

ASIA



ISSN 0117-3375

LIFE

REPRINT

SCIENCES

**The Asian International
Journal of Life Sciences**



Beyond Excellence©

SUPPLEMENT 21(2) 28 DECEMBER 2019

**Social & Legal Changes for Sustainable
Development: Trends, Issues &
Effective Solutions**

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Website - <http://emtpub.com/journals/ALS/>

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ASIA LIFE SCIENCES The Asian International Journal of

Life Sciences *Beyond Excellence*©

ASIA LIFE SCIENCES -The Asian International Journal of Life Sciences (ISSN 0117-3375) is a non-profit, non-stock, refereed/peer-reviewed (double-blind review), international, scientific journal devoted to the publication of original research in the Life Sciences and other disciplines. Articles originating from anywhere in the world are most welcome. Two issues a year make a volume.

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Deadlines for submission of manuscripts. *First issue*-01 July; *Second issue*-01 January. Please contact the Chief Editor/Chairman, ALS Board of Editors (see addresses below).

Subscription Prices. **Foreign:** Institutional - US\$1000; Individual - US\$800 (including Volumes 1-28, 1992-2019 + 21 Supplements). **Local:** Institutional - PhP10,000; Individual - PhP8,000 (including Volumes 1-28, 1992-2019 + 21 Supplements). Prepayment of order/back order is required. All issues are to be sent by air mail. Back orders will have an additional packing-handling and postage cost.

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Printed in the Philippines

ASIA LIFE SCIENCES

The Asian International Journal of Life Sciences

ISSN 0117-3375

Supplement 21 Number 2 28 December 2019

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<http://emptub.com/journals/ALS/>

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**Actual Date of Publication: *Asia Life Sciences*
Supplement 21(2) 2019 - 28 December 2019**



Beyond Excellence©

81 Governor F.T. San Luis Avenue, Masaya, Bay 4033
Laguna, Philippines
Celfone nos. (063) (049) 0916-526-0164; 0977-706-0972
e-mails: asialifesciences@yahoo.com
wsmgruezo@gmail.com
<http://emptub.com/journals/ALS/>

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Asia Life Sciences has an Impact Factor of 0.180

The papers published in *Asia Life Sciences* are indexed/covered by SCOPUS, Elsevier B.V., Radarweg 29, 1043 NX, Amsterdam, The Netherlands; CABI, Wallingford, Oxon, UK; China National Knowledge Infrastructure (CNKI), 66 Xixiaokou Avenue, Haidian District, Beijing, China; J-Gate, Informatics Publishing Limited, No. 194, RV Road, Basavanagudi, Bangalore-560004, Karnataka, India and EBSCO Publishing, Inc., 10 Estes Street, Ipswich, Massachusetts, 01938-0682, USA.

Asia Life Sciences is a recipient of the Journal Accreditation Award of the Commission on Higher Education (CHED), Republic of the Philippines (2010-2016).

Printed on acid-free papers

**Actual Date of Publication: *Asia Life Sciences* Supplement 21,
Number 2, 2019 - 28 December 2019**

Approaches to education reform for children with special needs worldwide

OLEG M. REZNIK^{1*}, VYACHESLAV V. VOLIK² and OLHA I. BEZPALOVA³

The paper deals with the study of education reform for children with special needs worldwide. It states that one of the main trends in the global educational process is the implementation of inclusive education. The paper outlines the scope of persons with special educational needs where persons with disabilities occupy a special place. Taking into account the main principle of the education system in the United Kingdom, it was determined that the main area of the development of education in this country was the inclusion of children with special needs in a general education school. The paper considers the top-down approach to inclusion in the UK, identifies the main social pedagogical reasons that constrain its implementation. It analyzes the level of legislative support for inclusive education in Finland, Norway, Denmark and France, and describes the state of inclusive education at the municipal level.

Keywords: inclusive education, educational process, person with disabilities, specialized education.

