

THE EDUCATION SYSTEM FOR CHILDREN WITH DISABILITIES IN THE MODERN RUSSIA: PROBLEMS OF REFORMING CORRECTIONAL SCHOOL EDUCATION

Mariia Rubtcova

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DOCTORAL THESIS

**The education system for children with disabilities in the modern
Russia: problems of reforming correctional school education**

Mariia Rubtcova

2019



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**The education system for children with disabilities in the modern
Russia: problems of reforming correctional school education**

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DOCTORAL PROGRAMME
Education

Supervisors:

Dr. Maria Pallisera and Dr. Judit Fullana

2019



El DR. MARIA PALLISERA AND DR. JUDIT FULLANA, de la Universitat de Girona,

DECLARO:

Dr Maria Pallisera and Dr. Judit Fullana, of Universitat de Girona, WE DECLARE: That the thesis titles «The education system for children with disabilities in the modern Russia: problems of reforming correctional school education», presented by Mariia Rubtcova to obtain a doctoral degree, has been completed under my supervision. For all intents and purposes, I hereby sign this document.

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Abstract

Inclusive education is a pedagogic approach that has been developed in response to the demand for including children with disabilities in regular school education. The present work is devoted to the studying of the reforming characteristics of the Russian correctional school education and attempts have been made to include inclusive education in particular social context related to Russian secondary schools. This thesis presents a series of studies devoted to the issues of the correctional education reform and the development of inclusive education in St. Petersburg during the period 2012-2016. The first public demonstration against the reform of correctional education started in 2011 after the beginning of the neoliberal educational reforms of the government. Therefore, our first study in 2012 was devoted to the opinion poll of the St. Petersburg residents focused on the reform of correctional and inclusive education. In December, 2012, 396 structured interviews were carried out. They were repeated in March, 2014. It is interesting to note that the study showed a fairly high loyalty to inclusive education. Our second research devoted to stakeholders was conducted in 2014. The first stage was devoted to teachers of regular schools in order to understand the extent of their acquaintance and involvement in the process of implementing inclusive education. 196 questionnaires of respondents - teachers at regular school in 2012 and 343 in 2014 were achieved. The second stage was devoted to the opinion of students of teacher education. We have 276 questionnaires of student-future teachers in 2012 and 269 in 2015. The research revealed quite contradictory assessments and judgments. The results showed that the concept of inclusive education gradually integrates into the life of modern Russia but also requires efforts to fully implement it in the educational process.

Key words: children with disabilities, correctional education, inclusive education, Russia

Resumen. Español.

La educación inclusiva es un enfoque pedagógico que se ha desarrollado en respuesta a la demanda de incluir alumnado con discapacidades en el sistema educativo ordinario. El presente trabajo está dedicado al estudio de las características de la reforma de la educación escolar especial en Rusia, planteando los avances desarrollados en relación a la educación inclusiva. Esta tesis presenta varios estudios dedicados a la reforma de la educación especial (Correctional Education) y el desarrollo de la educación inclusiva en San Petersburgo durante el período 2012-2016. La primera manifestación pública contra la reforma de la educación especial comenzó en 2011, después del inicio de las reformas educativas neoliberales del gobierno. Por esta razón, nuestro primer estudio en 2012 estuvo dedicado a la encuesta de opinión de los residentes de San Petersburgo centrada en la reforma de la educación correccional. En diciembre de 2012 se realizaron 396 entrevistas estructuradas. Se repitieron en marzo de 2014. Es interesante observar que el estudio mostró una adhesión considerablemente elevada a la educación inclusiva. Nuestra segunda investigación se llevó a cabo en 2014. La primera etapa se dedicó a los maestros de escuelas ordinarias para comprender el alcance de su conocimiento y participación en el proceso de implementación de la educación inclusiva. Se obtuvieron 196 cuestionarios procedentes de maestros en escuelas ordinarias en 2012 y 343 en 2014. La segunda etapa se dedicó a profundizar en la opinión de los alumnos de magisterio. Obtuvimos 276 cuestionarios de futuros maestros, actuales estudiantes en 2012 y 269 en 2015. La investigación reveló evaluaciones y juicios bastante contradictorios. Los resultados mostraron que el concepto de educación inclusiva se integra gradualmente en la vida de la Rusia moderna, pero también requiere esfuerzos para avanzar en su total implementación en el proceso educativo.

Palabras clave. Español: alumnado con discapacidades, educación especial (Correctional education), educación inclusiva, Rusia.

