceum in Varnitsa, New Aneni) with a focus on issues of multilevel school communication towards inclusion of children with special educational needs; author of a number of publications (scientific and public); has been granted a title of ‘Teacher of the Year’.
Appendix I: Program of the research visit to National Pedagogical University named after M.Dragomanov, 17-22 March 2019

Research visit to the National Pedagogical University named after M.Dragomanov, Faculty of Special and Inclusive Education, Kiev, Ukraine.

Purpose: round table conversation around educational lows, regulating inclusive and special education in the involved in the project countries; visiting inclusive and special schools in Kyiv; methodology research seminar; mapping research frame and sharing responsibilities

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Table 1. Research group of the project

<table>
<thead>
<tr>
<th>University</th>
<th>Participants</th>
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</table>
| University of Gävle, Faculty of Education and Business studies, Gävle, Sweden (university-operator of the project) | Liya Kalinnikoav Magnusson, PhD in special education  
Jeremias Rosenqvist Aulin, professor emeritus in special education  
Urban Andreas Johansson, teacher in health education |
| State Pedagogical University named after I.Creanga, Department of Psychology and Special Psychopedagogy, Chisinau, Moldova | Aurelia Racu, professor in special education  
(Special Psychopedagogy, Chisinau, Moldova)  
Silvia Belibova, PhD, docent in special education |
| National Pedagogical University named after M.Dragomanov, Faculty of Special and Inclusive Education, Kyiv, Ukraine | Liilya Khanzeruk, PhD, associate professor of psycho/correctional pedagogy  
(Viktor Sinev, professor in special education  
(doctor habilitat) |
### Table 2. Program of the research visit to the National Pedagogical University named after M.Dragomanov

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<thead>
<tr>
<th>Time</th>
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<td></td>
<td>Address: Mykhailivs'ka St, 1/3, Kyiv, Ukraine, 01001</td>
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<td><strong>18.03.2019</strong></td>
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<tr>
<td>10.00 – 12.00</td>
<td>Coffee/tea break</td>
<td>Flexible time</td>
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<td>12.00 – 13.00</td>
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<td>13.00-14.00</td>
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<td><strong>19.03.2019</strong></td>
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<tr>
<td>09.00-13.00</td>
<td>Special learning-upbringing complex (preschool-school) “Mriya/Dream” Street V. Beretti, 9, Kyiv</td>
<td>Visiting lessons Meetings with school staff and administration. Interviews and focus groups</td>
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<td>13.00 – 14.00</td>
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<td>09.00-12.00</td>
<td>Inclusive school N231 Address: Bohatyrska St, 2B, Kyiv, Ukraine, 04212 Phone: +380 44 413 4487</td>
<td>Visiting lessons Meetings with the staff and administration. Interviews and focus groups</td>
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<td>13.00-14.00</td>
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<tr>
<td>14.00 – 16.00</td>
<td>Inclusive school</td>
<td>Visiting lessons Meetings with teachers</td>
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<td><strong>21.03.2019</strong></td>
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<tr>
<td>09.00-12.00</td>
<td>Special school №8 Address: Olehivska St, 42, Kyiv, Ukraine, 04071 Phone: +380 44 425 6437</td>
<td>Visiting lessons Meetings with the staff and administration. Interviews and focus groups</td>
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<td>13.00-14.00</td>
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<td>14.00 – 16.00</td>
<td>Special school</td>
<td>Visiting lessons Meetings with teachers</td>
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<td><strong>22.03.2019</strong></td>
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Appendix II: Program of the research visit to the Pedagogical State University named after I. Creangă, 19-24 May 2019

The purpose of the meeting and the field study: Collecting data out of course plans and other documents as to the special education introduction in the regular teacher training programme; interviews with the key persons: parents of children in inclusive/segregated settings, local politicians, headmasters and teachers in the said schools. Since we are also interested in how special education is introduced in the regular teacher training programme, we intend to add teachers on this university level as key persons for interviews.