¹Department of Administrative, Commercial Law and Financial and Economic Security, Sumy State University, 40007, 2 Rymkogo-Korsakova Str., Sumy, Ukraine

²Department of Law and Public Administration, Mariupol State University, 87500, 129a Budivelnkyiv Ave., Mariupol, Ukraine

³Department of Police Administrative Activities, Kharkiv National University of Internal Affairs, 61080, 27 L. Landau Ave., Kharkiv, Ukraine

*Corresponding author

INTRODUCTION

Inclusion is the central idea of modern education, which affects the deep social and value changes in our society. The inclusion is based on an idea that any person can be included in the general state relations. It is important that inclusion contributes to the interests of all members of society, increases their ability to live independently, ensures the equality of their rights in all spheres of life. The development and implementation of inclusion is a task and a need of society as a whole, a process involving both the direct representatives of educational institutions and experts in the field of education, people authorized by legislative and executive agencies and general public.

In accordance with the stated the purpose of this article is the study of doctrinal approaches, as well as the experience of foreign countries in the reform of education for children with special needs, identification of existing problems in this area and accordingly formulation of directions for their elimination.

The modern global educational process is characterized, on the one hand, by the variability of education systems, their structure, and the definition of ways to solve specific problems. On the other hand, it has a number of general trends, one of which is the implementation of inclusive education. Since the main goal of inclusive education is to eliminate any discrimination in the educational process, to ensure the availability of education for everyone, the achievement of this goal can be organized in different ways, as is observed in the educational systems of different countries (Flotskaya 2014). People with special educational needs can include gifted children, children of migrants, people with disabilities, etc. Persons with disabilities occupy a special place as they have a more vulnerable social status and need support. Inclusive education began to develop in relation to this category of students (Shinkareva 2006). Different countries worldwide have already accumulated some experience in the implementation of inclusive education for persons with disabilities. We will consider the main models of the implementation of inclusive education in some European countries.

The methodological basis for the study of the education reform for children with special needs in the world is the logical and semantic, comparative and legal, system and structural methods, as well as the critical analysis method. Thanks to the logical and semantic method, the concept of children with special needs was deepened, the comparative and legal method revealed the experience of foreign countries in education for children with special needs, while the method of critical analysis made it possible to identify the strengths and weaknesses of such policies in foreign countries. Finally, the system and structural method was used for the systematic presentation of the information, formulation of conclusions and recommendations.

FEATURES OF EDUCATION REFORM IN THE UK AND THE USA

The modern education system in the UK is based on well-defined ideological principles. The main one is ensuring equal opportunities for diverse, balanced school education for all children aged 5 to 16 years (Hodkinson 2010). A trend of the global community towards the development of inclusive education is observed in the UK. This is indicated by the vector of development of the UK legislation in the field of education. The ideological component leads to shifts in the public consciousness, and the right of children with special educational needs to study in a general school prompts professionals to develop new approaches to the organization of the educational process. The achievements of this work are expressed in the official documents regulating the work of the modern English school. Inclusive education is embodied with varying degrees of success in different regions of the country, educational districts, and schools. The implementation of laws that require the fullest satisfaction of the needs of students in a general education school is a difficult process, sometimes accompanied by a rather fierce struggle between supporters and opponents of the idea of inclusion.

British education specialist T. Booth (2003) notes that the successful inclusion of children with disabilities in a secondary school is impossible without changing the settings. He notes that "If we understand inclusion as transformation, we must radically change our attitude to the diversity of human material that has to deal with the educational system. This diversity must be viewed not as a

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delusional source of difficulty, but rather as a feature of reality to be accepted and appreciated. This approach rejects a deeply rooted view of the norm, as something homogeneous and stable, we see the norm in diversity. The existence of various categories of students, each of which has its own special educational needs, becomes the fundamental fact underlying the pedagogics.” This idea determines the area of the development of education systems in many countries and fully in the UK (Booth 2003).