Resum. Català.

L'educació inclusiva és un enfocament pedagògic que s'ha desenvolupat en resposta a la demanda d'incloure infants amb discapacitat en l'educació escolar ordinària. Aquest treball està dedicat a l'estudi de les característiques de la reforma de l'educació escolar especial russa (Correctional Education) plantejant els avenços desenvolupats en relació a l'educació inclusiva. Aquesta tesi presenta una sèrie d'estudis dedicats als problemes de la reforma de l'educació especial i al desenvolupament de l'educació inclusiva a Sant Petersburg durant el període 2012-2016. La primera manifestació pública contra la reforma de l'educació especial va començar el 2011 després de l'inici de les reformes educatives neoliberals del govern. Per tant, el nostre primer estudi, el 2012, es va dedicar a enquestar l'opinió dels residents de Sant Petersburg sobre la reforma de l'educació especial i els possibles avanços cap a una educació inclusiva. El desembre de 2012 es van dur a terme 396 entrevistes estructurades. Es van repetir al març de 2014. És interessant observar que l'estudi va mostrar una adhesió considerablement elevada a l'educació inclusiva. La nostra segona investigació dedicada als grups d'interès es va dur a terme el 2014. La primera etapa es va centrar en els professors d'escoles ordinàries per comprendre l'abast del seu coneixement i participació en el procés d'implementació de l'educació inclusiva. Es van obtenir 196 qüestionaris el 2012 i 343 a 2014. La segona etapa es va dedicar a l'opinió dels estudiants dels estudis de Mestre. Es van obtenir 276 qüestionaris de futurs professors el 2012 i 269 a l'any 2015. La investigació va revelar valoracions i judicis força contradictoris. Els resultats van mostrar que el concepte d'educació inclusiva s'integra progressivament en la vida de la Rússia moderna, però també que es requereixen esforços per implementar-lo plenament en el procés educatiu.

Paraules clau. Català: infants amb discapacitat, educació especial (Correctional Education), educació inclusiva, Rússia

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Introduction

The thesis explores various aspects of the implementation of inclusive education in Russia. Inclusive education refers to the model that happens primarily through accepting, understanding, and attending to student differences and diversity, which can include the physical, cognitive, academic, social, and emotional. It combines education and training for non-special needs and special needs children, irrespective of physical, intellectual and any other features in the general education system together with the contemporaries. A key feature of the Russian education is the existence of the inherited pedagogical system of work with children with disabilities that is called the system of correctional pedagogy (Malofeev, 2009). Correctional pedagogy is based on the creation of separate schools for children with disabilities. Correctional pedagogy system was established in the Soviet era and still has a large number of supporters and followers.

In the USSR, parents of children with disabilities were encouraged to send their children with disabilities to social institutions for people with disabilities. There were strict legal regulations excluding them from regular schools. Medical inspections were used to taking care decisions. This extremely strained medical system was estimated very negatively after falling out of the Soviet Union (Raymond, 1989).

The studies and theoretical bases of inclusive education emergence in Russia was due to the criticism of social exclusion and stigmatization with an emphasis on

civil rights. For example, Elena Iarskia-Smirnova used to study personal narratives provided by Russian mothers of children with disabilities in Saratov Russia between 1995 and 1997 to introduce a critique of the school model based on correctional education in Russia. Families who choose to raise children with disabilities at home faced numerous barriers like social and cultural exclusion due to the cultural stigma. Diagnosis of children as defective can lead to feelings of guilt on the part of the mother (Iarskia-Smirnova, 1999b). Many children with disabilities in former Soviet states were placed in special institutions. The rights of parents how the child might be included in the regular schools activities programme were violated by doctors and other state authorities who put pressure on them to relinquish guardianship of their children (Johnson, 2007). Methods of self-affirmation of people with disabilities in the Soviet and Russian society were also studied (Iarskia-Smirnova, 2001).

Since the late 1990s, part of Western authors (see e.g. Smith-Davis, 2000) began to capture continuous incremental improvements in this area. Civil society within citizens with disabilities was growing up under "glasnost" (transparency) and was advocating by adults and children with disabilities. Associational activity and cooperation with local officials have led to some local successes and have been important in involving people with disabilities in determining their own lives. In the late 2000s, comprehensive works on inclusive education and developing inclusive system emerged in Russia. They highlighted that inclusive education is gradually accepted by society, teachers, and parents as a meaningful idea (Alehina, 2012,

2013; Godovnikova, 2009). Even more scientific works with optimistic outlook were published, arguing that there was a serious preparation for inclusive education adoption in the Russian society (e.g. Butenko and Chistokhina, 2015). It should be said that the major part of the literature devoted to the education of children with disabilities in Russia has criticized the correctional pedagogical Soviet system (Yarskaya-Smirnova and Loshakova, 2003; Malofeev, 2011).