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Table 3. Research group of the project

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(doctor habilitat)  
Silvia Belibova, PhD, docent in special education  
Nina Cebotaru, lecturer, PhD Students at SPU named after I. Creangă; |
| National Pedagogical University named after M.Dragomanov, Faculty of Special and Inclusive Education, Kiyv, Ukraine | Liliya Khanzeruk, PhD, associate professor of psycho/correctional pedagogy;  
Anna Afuzova, PhD in special psychology, associate professor at the Department of Special Psychology and Medicine, Deputy Dean of the Faculty of Special and Inclusive Education for Science and International Relations |

Table 4. Program of the research visit to the National Pedagogical University named after M.Dragomanov

<table>
<thead>
<tr>
<th>Time</th>
<th>Place</th>
<th>Content</th>
</tr>
</thead>
</table>
| 19.05.2019 | Arriving to Chisinau, Hotel “Lidia”  
Address: Armenească street, 71, Chisinau  
Telephone: +373 22 213 693 | Swedish participants:  
Liya, Andreas - from Arlanda;  
Jeremias – from Copenhagen;  
Liliya and Anna – from Kiev, train trip |
| 20.05.2019 | 10.00-13.00 | State Pedagogical University named after I.Creanga, Chisinau, Moldova  
Faculty of Psychology and Special psychopedagogy | Round table/ mini conference: |
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.00-10.20</td>
<td>Introduction of the project and the content of the research visit in Republic of Moldova of the international research group: Liya Kalinnikova Magnusson; Aurelia Racu;</td>
</tr>
<tr>
<td>10.20-11.20</td>
<td>Implementation of inclusive education in Sweden: Jeremies Rosenqvist; Achievements, priorities and perspectives of implementation of inclusive education in the Republic of Moldova: Viorica Martiş (Ministry of Education, Culture and Research); Particularities of the development of special and inclusive education in Ukraine: Liliya Khanzeruk; Anna Afusova;</td>
</tr>
<tr>
<td></td>
<td><strong>Coffee/tea break</strong></td>
</tr>
<tr>
<td>11.20-11.40</td>
<td>Preparedness of teachers for inclusive education. International comparative presentation: Carolina Perjan, dean of the Faculty of Psychology and Special Psychopedagogy;</td>
</tr>
<tr>
<td>11.40-12.20</td>
<td>Long Life Learning – a key element of building inclusive education: Elena Ţap, docent, dean of the Faculty of LLL education of SPU named after I. Creangă Resistance and barriers to inclusive education: Adriana Clolanu; head of Department Special Psychopedagogy</td>
</tr>
<tr>
<td>12.20-12.40</td>
<td>Educational inclusion: reality and perspectives. What did we learn and what to do further on?: Virginia Rusnac, director of the Republic Center of psychopedagogical help</td>
</tr>
<tr>
<td>12.40-13.00</td>
<td>Discussions and reflections</td>
</tr>
<tr>
<td>13.00-14.00</td>
<td><strong>Lunch</strong></td>
</tr>
<tr>
<td>14.00-16.00</td>
<td><strong>Special school № 7</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Address:</strong> Alexei Mateevici street 15, Chisinau</td>
</tr>
<tr>
<td></td>
<td><strong>Telephone:</strong> +373 22 735 690</td>
</tr>
<tr>
<td>16.00-17.00</td>
<td>Research project group</td>
</tr>
<tr>
<td></td>
<td>1. Some reflection upon the research seminar and study in Kiev, Ukraine and the First day results of the visit to Moldova;</td>
</tr>
<tr>
<td></td>
<td>2. Discussion of the course plans and other documents as to the special education introduction in the regular teacher training programme (Ukraine, Moldova, Sweden)</td>
</tr>
<tr>
<td>17.00</td>
<td>Dinner in Mileştii Mici</td>
</tr>
</tbody>
</table>

Inclusive education: the beginning and the first experience
### 21.05.2019

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>09.00-13.00</td>
<td>Pilot complex of Curative Pedagogy «ORFEU»</td>
<td>Meeting with administration and teachers of the institution and parents. Assisting of complex curative-health oriented activities. Methodological seminar: introducing successful experiences of work.</td>
</tr>
<tr>
<td>13.00-14.00</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>14.00-17.00</td>
<td>Special school № 6</td>
<td>Visiting special school. Assistive service and leisure activities. Discussion of the experiences of the inclusion of learners with multiple disabilities. Introduction of the curricula. Interviews with the staff, parents, teachers and students.</td>
</tr>
<tr>
<td>17.00</td>
<td>Dinner in Orheiul Vechi</td>
<td>Research project group.</td>
</tr>
</tbody>
</table>

### 22.05.2019

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>09.00-13.00</td>
<td>Center for temporary accommodation of children with disabilities in Hîncești</td>
<td>Visiting the Center. Assisting complex psycho-pedagogical and social-health activities. Round table and interviews with administration, teachers and assistants.</td>
</tr>
<tr>
<td>13.00-14.00</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>14.00 – 17.00</td>
<td>Societal service for young people with severe forms of disability, City: Hîncești</td>
<td>Meeting with the administration and teachers, instructors, assistants. Meetings with young people with disabilities. Round table and interview with societal activists and local administration.</td>
</tr>
<tr>
<td>17.00</td>
<td>National traditions meeting</td>
<td></td>
</tr>
</tbody>
</table>

