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SDG TARGET 4.A: THEORY AND PRACTICE OF “EDUCATION FOR ALL”

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ABSTRACT

“Education for All” is acknowledged by UNESCO as the fundamental basis for transition to the sustainable development. The research is aimed at analyzing the inclusive education state in Russia in the contexts of its transition to the sustainable socio-economic development model in comparison with the world practice. The research methods include a comparative analysis, generalization, an interdisciplinary approach and homeostatics theory. It is concluded that current trends of Russian education lay emphasis on teaching differentiation, inclusion is replaced by integration

("near" rather than "together") with development of special programs for the students with special educational needs, who sit in the same classroom. Results of the experimental work of the research authors on developing and testing an interdisciplinary inclusion model for implementing the SDG4, Target 4a are described. The model peculiarity is that teaching differentiation (individualization) follows a stage of emergence, uniting and development of the single didactic fundamentals of teaching for the students with different educational needs and learning difficulties. The research results can be of use for developing the criteria of comparing the inclusive practices and for developing the indicators of solving the Target 4a.

Keywords: sustainable development, inclusion, coeducation, learning difficulties, inclusive education.

INTRODUCTION

In searching for ways of ensuring the education accessibility for everybody, the world community is actively mastering a global humane idea about human rights, which was generated in the European continent under the influence of consequences of the Second World War (the Universal Declaration of Human Rights, 1948). The number of adherents to coeducation for ordinary children and children with disabilities is growing. The "cult of utility" is transformed into a "culture of dignity", respectful acceptance and support of people with disabilities [1,2].

Previously, only the public health and the social assistance officials were responsible for developing such children. Even if children with and without disabilities attended the same school they were nearby, but not together (in specialized groups or classes). In the 1970-s the term "integration" appeared, which laid emphasis on the social and educational integration in the same class. The goal of integration is to "normalize" children with disabilities so that they conform to the existing education model. At the same time, adaptation of the training system to people with disabilities was not expected. With the development of integration processes, it became clear that the mere presence of a child with special educational needs in an ordinary mass class cannot yet be a guarantee of his complete education. The fact that the education officials realized that the organizational, methodical and didactic transformations are needed in the mass school to implement a genuine educational integration led to appearance of a new term "inclusion" in the 1980-s. Soon after that, the term got widespread in the world [3]. If the integration means that a child must adapt to the educational system, then the inclusion means that the system must adapt to the child's needs. In 1994 under the auspices of UNESCO, Salamanca (Spain) hosted the Worldwide Conference on education of persons with special needs, which documented the term "inclusion" in the international custom and enunciated the inclusive education principles [4].

In 2000 the Dakar Education Forum initiated the "Education for All" movement [5]. In 2006 the UN adopted the Convention on rights of disabled persons. The 24th Article of the Convention calls for the participant-states to "ensure an inclusive education system at all levels" [5]. The inclusive education conception was supported by UNESCO, the United Nations International Children's Emergency Fund (UNICEF), the Organization for Economic Cooperation and Development (OECD), the World Bank. In 2005, UNESCO developed its Guidelines for Inclusion: Ensuring Access to Education for All.

An agenda in the field of sustainable development for the period up to 2030 provided for 17 goals including a new global goal in the sphere of education (Sustainable Development Goal 4): ensure inclusive and equitable quality education for all. The Target 4a provides for the consideration of interests and special needs of people with disabilities, ensuring a safe, efficient environment of education for all, which is free from violation and social barriers [7]

Today, a process of introducing the inclusive education for children with disabilities covers the whole civilized world. According to the world statistics, the inclusive education is an officially accepted area in education in 75% of the world countries, 100% of the European countries [8,9].

The inclusion is a change of organizing the school systems and environments, which is aimed at meeting the various needs and possibilities of teaching all the children. The inclusion shifts focus from the things a child cannot do, to the things he/she can do. It means that the school goes by the teaching of any child: somebody will need a separate educational program, somebody will need a ramp.