On September 1st, 2013 the Federal Law "On Education in the Russian Federation" (On Education in the Russian Federation, 2012) came into force. It proclaimed education for persons with the limited possibilities of health and disabled as one of the priorities of the education system of the Russian Federation. The law related to the concept of "inclusive education" was entered into the force.

The 2014 year proved to be one of the most challenging years in the contemporary history of Russia. Implementation of the new law "On Education in the Russian Federation" was rendered in the period of sharp political events. There were arising risks that could lead to the rejection of the global concept. Attempts to transition from correctional education to inclusive education led to mass protests on behalf of the parents and teachers. In Moscow, October 11, 2014, parents held a demonstration that were directed against the merger of correctional and general schools. October 26, 2014 the demonstrations were held also in many large cities in Russia (Moskovsky Komsomolets, 2014). Fourteen thousand people signed a petition to Vice Prime Minister Olga Golodets in defense of Correctional Education

in Moscow. Parents required establishing a moratorium (prohibition) on the reform of correctional schools education.

Protests of parents and teachers in 2014 featured that parents and teachers were concerned not to lose specific rights and stable system of the special education for children with disabilities. Active resistance was not caused by inclusive education in itself, but because of the attempt to destroy the system of correctional pedagogy before the system of inclusive education was established and implemented. "I have been supporting inclusive education all my life, but now I'm terrified of this," said human rights activist Irina Yasina on October 11, 2014 in Moscow (Yabloko, 2014). At the moment, we should take the advantages of inclusive pedagogy according to public and teachers' opinion and find a way to renew and implement it in Russia. It is in the focus of this work.

Our objectives are related to the education reform of correctional education and the initial phase of the implementation of inclusive education in Russia. They are the following:

Objective 1: Description of the theoretical and historical context of the development of the educational system for children with disabilities in Russia. This objective happens to be necessary as it allows us using the collected information for providing inclusive education in Russia and understanding some features of public perception of this problem in Russia.

Objective 2: Estimation of the opinion of St.-Petersburg population towards the preferable conception of inclusive/correctional education. Russia is a very big

multicultural country, moreover it has various differences in regional law classification and time limit set for implementation of federal law. Therefore the importance to knowledge of common citizens' point of view as well as stakeholders' opinion in each region of Russia is predetermined. The current research focuses on Saint-Petersburg that has a status of the autonomous region of Russian Federation ("Subject of Federation") with the set of own rules and uprising possibilities.

Objective 3: Description the opinion given by the teachers, and students-future teachers about the roles of inclusive/correctional education. Among the stakeholders we are going to study the opinion of teachers and students - future teachers as key actors who introduce and explicitly reflect the system of inclusive education.

Objective 4: Explanation about the strategies to advance in the right of children with disabilities to be included at regular school in Russia. After analysing the results, we can use the obtained information in order to guide aims to help teachers participate in training processes for inclusive education teaching programs. As a result it contributes to improvement in educational practices and the quality of social policies.

The thesis consists of seven chapters in addition to the corresponding References and Appendixes. Chapters 1 and 2 contain the description of the theoretical background, legislation and current situation in the field of correctional and inclusive education in Russia. A description of the Data and Methodology is

presented in Chapter 3. Chapter 4 covers the explanation of the macro level of the implementation of inclusive education in Russia (St. Petersburg) expressed in the frames of population's opinion. Chapter 5 presents an overview of the implementation of inclusive education in Russia on the micro level with a special focus on the teachers' point of view, students-future teachers' opinions on social practices of the Russian inclusive and correctional education, its problems and development. Chapter 6 provides discussion. Chapter 7 contains the conclusion and suggestions for the further research in this field.

The transition from correcting education to inclusive education in Russia led to heated debate in which the author of this thesis was involved. My daughter had to go to a correctional school and could not study in music school (it was prohibited for children with disabilities in Russia). However, my personal choice as a parent was for inclusive education and for professional music education. Now my daughter is successfully learning in public school in regular class and in public music school. My personal experience and involvement in local governance issues influenced the choice of this topic and help to create a research design that can reveal some features and problems of the Russian educational system for children with disabilities.