### 23.05.2019

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>09.00-12.00</td>
<td>Theoretical Liceum named after Alexandru Ioan Cuza</td>
<td>Visiting the institution. Assisting students’ service. Individual lessons. Round table and interviews with the administration and teaching staff of the institution.</td>
</tr>
<tr>
<td>13.00-14.00</td>
<td>Lunch</td>
<td></td>
</tr>
</tbody>
</table>

### 24.05.2019

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Leaving day</td>
<td></td>
</tr>
</tbody>
</table>
Appendix III: Program of the research visit to the Department of Education, University of Gävle, Sweden, 7-11 september 2019

The purpose of the meeting and the field study: Collecting data out of course plans and other documents as to the special education introduction in the regular teacher training programme; interviews with key persons: parents of children in inclusive/segregated settings, local politicians, headmasters and teachers in chosen schools, teachers on university level. Round table discussions about primary analysis of the collected data in each country; visiting inclusive and special schools in Gävleborg, Sweden for collaborative work and for project scientific development in the future.

Project coordinator:
Liya Kalinnikova Magnusson, PhD in special education
Universitetslektor i specialpedagogik, Akademin för utbildning och ekonomi-AUE
University of Gävle, 801 76, Gävle, Sweden
31:226; tel. 026-648761; +46(0)76 2505750
liakaa@hig.se; Skype: liya8182; http://www.hig.se/liakaa

Table 5. Research group of the project

<table>
<thead>
<tr>
<th>University</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Gävle, Faculty of Education and Business studies, Gävle, Sweden (university-operator of the project)</td>
<td>Liya Kalinnikoav Magnusson, PhD in special education</td>
</tr>
<tr>
<td></td>
<td>Jeremias Rosenqvist Aulin, professor emeritus in special education</td>
</tr>
<tr>
<td></td>
<td>Urban Andreas Johansson, teacher in health education</td>
</tr>
<tr>
<td></td>
<td>Katarina Florin, teacher education program leader</td>
</tr>
<tr>
<td>State Pedagogical University named after I. Creanga, Department of Psychology and Special Psychopedagogy, Chisinau, Moldova</td>
<td>Aurelia Racu, professor in special education (doctor habilitat)</td>
</tr>
<tr>
<td></td>
<td>Silvia Belibova, PhD, docent in special education</td>
</tr>
<tr>
<td></td>
<td>Nina Cebotaru, lecturer, PhD Students at SPU named after I. Creangă;</td>
</tr>
<tr>
<td>National Pedagogical University named after M. Dragomanov, Faculty of Special and Inclusive Education, Kiyv, Ukraine</td>
<td>Lilijya Khanzeruk, PhD, associate professor of psycho/correctional pedagogy;</td>
</tr>
<tr>
<td></td>
<td>Sinev Viktor, professor in special education</td>
</tr>
</tbody>
</table>

Table 6. Program of the research visit to the National Pedagogical University named after M. Dragomanov