The inclusion has changed an attitude to the disability: a medical model, which focuses on a diagnosis, disorders and therapy, gave way to a social model relying on a child's strong points and needs, creation of a flexible, alternative social environment that is able to ensure equal rights and possibilities of teaching all the children – without discrimination and neglect. Although many countries passed new laws on education for children with disabilities, they understand the inclusion, disability and ways of supporting the inclusive education in quite different ways [10,11,12]. Analysis of their successes and mistakes enriches the world inclusion experience.

The research is aimed at analyzing the pedagogical approaches to the inclusive education in Russia in the context of its transition to the sustainable socio-economical development model in comparison with the world practice, its problems and successes.

MATERIALS AND METHODS

Comparative analysis, generalization, interdisciplinary approach, system-wide approach, homeostatics theory.

LITERATURE REVIEW

According to Global Report "Better Education For All", the problem is not that the inclusive education is a correct solution, but the problem is to come to terms how such education should be implemented [4]. The inclusion is hard to implement [13]. It implies solution to a great number of problems including political, financial, social, pedagogic, ethnocultural, ideological and ethical ones. In many countries, including the RF, this does not always work, not only because of specialists shortage or insufficient financing [14,15,16]. There are a lot of unsettled pedagogic problems of the inclusive education. The teachers are concerned about many questions: To what degree is it possible to change the general education to avoid harming the education of the "ordinary" people? Should the schoolchildren with special needs study at an ordinary class all the time or it would be better for them to attend the ordinary class periodically? What are boundaries for inclusion? And other questions.

According to the UNESCO Guidelines for Inclusion, the schools must be reformed, and the pedagogics must be improved so that it positively reacted to a variety of students, while considering the individual differences as possibilities to enrich the teaching, rather than as a problem to solve” [17, p. 9]. There are two approaches to the inclusive education – adaptation and transformation.

Adaptation is a preservation of the education program in a comprehensive form developed for the healthy children. This approach is suitable with the inclusion of students with a good level of intellectual development. Positive results are showed by the application of modern educational technologies, for instance, ICT, “Mind-Mapping” packages [18], auxiliary technologies, when a part of equipment or a system of products is used for improving the functioning of people with disabilities [19]. In a sense, practice is ahead of science [13].

Transformation is a processing and a change of the comprehensive education program, as a result of which a new education content is formed [20,21,22]. Its implementation is built on the teaching differentiation. An integration of the teachers’ services with specialists is provided for. The students are given a possibility of choosing the alternative modes of a response, variations according to a level, a time of work and teaching loads. The lessons are planned so that the main activities were supplemented with easy-accessible additional resources. Functional education plans are developed [23,24].

Results

Comparison of the inclusive education in Russia and abroad detected many common things in their theoretical-methodological fundamentals and peculiarities of implementation. In recent years, Russia and other countries have formed a sustainable direction of the governmental education policy at the inclusion development. The integration processes in education of the children with functional limitation and disabilities started in the Russian Federation in the 1980-s. In the 1990-s the mass schools started forming a system of remedial classes with preserving the special education system. The Federal program “Children of Russia” (with a sub-program “Disabled Children”), the Federal Target Program “Social support for disabled persons” for 2006-2010 and the Governmental Program “Accessible environment” (it is in force up to 2022) were adopted as measures to ensure a new strategy in the social work and to assist the children with special educational needs. The notion “Inclusive education” was introduced by the Federal Law “On Education in the Russian Federation” in 2012. According to this law, the inclusive education means ensuring the equal access to education for all the students with account taken of variety of the special educational needs and individual possibilities. The inclusive education is aimed at consolidating the state and society efforts to raise the social status of the persons with functional limitation and disabilities, to remove barriers and restrictions for them in various spheres of the human life, first of all, while receiving the education. The Russian positive tendencies include the start of introducing a system of early comprehensive assistance to the children; a growth of the high-technology achievements use for working out new remedial-developing technologies, an extension of the psychological-medical-pedagogic consultations network for the parents. Territorial agencies of the special education were founded, which concentrate the program-methodical, material-and-technical and personnel resources. A practice of carrying out the field psychological-medical-pedagogic

commissions and the psychological-medical-pedagogic councils in the comprehensive organizations is established.