Chapter I. Key pedagogical theories for the development of the educational system for children with disabilities in Russia

In line with our objectives in this chapter we present an overview of key pedagogical theories used in the context of inclusive and correctional education in Russia. Along with the numerous Russian pedagogical ideas, we have chosen the most urgent and topical for the development of the educational system for children with disabilities. The first sub-section discusses the Russian traditional concept of Orthodox pedagogics. It is based on the idea of the spiritual and moral development of personality; however, it has a tendency to evaluate disability in the context of sin. It denies the idea that the people with disabilities could be involved into a full-fledged life. The second sub-section describes Soviet Pedagogical Theory presented by Russian outstanding scholars (L. Vygotsky, A. Makarenko). It includes the theory of zone of proximal development by L. Vygotsky. Also, this sub-section describes the Pedagogical system of A. Makarenko that had great influence on the Soviet pedagogical tradition in correctional pedagogy with the idea of isolation. The third sub-section describes dialogue theory developed by M. Bakhtin that forms the pedagogical bases of new Russian pedagogical tradition, has been popular since the early 1990s and has created a new “dialogue pedagogy”. It is likely to be a very fruitful methodology for inclusive education in Russia.

1.1. Russian traditional concept of Orthodox pedagogics

Throughout all Russian history, the Russian Orthodox Church was the main actor in the system of education for children with disabilities. The Statute of Orthodox Church, approved by the king Vladimir Svjatoslavichem (996), assigned the duty of the church to take care of the needy, poor and foolish. In XI century Kiev-Pecherskaya Lavra became a haven for cripples; the same statement is true about the activities where churches and monasteries were involved in throughout the Ancient Rus period. At the beginning of the XII century the "Instructions Prince Vladimir Monomakh for their children" had a set of regulations on what people should do in order not to forget the poor; they should either give alms to orphans or protect them. The later were admitted in monasteries and almshouses that were created without the period. In "Stoglavny sudebnik" (1551) Ivan the Terrible wrote the article devoted to the necessity for taking care of the sick and the poor. Sick people were recommended to stay in the monasteries (Titov, 2014). During the reign of Catherine II, a number of laws were issued. These laws were devoted to the further development of public charity. The state introduced and expanded the structure of the organization and special institutions for people with disabilities (Boryakova, 2008).

In the Russian Empire, the special education for children appeared in 1797. Established by Empress Maria Feodorovna, departments paid special attention to the

orphanages. In 1806 in Pavlovsk first Russian pilot school for deaf children was opened, and in 1807 the first school for the blind children was brought to light. In 1854 medical-pedagogical institution for the people with intellectual disabilities was made in favour of special education in Riga. After that similar institutions were opened in St. Petersburg and Moscow. In 1908 V.P. Kashchenko established «School as the sanatorium for children with disabilities» in Moscow (Boryakova, 2008). He published the eminent paper «Pedagogical correction: correction of defects of the character of children and adolescents» (Kashchenko, 1999).

At the beginning of XX century there were 6.5 thousand institutions of social support for children in the Russian Empire, including children with disabilities. In 1907 there were 61 institutions for deaf children. In 1914 there were about 30 schools for blind children. Before The October Revolution about 2000 children with intellectual disabilities were housed in special institutions (Boryakova, 2008). However, in pre-revolutionary Russia, there wasn't a special education system for children with disabilities not including separate organizations financed by private sponsors and Church which couldn't admit all children with disabilities.

According to the Orthodox pedagogic vision, the pedagogical ideal and the goal of education for children with disabilities could not be viewed without spiritual development. In this respect, it is worth mentioning one of the most important creators of the concept of Orthodox pedagogic - N.I. Ilminsky (1891). Nikolai Ilminsky was an ideological leader of Orthodox tradition in Russian schools and granted a detailed explanation of the Orthodox concept of education. In his opinion,

education can be based on external or internal development. External development is a mechanical process without direct working with the personal soul while internal development can be understood as a process with total personal involvement. Each education should be the education of soul with focus on own spiritual development. According to Ilminsky, a school should accentuate the moral and spiritual aspect of soul's life of children. School helps students to pursue the greatest moral laws of love for God and love for people around him\her. According to the concept of Orthodox education, the main principles of education are the following:

1. Be able to help. Express desire and possess skills in order to help parents at home and teachers at school in finding solutions to everyday problems. A person who does not gain knowledge how to help at home and at school will never help surrounding people and close mates everywhere and will never experience the joy of helping and service people;

2. Be able to obey. Everything in a society is based on the subordination. Failure in obedience can harm any common deal. Subordination helps to develop human creativity based on common rules;

3. Be able to have a compassion and feel sympathy for the sick, suffering and needy people. A compassionate person will always be adequately oriented in the social life.