<table>
<thead>
<tr>
<th>Time</th>
<th>Place</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.10.2019</td>
<td>Scandic Hotel, Gävle</td>
<td>Arriving day and accommodation</td>
</tr>
<tr>
<td>07.10.2019</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.00 – 12.00</td>
<td>Starting the seminar at the Department of Education, HiG.</td>
<td>Planning the working week and the discussion of the program;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Swedish system of special/inclusive education;</td>
</tr>
<tr>
<td></td>
<td>Coffee/tea break</td>
<td></td>
</tr>
<tr>
<td>12.00 – 13.00</td>
<td>Lunch</td>
<td>University Restaurant</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>---------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>13.00-14.00</td>
<td>Research group meeting. Discussion of the project Final Report.</td>
<td></td>
</tr>
<tr>
<td>14.00 – 17.00</td>
<td>Visiting SPSM/ Specialpedagogiska skolmyndigheten office (Administration of special schools of Gävle region) Meeting with the staff. SPSM functions and national/ Nordic Network</td>
<td></td>
</tr>
<tr>
<td>17.00</td>
<td>Coffee/tea break</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dinner</td>
<td></td>
</tr>
<tr>
<td>10.00-12.00</td>
<td>Visiting school Kaserngatan 67 , Gävle</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Polhem gymnasieskolan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Polhemsskolan is Gävle's largest high school with approximately 1650 students and 237 employees. The main building was designed by Kjell Ödeen and was inaugurated in 1958. Polhemsskolan used to be a technical high school, but since 2000 it has mostly vocational preparatory courses, except for the technology program.</td>
<td></td>
</tr>
<tr>
<td>12.00 – 13.00</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td></td>
<td>University Restaurant</td>
<td></td>
</tr>
<tr>
<td>13.00- 14.00</td>
<td>31: 470</td>
<td></td>
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<tr>
<td></td>
<td>Project planning discussion Preporation of the Higher Seminar on October 09.10.19</td>
<td></td>
</tr>
<tr>
<td>14.30-16.00</td>
<td>Visiting school</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Vasa school dates back to 1557, when a priest's school was established in connection with the placement of an ordinary (sub-bishop) in Gävle on the order of Gustav Vasa. Vasa School is thus Norrland's oldest school. School activities were expanded in 1668 when it was decided that in 1640 Stockholm's high school was set up to be moved to Gävle. In 1820, a school reform was implemented which meant that the apologist class was abolished and the Trivial school was given a new designation, Lärdomsskolan. In 1850 the Trivial School merged with the upper secondary school into a (higher) elementary school. Since 1878 it was a higher general educational institution in Gävle. Already in 1914 Archbishop Nathan Söderblom suggested that the school should be called Vasaskolan. The school was municipalized in 1966 and was named Vasaskolan,</td>
<td></td>
</tr>
<tr>
<td>17.00</td>
<td>Dinner</td>
<td></td>
</tr>
<tr>
<td>10.00-12.00</td>
<td>Department of Education, University of Gävle</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Högre Seminarium/Higher Seminar Round Table</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The follow up research seminar: Inclusive educational trails for children with disabilities at school (Moldova and Ukraine). Educational reforms (in Moldova) and educational ‘novations’ (in Ukraine) The follow up research seminar is the final stage of the research project “Social</td>
<td></td>
</tr>
</tbody>
</table>
inclusion through segregation?”, financed by the Swedish Foundation for International Cooperation in Research and Higher Education (Initiation Grant, 2019).

Presenters:
Prof., Aurelia Racu (co-presenters: docent Silvia Beilbova, doctoral student Nina Cebotaru): 25 years of Reforms of school education in Moldova towards inclusion.

Prof., Viktor Sinev (co-presenter: docent Liliya Khanzeruk): New Ukrainian school and special education.

12.00-13.00 Lunch University restaurant
13.00 – 14.00 Sörbyskolan Primary school and primary special/särskolan
Granitvägen 12, 802 62 Gävle
14.30- 16.00 91:207 Meeting with the teachers from the Learning Support Center at the University of Gävle
Learning Support Center at the University of Gävle
Sofia Lagerberg Alfredsson and Christina Edin
18.00-19.00 Dinner

10.10.2019

10.00-11.00 Visiting regular school (inclusive) Vallbackskolan, Dövstumskolan, later seminary and college, from 1996
Vallbackskolan, Dövstumskolan, later seminary and college, from 1996
Dövstumskolan, Brunngatan 46, Gävle
Valbackskolan, built after drawings by architect Herman Holmgren, Stockholm, was inaugurated in 1897.

12.30-13.30 Lunch
13.30-15.00 Fängelsmuseet/The Prison Museum

16.00 – 19.00 Work with the visiting outputs Project Report and planning work, Closing seminar Dinner: Representation of the project

11.10.2019

Day of departure
Appendix IV: Research seminar program

The follow up research seminar:

**Inclusive educational trails for children with disabilities at school (Moldova and Ukraine). Educational reforms (in Moldova and educational “novations” (in Ukraine)**

The follow up research seminar is a final stage of the research project “Social inclusion through segregation?”, financed by the Swedish Foundation for International Cooperation in Research and Higher Education (Initiation Grant, 2019).

The purpose of this project is to investigate the status of inclusion in a couple of former Soviet Union states, Ukraine and Moldova in cooperation with three universities, representing teacher training education. The countries involved in the Project have different roots of integration and inclusion in the school. In respect of the purpose of the project, hermeneutic methodological approach will be undertaken. Project outputs will build cooperation among researchers from the countries of project participation to contribute to further internationalization for illumination of the research question - if social inclusion in life could be reached through segregation in school? In the long run the project is expecting to lead to mutual strengthening and critical scrutinizing of the current situation of inclusive education in all participating countries: Moldova, Ukraine and Sweden.