At the same time, the inclusion is introduced very slowly and there are many reasons for that. Those include the insufficient financing of comprehensive schools, shortage of trained teachers, the society's cautious attitude towards special children. According to the parents' choice, only 18% of preschool children attend the inclusive groups, the other children attend the special compensating groups. The schoolchildren's parents often choose the inclusive education (40%). The number of inclusive schools increased to 22.8%. However, a constraining factor is that the "ordinary" children's parents are afraid that their children will not receive sufficient attention from teachers and that they will be behind their peers in the "ordinary" classes. Parents of the children with special educational needs are afraid of the problems in teaching and in communication [15,25,26]. The mass school continues to be guided by academic successes of all the students, rather than by common cultural development and social adaptation of the students. Automatically, the children with low academic abilities belong to a category of unsuccessful students, since they are forced to study according to the individual education plan that is different from the mass education plan.

The problem is the separation of departmental institutions that are responsible for the health and development of the child. In addition, there is no necessary coordination in activities carried out by various agencies and organizations rendering early assistance to the children and their families. It is necessary to establish a socio-cultural infrastructure that would unite the possibilities of the educational, cultural, sports, scientific, educational, excursion-tourist and other organizations in work with the people with functional limitation and disabilities. A task is set to ensure support for the family as a full participant in inclusive education.

Negative tendencies in the Russian society include a growth of the number of children with developmental disorders, an increase in the students' functional disorders and chronic diseases rate in all the periods of their teaching, a growth of the number of children with indistinct developmental disorders, an increase in the number of children with the comprehensive disorders. There is an increase in the number of children from migrant families, who have a poor command of the Russian language and who experience difficulties of social, ethnic and cultural adaptation. Today all of them draw up/replenish the groups of children with the so-called "learning difficulties", who need an extra psychological-pedagogic assistance and psychological-pedagogic support – their problems are addressed by the inclusive education extending its framework in the sphere of application and choice of methods and ways of implementation.

The psychological-pedagogic substantiation of the inclusion in Russia and abroad is based on the single scientific and theoretical fundamentals. The Russian scientists studied regularities of developing the children with disabilities and ways of their integration into the mass school as early as at the beginning of the 20th century (Lev Vygotsky, Aleksandr Luria), when social prerequisites for coeducation did not exist.

Today the persons with disabilities are taught in the mass classes according to the adopted education program that takes into account the peculiarities of their psychophysical development and individual possibilities in accordance with

conclusions made by the medical-psychological-pedagogic commission. Thus, the inclusive classes implement two types of education programs simultaneously – programs for the general education and adaptive programs. The adaptive programs will be introduced into the mass school on a step-by-step basis, starting with the preschool and elementary education (up to 2020) and the introduction does not provide for refusal from the special education and the remedial classes.

The education system lays emphasis on support for diversification and variability of the educational organizations implementing the main adaptive educational programs, differentiation of the psychological-pedagogic support, modernization of the defectology based training, improving and developing a new content of education of the students with disabilities based on continuity of learning levels.

The inclusion emphasis on the differentiation mechanisms in combination with imperfection of distributing the teacher's actions towards the "ordinary" children and the children with disabilities led to the scientific search for the system fundamentals of the integral educational process, in which all the children need a differentiated approach. Two international approaches to the inclusion – adaptation and transformation – were reviewed as a dialectic process of integration and differentiation.

The psychological-pedagogic support of differentiation in classes with inclusion is well developed, while the similar foundations of the holistic educational process of inclusion are insufficient.

The adaptive-developing health-saving education model, which is developed in the Russian Academy of Medical Sciences jointly with the Russian Academy of Education for children of 6-17 years old can be considered as an option of solving a psychological-pedagogic problem of integrity of coeducation of the children with different educational needs.