4. Be able to have a personal responsibility for the own words, actions, and thoughts. The most important components of education are the attention to the

environment (the world of God), cultural and historical heritage and spiritual values (“the ecology of the spirit”). Sin always breaks the responsibility

5. Be able to apologize and forgive. Forgiveness is one of the most important life skills in a society.

6. Be able to thank God and people. Ingratitude is a sin, which spoils the life of a person and always prevents the establishment of proper relationships with people.

7. Be able to follow the ideas and principals of benevolence and sacrificial love. We should accept others as brothers and sisters and love them. It is better to help other people. Condemn the others often reveals the lack of goodness of the person who condemns them (Ilminsky, 1891).

However, according to the Orthodox pedagogic vision children with disabilities are considered as the object of treatment and care, but they don't have rights in the western understanding. It is a duty of the church, the state and people in the society to help them. The idea of providing support is not connected with the theory of the rights. People with disabilities lack civil rights and cannot have rights. The help means humanity on the part of the church, state, and healthy people. People with disabilities and parents of children with disabilities are not allowed to demand it. They can only ask for help.

1.2. Soviet pedagogical theory

In this section, we will focus on the most famous Soviet pedagogical theories that have an essential impact on the correctional pedagogy for children with disabilities. They are theories granted by L. Vygotsky, and A. Makarenko.

The academic attention of Vygotsky to the genetic and holistic approach for the understanding of the personality of a child with disabilities is dictated primarily by the desire to explain certain phenomena and therefore accept and evaluate them as significant. Following the Russian psychological tradition, he has revealed the logic of cultural development of human (universal aspect). Scholar has developed the idea of "sign and the use of his implementation" as determining the development of higher (cultural) forms of behavior (1925: 116-117). Thus, according to L.S. Vygotsky, human behavior and culture are closely interconnected.

Based on this humanistic theory L.C. Vygotsky (1925) pointed out that the necessity of creating such system of education in which the children with disabilities will not be excluded from the society of children without disabilities is claimed. He explained that special schools in Russia is characterized by major disadvantages. They isolate students with hearing, visual or intellectual disabilities from connections with their peers, put them in the narrow circle of the school community, create a closed world around, where everything is adapted to the peculiarities of the children. The atmosphere and the surroundings draw their attention to their disabilities and do not give them an opportunity to enter and experience real life. The special school led to greater isolation and strengthen their exclusion. So,

Vygotsky believed that the main role of education for children with disabilities is the attempt to include students into everyday life and incorporate compensation practices differently. He considered compensation not as a biological but as a social phenomenon because teachers while working with children with disabilities dealt not only with the biological factors but with their social consequences. He believed that the new attitude to children without disabilities should serve as the starting point for the revision of special education. Special knowledge and training should serve both inclusive education and general education.

Vygotsky developed the concept "zone of the proximal development" (Vygotsky, 1986). Inclusion involves the formation of "zone of the proximal development", which helps the child, gives him more opportunities for development when he interacts with more skilled classmates. From this point of view, Vygotsky would rather support inclusive education than corrective "special" education. Thus, Vygotsky was one of the first theorists in Russia who established the initial ideas linked to the inclusive education.

Another idea of education for children with disabilities in Russia is the concept of **correctional schools**. The idea of correctional schools is considered as an alternative to the idea of inclusive education. Correctional education was developed by the other famous pedagogical thinker, A. Makarenko.

Russian correctional education based on segregation is tightly related to the pedagogical system of A. Makarenko. He organized education of children with identical social and psychological characteristics in special conditions of the colony.

A.S. Makarenko was the leader of the labour commune and colony for homeless children who had been spoiled, had problems with law that they could not live in a «normal society». The children who were considered as asocial (hooligans, thieves, bullies, prostitutes) were educated and studied in the colonies. Children's group of 500-600 people lived independently to some extent. There wasn't any backslide among nearly 3,000 of graduate children in colonies. Many researchers that tracked the lives of those graduates noticed that they were rather happy and fortunate in their adult life (Makarenko, 1971)

The new labour commune, named Dzerzhinsky, was built without any support of the government and needed money donations. The boarders felt hungry and often had nothing but only bread for the day. However after 3 years the commune started to earn its own money as the result of the power tools factory construction, which was the first in the country.