Inclusive education was legally recognized in the UK after the adoption of the 1996 Education Act. The reform carried out in all regions of the country created education management agencies with the Support Office structural units, which bear material and organizational responsibility for the inclusive education of children with special needs. Specialists of these services take care of institutions where children with special educational needs study. Educational institutions have coordinators specializing in the field of special education who directly work with children who have special needs, provide additional correctional and rehabilitation services for students with limited psychophysical possibilities, involving in the work of out-of-school medical, psychological and social services, counsel teachers and help parents (The Code of practice... 1998).

Between 2000 and 2013, the UK government was developing a top-down approach to inclusive education. This approach has caused most of the barriers that prevent certain children with special needs from obtaining education in general schools. The Labor government at the beginning of the twenty-first century considered inclusion as “providing a situation in which educational conditions would offer children the opportunity to fully discover their potential” (The Code of practice... 1998). However, in practice, the government initiative of inclusion of all children in the general education system remained not implemented. As we see, D. Blunkett considers inclusion in the context of economic profit. Inclusiveness, in this approach, implies “equal opportunities for everyone” (Davydenko 2013).

British educators are convinced that instead of promoting inclusiveness, the executive branch is doing everything to convince the public that educational institutions in the UK are not able to implement the basic principles of inclusion. The National Curriculum and Strategies are “straitjackets” that only restrain the implementation of inclusion (Clough & Garner 2003).

The main social pedagogical reasons that hinder the introduction of the inclusive component of the UK education system are the lack of qualified teachers who can teach children with disabilities in schools; lack of educational programs adapted to the speed of training of children with special educational needs; a small number of methods that can compensate for disability (e.g. the lack of translation into the sign language, translation of records) (Davydenko 2013).

The design of school buildings and their arrangement often do not allow children with disabilities to acquire the same experience at school as other children. The lack of specialized home support services and (or) the lack of specialized school equipment that was unevenly distributed and therefore forces families to put the child in a school far away from (Davydenko 2013).

The UK employs measures that help to eliminate these reasons. In particular, it is about state support for inclusive education. Measures are also being taken to facilitate the access of children with disabilities to vehicles, educational resources and equipment, and software. Equally important is the provision of technical assistance to children with disabilities as needed.

As far as education in the UK as a whole is concerned, society and government agree that people with disabilities integrate into the general education system according to their capabilities. At the same time, the interests of such individuals are taken into account as the provision of education for children with disabilities in non-specialized schools is seen as a mutually beneficial experience. This position, on the one hand, is an integral part of the public spirit, and on the other, it contributes to the recognition that people are different from each other.

In the UK, children with disabilities have access to education not only in special (correctional) classes at secondary schools or special schools, both state and private (the latter are most often organized at the church), but also in general schools, secondary schools with the necessary infrastructure.

Next, we consider the approach of the United States of America. Thus, in this country, the

number of inclusive education programs has increased significantly after the adoption of Public Law No. 94-142 in 1975 (Public Law... 1975). In 1994-1995, the number of schools that create and implement inclusive education programs has tripled. The 1994 Report of the National Center on Educational Restructuring and Inclusion (NCERI) documented the need for inclusive programs in each state, at all levels of education with all students with visible forms of disability (Lapin 2013).

In the United States, two special reforms became widespread. Both reforms were low-cost (the second reform implied USD 30 per student). According to A.V. Lapin (2013), the basis of the first reform, entitled *Success for All Schools*, founded by Robert E. Slavin (Slavin & Madden 2000), includes preventive measures and immediate intensive intervention in grades 1, 2, 3 of elementary school. Consultants (one-on-one conversations); different age groups with daily instruction of 90 minutes a day; family support, which includes parental education for supporting children, as well as continuous intensive training of teaching staff, are key components of such a reform. Thus, the problems are to be solved within the regular class during the learning process. The assistant teacher helps children with disabilities to integrate into the process. At the same time, personal assistants and faculty assist in teaching children with a more severe form of disability. At the same time, the verification of the results of studies indicates positive results in relation to academic achievements in the classes. As for the second reform, the Accelerated Schools Project (ASP), it expanded to 41 states and was implemented in over 1,000 elementary and secondary schools. Its essence is to accelerate and expand learning, not to adjust or simplify it. The distinctive features of extramural schools are the high level of services, the advanced curriculum, the optimized learning process and the high degree of involvement of parents in the educational process. This project is an integral model of the school system reform, based on the capabilities of teachers and schools that provide special training in a research-optimizing process. Experience has shown that the large-scale implementation of such a reform in schools where the majority of students are children with disabilities contributes to the fact that students show significant achievements and increase attendance (Lapin 2013).