The model was implemented in 1992-20012 in the experiment mode and it was reflected in the ESD textbook series for teachers and students [27]. The model is based on a view of the problem of the coeducation integrity from outside the pedagogics, from the principles of managing the self-regulating, self-organizing systems, as an integrated approach to developing the child's vital capacity and socialization. The multi-year research proved that organizing the students' main activities on the basis of these principles leads to the physiological, psychoemotional, cognitive and personal changes indicating the optimization of the compensational-adaptive organism resources. The scientists developed a diagnostics model, which is aimed not at bringing out a defect, but at receiving an integral picture of individual peculiarities of regulating the child's leading activity, its strong and weak points, the person's vitality potential (broadly defined [28]).

In terms of a theory of managing the complicated non-linear self-organizing systems, a nature of managing the schoolchild's academic work must not come into collision with the main principles of the natural systems self-regulation (cognitive functional systems). These principles give the organism a reliability of functioning, development and self-compensation of the appearing defects. They have a system-wide nature and they do not contradict the pedagogics constructivism principles.

These principles are as follows.

Soft management of a self-regulating system is a management when the external management goals conform to goals of the system itself and its possibilities of achieving the external goals without the health losses. The soft management is based on the feedback, on creating the conditions for teaching (training) the system, its self-organization, the self-regulation implementation, independent correction of mistakes, the self-restoration. For instance, <<soft management>> in the team means a respect of interests of its each member, his/her convictions, a consideration of contrary viewpoints, due to which the system can be taught and developed. Rigid management is an alternative to the soft management. Final goals are set rigidly from outside. The system is aimed to achieve them irrespective of its own goals and possibilities. In a sense, a Response to Intervention approach – RTI – “education that is built on analyzing the reaction to intervention” (“Response to Intervention”), which is widespread in many countries (the USA, Finland, Great Britain and others) can be regarded as an analogue of the “soft management” principle. RTI is a system implying the organization of teaching the schoolchildren with special educational needs according to the scientifically substantiated methods with regular monitoring of the child’s academic progress and the use of the check results for adopting decisions relative to the goals and methods of further teaching. The “soft” management principle is corresponded by an essence of the constructivism view of the education – with relying on a personal mental model of the student’s real world, proceeding from “his/her” perception of this world, encouragement of “his/her own voice” in the education process.

Double management of a function (more — less, <<+>> and <<->>, left and right, weak – strong) means that the both sides are good depending on specific conditions, only <<sticking>> on the single choice is bad. This principle is analogous to the inclusive approach “transformation”. Showing the academic material in different modalities, combination of the simultaneous and successive methods of obtaining knowledge (analysis and synthesis) etc. promote a directed optimization of profiles of the neuropsychic regulation of different links of a cognitive functional system. The medical workers know that violation of the antagonistic nature of regulating the functions is one of major pathogenetic links of any disease. When “playing” with the antagonistic interactions as with the counterbalances, a living system is able to maintain the homeostasis, and on the contrary, a loss of possibility for such a balancing with a weakness of compensatory mechanisms leads to “distortion” of functions this or other way with the relevant clinicopathologic manifestations, which makes it possible to speak about the so-called “regulation diseases” [27].

Choice field extension and increase in the admissible options of response, actions, behavior. The more there are “permitted” values of the function between its extreme values, the finer the regulation is. With regard to the educational process management, these are the student skills to use various methods and ways of making the same academic action (for instance, teaching of various kinds of reading). This principle corresponds to a theory of developmental teaching, a competency-based approach in the education, a constructivism approach to variability of the teaching methods.

Advanced forecasting is an analogue of the acceptor of the action result in a functional system. This is a calculation of options of the goal achievement as balance of the child interests and possibilities (determining an area of his/her nearest development) and inquiries of the environment (family, school, society) as a forecasting function in the educational process management. This approach is similar to an environmental approach [3,29] in forming the child's vital capacity, a constructivism approach on including the student into realistic contexts and real prospects.