This achievement of A.S. Makarenko was based on the technology of education impact. He wrote:

Our pedagogical production has never built on the technological logic, but always according to the logic of moral preaching. And I find similarity between the processes of education and the processes of material production... The human person in my mind is still a human person with all his complexity, richness and beauty, but it seemed to me that because of this fact it is necessary to investigate a person with more accurate measuring devices, with more responsibility and more science...The profound analogy between production and education was not only insulted my conception of man but, on the contrary, such analogy formed in me the special respect to it... In any case, for me it was clear that many details in the human person and in human behavior could be done on the presses, just punch in a

standard manner, but it requires a particularly delicate work of presses, requiring meticulous care and precision. Other details required, on the contrary, an individual treatment in the hands of highly skilled craftsmen, human with golden hands and a sharp eye... For all the details and all the work of the educator needs special science. Why do we study the resistance of materials in technical universities, we do not study the resistance of the individuality in pedagogical universities..? But it is not a secret for that there is such resistance (Makarenko, 1971, p.151).

In addition to the technological aspect, the most important aspects of the pedagogical system of Makarenko are the followings:

1. *Deal.* Children in colonies had the real deal, which fed and disciplined them. Initially, the colonists have arranged farming just to feed themselves and later were engaged in major production. Production in the commune was cost-effective. The commune gave every year 4.5 million rubles in the budget of the state. Children received their salary. This money was used on the personal needs for younger members of the labour commune, or as a scholaeship for former members of the commune enrolled in universities. They put money for bank books for the accumulation of funds, gave money for orchestra, theater, a greenhouse of flowers, an organization of trips and other cultural events. Personality formed by such lifestyle: at the age of 16-19 children have mastered a profession, became skilled workers or work as product line supervisors.
2. *The core of the team.* Children from colonies were not educated by a teacher, but by the core of their own team, that are influential children-colonists who shared and practiced the values of the colony. Children acquired and conveyed new life rules

through speaking their own jargon language. Makarenko's role was only to restrain colonists in order to keep up with a civilized society:

If this person is difficult, who does not believe me if he is to me, doesn't trust me, I will not talk with him. I will gather senior colonists, call it and I will speak with him in formal friendly tone. It is not important to me what I say. It is important how others look at him. I say: "And then comrades will tell you". And comrades will tell him what I had taught them before. He would imagine that they themselves invented it (Makarenko, 2014, p.264).

The core of the team is the most important element of the Makarenko pedagogical system.

3. *Self-management*. If the base of the team is healthy, self-management strengthens it and turns into a school of leadership and management.

4. *Format*. Makarenko intensively introduced and strictly followed the rules and rituals which involved newcomer colonists in new forms of civil life. Such little rules formed the inner core of personality. The colonists rapidly adjusted to different activities and ritual signs like military orders, flags, mountain walking.

5. *Technologies*. Technology - the leading problem of the pedagogical heritage of A.S. Makarenko. Makarenko argued that, in fact, there is no fundamental difference between industrial technology and education technology. If we take, for example, a metal stamp, we have a goal, means, and technological process. Technological process is also possible in education. (Makaranko, 1990: 141-142). These aspects of the pedagogical system are presented in Figure 1.