Thus, the inclusive education of children with disabilities is the basis for a long-term plan for the development and improvement of a genuinely humanistic society where the education system is the foundation of the culture, values, and information accumulated by humankind for centuries. Thus, the success and effective solution to the problem of inclusive education determines the successful formation and development of the culture of an inclusive society.

ANALYSIS OF CURRENT REFORMS IN EUROPE

In Finland, inclusive education is enshrined at the legislative level. The law reflects the availability of education for people with disabilities, which involves creating a differentiated learning environment, depending on the nature of the disability. There have been special changes to the national curriculum that provide integrated training for people with disabilities in general schools (Vayrynen et al. 2013).

Finland has developed a system of state educational and advisory centers that provide support for children with disabilities and their parents and educators. At the same time, the staff of the relevant centers provides courses and workshops on the education of children with disabilities. Long-term courses are organized directly in the center and short-term are held at ordinary schools. There are seven such centers, and they are not evenly distributed throughout the country (only one such center in the north of Finland). However, this is not the main problem. The problem is that people with disabilities get late into these centers due to the lack of a single national database on children with disabilities. Along with courses and master classes at the premises of centers, trainings are being organized for the implementation of inclusive education in this country. Thus, at the University of Lapland, a special course "Teacher Training" was developed, which is designed for the training of any specialist who wants to be a teacher.

At the municipal level, inclusion can be implemented in the form of work in one class created from two groups of students (two teachers (sometimes they are assisted by a special teacher)). The number of children in such a united class can reach 25 students. The support of the

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students is carried out as follows: the children enter the school at the place of residence that has such a team of professionals (director, teacher, special teacher, assistant teacher, nurses). This group often gathers to discuss the problems of a particular child. In case of problems, parents and teachers may contact a psychologist.

Norway has a law on the availability of education for people with special educational needs. It has state centers for children with disabilities specializing in the provision of assistance to certain categories (children with early childhood autism syndrome, with hearing and visual impairment, etc.) (Ytterstad 2011).

In Denmark, inclusive education is both enshrined in the law and a national strategy for the implementation of inclusive education, which consists in the fact that the national resource center manages the process of inclusive education. A team of representatives from different universities in the country conducts inclusive education studies and monitors the work of municipalities in the field of inclusive education.

The training of educators in inclusive education in Norway is conducted at the university. In Denmark and France, such training is carried out within the framework of university curriculum. Thus, Norway has introduced a special course on pedagogics, where one section deals with inclusive education, and it is also possible to be acquainted with the experience of implementing inclusive education in the countries of the European Union. In Denmark, when training future educators, attention is focused on the analysis of specific pedagogical situations and actions of the teacher concerning these situations. In this regard, the University develops methodological guidelines describing problematic pedagogical situations and actions of the teacher in case of their emergence. In addition, the curriculum provides for a special pedagogics course, which is compulsory for all college students who study pedagogics with the possibility of an in-depth study of the practical aspects of working with students with disabilities. As a result, the student receives an additional specialization in the specified area.

When it comes to inclusive education at municipal levels, such training in Norway is carried out at the level of the general education school, where a child with disabilities is included in the group of other children without disabilities. However, in this case, the assistant, helping children with disabilities, joins the teacher. Thus, these children receive support from the specialists in the amount determined by the school. If a child with a disability has any problems at school, a pedagogical council must analyze the situation and make decisions.

The system of inclusive education is coordinated by the municipalities, respectively. They provide the school with social and financial support. We believe that the main prospects for the development of inclusive education in Norway are related to the further development of methodological provision for inclusive education, with the deepening of the content of corrective work with different categories of children with disabilities.