Relying on the folk pedagogics and archetypes of consciousness as ethnocultural practices of bringing up mentally healthy children. The developed model authors make a conclusion about similarity of the system-wide and ethnocultural teaching principles in different Russian territories [30]. Earlier the ethnocultural approach confirmed its efficiency in a comprehensive prevention and rehabilitation of the children with neuropsychic development disorders in the conditions of a medical hospital. An ethnocultural experience of child's bringing up formed the basis for an enlightenment system for parents ("the parent university").

How was the adaptive-developing health-saving inclusive education model implemented? The classes (20 students) included 1-2 children having a diagnosis "learning-disabled", who were transferred from a special school, and 3-4 children having a diagnosis "mental retardation", more than 5 children having neurological residual diagnoses (consequences of the pregnancy and childbirth period problems). The educational process did not divide the children according to their state of health, diagnoses and the teaching levels. The educational process was characterized by flexibility, partitioning, "floating" time, variable ways, mutual assistance, attention to personal preferences and the supervisory groups recommendations, which were carried out regularly.

Each child could belong to one or another group on learning some skills for a short period of time and then change his group. Forming the viable personality in the context of the quickly changing socio-natural environment was considered as the main goal of education. One of the tasks for achieving this goal was formation of an individually effective learning style for each child, the formation of high motivation for learning, socialization and cooperation.

A class-and-lesson system was preserved only partially. The marks were replaced with the grades (which worked well and on which it is possible to work more, how to do that) to avoid comparing the children with each other and to keep track of each child's successes relative to the child himself/herself. From time to time the teachers were assisted by a methodologist and a psychologist as well as the parents who were considered as full participants of the educational process and they sometimes had to be present at lessons.

The key forms of the psychological-pedagogic support for teaching the children with different educational needs were the following academic subjects: environmental design (subject "Handicraft"), visual art, logic (program "I improve my study skills"), music, choreography, physical education, as well as home personal assignments on mathematics, Russian, literature and other subjects. A considerable part of these programs content and the students' play activities, which was organized in out-of-

school hours, relied on ethnocultural traditions of the folk pedagogics, which had a powerful remedial potential [30].

As a result of the experiment, all the children, including the learning-disabled children, mastered the basic school educational program. No child was transferred to a special school by the ninth year. By the time of finishing the school, 80% of students had a high level of academic motivation, and 20% of students had a sufficient level of academic motivation. A level of the students' ethnocultural dissociation, which was a predictor of many psychoneurological disorders, lowered from medium-high to low [31].

DISCUSSION

Russian and foreign theories of the inclusive education are based on similar scientific and theoretical fundamentals[32,33]. The system-wide principles of managing the inclusive education, which were developed by the Russian researchers, do not contradict the principles recommended by European Agency for Development in Special Needs Education [12,34].

Peculiarities of implementing the inclusion in Russia are related to a degree of the regulatory regime development, interdepartmental interaction, the personnel proficiency and a psychological readiness of the parents.

A weak point of ensuring the inclusion is an ensuring of didactic integrity of coeducation of the children with different educational needs. Results of testing the adaptive-developing health-saving model of the inclusive education make it possible to suppose that the system-wide principles of managing the self-organizing systems with using the ethnocultural practices of the folk pedagogics can be the basis for such integrity.

CONCLUSIONS

The problem of dialectical unity of a process of differentiating the education and its didactic integrity is one of the pedagogical problems that are to be solved.

The adaptive-developing model of the inclusive education, which is built on the basis of a natural analogue – management in the natural systems – with using the ethnocultural experience of bringing up a mentally sane child, is one of the options of solving this problem.

The system-wide principles of the inclusive education integrity can be used to develop the criteria of comparing and assessing the inclusive practices. With account taken of the SDG 4, these criteria could be used in developing the indicators of solving the Target 4a.

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