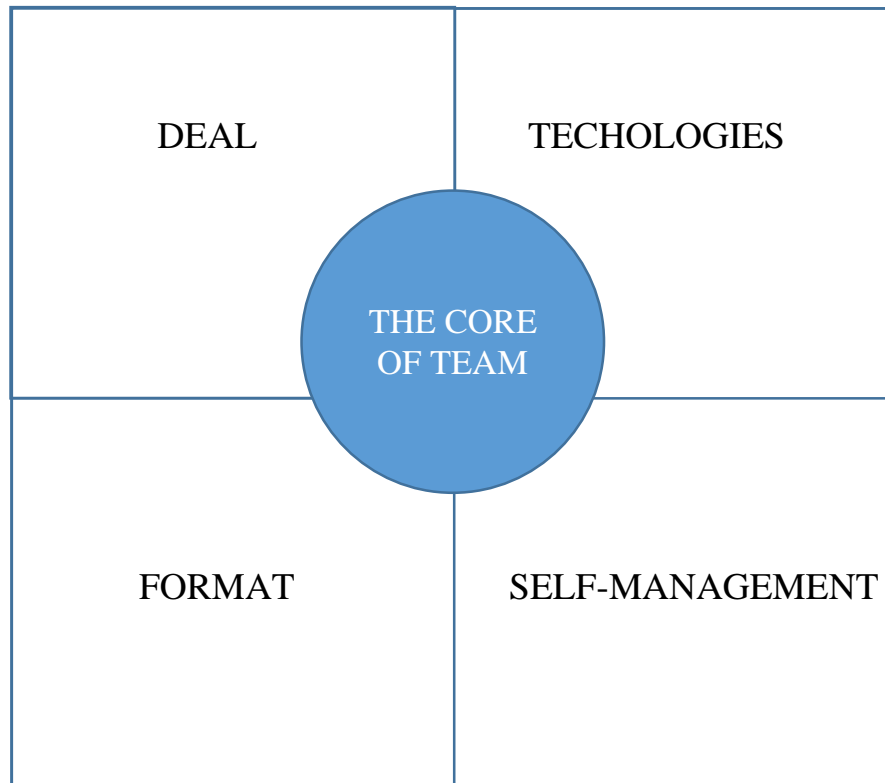


Figure 1. The pedagogical system of Makarenko.

Despite the teaching advancements, A.S. Makarenko was not allowed to join the official pedagogical circles of the USSR. In 1928, Makarenko method was banned for further operating. However, after his death in 1939, his teachings became popular in Soviet pedagogy. The Soviet pedagogical system borrowed his idea supporting the need in isolating certain groups of students. This idea assumed that it would be easier for people with similar characteristics to form a team and learn together with the minimal influence of the real conditions and the environment. Makarenko's colonies served as prototype of correctional schools for children with disabilities.

1.3. Dialogue pedagogical theory

The Russian dialogue pedagogical theory is based on the subject-subject theory and M. Bakhtin's idea of polyphony of dialogue. The subject-subject theory was initially associated with the attempts of phenomenological sociology (see e.g. Shuts, 2004; Berger and Luckman, 1966) to include actively acting subject in sociological theory, who constructs social reality.

The subject-subject theory originally appeared in educational science in Russia in 1985-1990. It argues that a teacher and a student are equal: they have equal rights and duties. It means that student can have an own point of view, but also they can be included in the joint management of the school and the creation of programs of education (Altukhova, 2004).

The fundamental equality remained only formal (Altukhova, 2004), but was formed on the basis of the subject-subject ideology. It is not easy to find clear differences between control subjects and controlled subjects. As it is written by Mary Parker Follett (see: Gvishiani, 1970), there is a difference between those who control and those who are controlled. The criteria of difference between the control and controlled subjects are initiation and responsibility. The subject of control is the person who takes the initiative, and who is responsible for its implementation (not only legal but also social and moral). The role of controlled subjects is shown in connection with the subjects of control. Subjects of control usually provide the framework of control in a particular situation; create specific conditions for its implementation. Controlled subjects support manageability. Controlled subjects are

primarily focused on supporting controllability, but as subjects of management, they can offer options for control. Thus, good management is the result of collaborative work of all subjects.

In accordance with the subject-subject theory, we should explain the key subjects (stakeholders). According to stakeholders theory, any individuals, groups or organizations (stakeholders) can have significant impacts on the decisions made by the company or are affected by these decisions (employees, customers, contractors, business associations, public organizations, state etc.). There are several key subjects (stakeholders) in an inclusive education system: teachers, students-future teachers, parents, school principals. They decide the main problems in inclusive education.

The subject-subject theory is Russian analog of stakeholders' theory; however, it is based on the Bakhtin's teaching. Bakhtin's theory of dialogue is one of the brightest examples of subject-subject theory in the Russian context. What is the impact of the Bakhtin's theory on Russian pedagogical science? M. Bakhtin (1975) developed the idea of polyphony of dialogue as integral part for intellectual conditions and social development. Monologs being totalitarian and limited can constrain the development. As Bakhtin noticed, monolog constituted «autization» that separates people (Holquist, 2002, p 52). Dialogical nature, however, cannot be only the nature of the language itself. All human desires, longings, expectations and hopes are fulfilled. It forms the basis for the implementation of different methods and ways to interact with people with disabilities, which is the object of impact

through the practising of various educational, therapeutic or medical techniques. Analysis of the principles of inclusive education shows that "genuine education can be only in the context of real relationship", Bakhtin's idea of the relationship between teacher and students are needed to be further analyzed. Bakhtin stressed out that impossibility of the existence of one isolated consciousness: "To exist means to exist for other human and through him for own self. There isn't any internal sovereign territory in human, he... always ... looks into the eyes of another person, or by eyes of another person."(Bakhtin, 1986: 330).