**Chair person of the seminar:** Liya Kalinnikova Magnusson, PhD in special education, assistant professor (University of Gävle);

**Moderators:** professor emeritus Jeremias Rosenqvist (Malmö University) and Urban-Andreas Johansson, doctoral student (Uppsala University).

**Project research group:**

HiG: Liya K-Magnusson, Jeremias Rosenqvist, Urban-Andreas Johansson;

NPU, Ukraine: Viktor Sinev, Liliya Khanzeruk;

SPU, Moldova: Aurelia Racu, Silvia Belibova, Nina Cebotaru

**Presentations:**

*Twentyfive years of school educational reforms towards inclusion in Moldova*, by Aurelia Racu, doctor/habilitat, working professor emeritus, State Pedagogical University named after I.Creange; Chisinau, Moldova (co-presenters: Silvia Belibova and Nina Cebotaru);

*New Ukrainian school and special education*, by Viktor Sinev, doctor/habilitat, working professor emeritus, Faculty of Inclusive and Special Education at the National Pedagogical University named after M.Dragomanov, Kiev, Ukraine (co-presenter: Liliya Khanzeruk)

**Introduction of the guest researchers**

**Ukraine**

Sinev Viktor, doctor/habilitat, working professor emeritus in special education; honor Lawyer of Ukraine (1995); full member of the National Academy of Pedagogical Sciences of Ukraine (since 1995), former dean of the faculty of special and inclusive education of the National Pedagogical University named after MP Dragomanov; professor emeritus of Kamenetz-Podolsky National University named after I. Ogienko, Slavonic State Pedagogical University, President of the Association of Correctional Educators of Ukraine. 2003 – 2018: Director of the Institute of Correctional Pedagogy and Psychology of the National Pedagogical University named after M.Dragomanov. Poet, pop playwrighter, author of the book “My Friends from A to Z” (2010). Author of over 300 scientific and teaching publications. He studied particularities of intellectual development of children with cognitive impairments as well as didactical issues of their education and upbringing; paid attention to re-education of convicts with mental problems in prisons. He made a radical rethinking of the theoretical and practical foundations of penitentiary pedagogy, which from correctional labor became the pedagogy of repentance - penitentiary. He has supervised eighty doctoral dissertations in
pedagogy and his doctoral students work over the world (Russia, Moldova, Kazakhstan, Lithuania, Bulgaria, England, USA, etc.). Current studies are devoted to theoretical and methodological problems of special education in a “New Ukrainian School”.

**Khanzeruk Liliya**, PhD in special education, associate professor of the chair of psycho-correctional pedagogy at the Faculty of special and inclusive education, National State Pedagogical University named after M.P. Drahomanov; is studying pedagogical issues of teaching/learning conditions of children with physical impairments. She is involved in the national group of researchers and didactics, developing educational programs for preschool children with physical impairments and preparing national standards of education for this group of learners.

**Moldova**

**Aurelia Racu**, doctor/habilitat in the history of education (special pedagogy), working professor emeritus of the chair of special psychopedagogy at the State Pedagogical University named after I.Creange, Chisinau, Moldova; honored teacher of the Republic of Moldova; founder and leader of the Association of people with intellectual disabilities. She started her professional career in 1970s as a special teacher, then she became director of special school, defending her first PhD dissertation in 1978, and doctor/habilitat dissertation in 2006. Aurelia is the author of about 200 publications available in peer review and public resources; she is the author of several monographies and study books in the area special and inclusive pedagogy; is included in the Editorial board of peer review journal of Psychopedagogy, issues by the University of Bucharest, Romania. Aurelia is one of pioneers of development of special education in Moldova, is the only female doctor/habilitat in education in Moldova. Current research is generalized in the monography “Traditional and contemporary strategies in psychopedagy of inclusive school”, published by the SPU named after I. Creanga, 2019.

**Silvia Belibova**, PhD in education, practicing as a school psychologist (Theoretical Lyceum in Varnitsa, New Aneni) with the focus on issues of multilevel school communication towards inclusion of children with special educational needs; author of a number of publications (scientific and public); has been granted a title of 'Teacher of the year’.

**Nina Cebotaru**, PhD student in special pedagogy at I. Creanga State Pedagogical University, Chisinau (Republic of Moldova); her research project focuses on “The Educational and Social Inclusion of Young People with Disabilities in Higher Education”
Research Report Series