In Denmark, municipal education authorities have specialists (psychologists, speech therapists, special educators, etc.) who are sent to a specific school to support students with disabilities. In this case, parents themselves choose a school for their child at the place of residence. In this case, the school must create all the necessary conditions for such a child. Thus, students with disabilities, as well as groups of such children, are studying at secondary schools. It is the so-called "differentiated approach" to inclusive education. Additional classes are held for groups of students with disabilities, where children from different classes are studying, taking into account their school difficulties. Schools hold pedagogical congresses that discuss the problems of implementing inclusive education for a particular child. Schoolteachers are actively involved in such a system of work, which is being formed. The problem of developing mechanisms for the implementation of inclusive education at municipal and school levels comes to the forefront of the education system in Denmark.

In France, inclusive education at the municipal level has two forms: children with disabilities study in a regular class together with other children under the guidance of a non-specialized teacher (a so-called inclusion class); children with disabilities study in a special class for children with disabilities under the guidance of a special teacher ("pedagogical integration class").

School inclusion class is an open class, when a child with a disability can leave it at certain moments for individual or group work with a special teacher who usually works in resource centers and attends students with disabilities on a scheduled basis to assist them. Inclusion time is gradually increasing, which allows the child to move from “school inclusion” to full individual inclusion.

It is believed that the form of inclusion in France is effective for children with visual impairment and musculoskeletal disorders. However, it is not quite acceptable for children with hearing impairment and mental retardation. For these categories of children, there appeared classes of pedagogical integration, such as an open system that unites, if necessary, secondary and high school students in order to accompany and control them. However, this requires a considerable amount of time and is one of the challenges. Moreover, an individual educational plan is developed for each student with a disability, as well as pedagogical, psychological, social, medical measures, which correlate with the special needs of the child.

Several laws were passed in France to ensure equality of rights and opportunities of citizens, particularly in the educational sphere. The state provides for the creation of conditions for the successful adaptation of children with disabilities in the educational environment, including financing for the purchase of the necessary technical equipment and the payment of the work of specialists (teachers-assistants in school support for individual and collective integration). In addition, there are state resource centers for children with disabilities who attend general school. At the same time, the main problems related to the implementation of inclusive education in France are the development of methodological support for inclusive practices and lack of specialists.

CONCLUSIONS

The analysis of educational systems of different countries in the aspect of the implementation of inclusive education shows that the mandatory basis for the implementation of inclusive education is the system of legislative acts, which should provide for the declaration of necessary rights and freedoms, as well as mechanisms for their provision. At the same time, national education systems should have a clear concept and strategy for the implementation of inclusive education, including a teaching staff training system. Effective scientific and methodological support of inclusive practices should be provided at the municipal level. Experience gained in the field of inclusive education suggests that the educational system of any of the European countries does not contain all of the above components.

Taking into account that the experience of foreign countries in the field of education reform for children with special needs, it is recommended to develop the legal and regulatory framework, which will form a general strategy for the implementation of the right of children with special needs to inclusive education.

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Asia Life Sciences has an Impact Factor of 0.180

The papers published in *Asia Life Sciences* are indexed/covered by SCOPUS, Elsevier B.V., Radarweg 29, 1043 NX, Amsterdam, The Netherlands; CABI, Wallingford, Oxon, UK; China National Knowledge Infrastructure (CNKI), 66 Xixiaokou Avenue, Haidian District, Beijing, China; J-Gate, Informatics Publishing Limited, No. 194, RV Road, Basavanagudi, Bangalore-560004, Karnataka, India and EBSCO Publishing, Inc., 10 Estes Street, Ipswich, Massachusetts, 01938-0682, USA.

Asia Life Sciences is a recipient of the Journal Accreditation Award of the Commission on Higher Education (CHED), Republic of the Philippines (2010-2016).

Printed on acid-free papers

Asia Life Sciences Supplement 21(2) 2019