Bakhtin stressed the impossibility of the existence of one isolated consciousness: "Existing means to exist for other human and through him for own self. There isn't any internal sovereign territory in human, he... always ... looks into the eyes of another person, or through eyes of another person."(Bakhtin, 1986: 330). Consciousness is how a human being defines themselves. According to Bakhtin it is impossible to achieve a full agreement of the knowledge and memorized practices in children's mind because of the inability to identify themselves within the environment as the integrity. This quality of the environment can create limits for the development of personality. It was emphasized by M.M. Bakhtin: "This being never coincides with itself and therefore is inexhaustible in its meaning and significance" (Bakhtin, 1986: 8).

In practice, M.M. Bakhtin implemented the dynamic (dialogical) theory of language, offered the original method of teaching grammar based on a stylistic factor which was useful for inclusive education (Bakhtin, 1994). Firstly, he actively

borrowed illustrations and images from Russian classical literature, providing students with examples of language functioning in order to transfer the meaning and emotions. He insisted on the importance of language learning in the actual conditions of use. Secondly, Bakhtin's lesson is the opportunity of language and meaning construction. Bakhtin sees language as an ongoing, unending chain of meaning which is constantly renewed and reborn through each link in the context. Students are devoted to active engagement in studied grammatical phenomena in their own experience of writing.

This methodical idea serves two purposes:

- 1) To facilitate the student's brain development of "personal language" or "voice";
- 2) The integration into the learning processes reading and writing activities with the emphasis on intertextuality or historical connection of statements from Russian literature and statements modeled by students in the process of writing.

Therefore teaching is considered to be a social activity, individual activity for the production of meaning, an educational experiment in the explication of the meaning of statements as a result of the creative transformation. The teacher within the dialogical approach is positioned as the tutor, who uses the current knowledge available for learners and transfer the knowledge through the interactions.

M.M. Bakhtin distinguishes two fundamental types of discourse:

- 1) "Authoritative discourse" (religious or political dogma, discourse of fathers, adults, teachers, which demands unconditional obedience);

2) "Internally persuasive discourse", developed by the words of others through "agitated and cacophonous dialogic life" (Bahtin, 2000:157).

Dialogue can take place not only through interpersonal interaction "here and now", but by means of intersubjectivity affordable to all people and always presented as psychological relation between people. It exists in the coordinate system based on intersubjectivity and understanding. According to M.M. Bakhtin, dialogic pedagogy stimulates the situation, creates mock situations with dialogues when students are able to generate their own internal convincing discourses. Partially assimilating and the words of others they can strengthen and improve their dialogical development. In the classroom situations, this process involves the interaction with the authoritarian academic discourse not as the form of realization of irrefutable truth, but as the way of existence of other points of view in uninterrupted dialogue. Through the acceptance, rejection, implementation, and review of some elements of academic discourse in the aspect of his own experience of understanding internally persuasive discourse of the student becomes the part of this dialogue. As a result it becomes not only the process of individual identification and self expression of the student. It is a pre-defined social process.

To conclude, the Table 1 presents the main characteristics of the three outstanding Russian pedagogical concepts presented in Chapter 1. Especially, Table 1 shows the differences between Orthodox, Soviet and Dialogue traditions. The status of the teacher, vision of the student with disabilities, the status of their parents, and the main pedagogical focus are briefly explained.

Table 1. Orthodox, Soviet and Dialogue traditions in Russian education of children with disabilities

Criteria	Orthodox tradition	Soviet tradition	Dialogue tradition
The status of a teacher	The status of a teacher is very high. A teacher should be a moral authority	The high status of a teacher. A teacher should be a social authority	An equal status of the teacher. A teacher should be a friend
The status of a student with disabilities	A student with disabilities should be an object of spiritual care. Students with disability are people who apparently have problems with the spiritual world. Their soul has an illness	A student with disabilities should be an object of medical and/or social care. Students with disabilities are people who need healing	A student with disabilities should be a partner of dialogue. Students with disabilities are ordinary people with some features
The status of parents of children with disabilities	Parents should follow teachers as moral authorities	Parents should follow teachers as experts in correctional education	Parents should be partners with their children and teachers. Their suggestions and ideas are important
The main pedagogical focus	The main pedagogical focus is the following to spiritual values	The main pedagogical focus is the process of recovery and mastering the necessary skills under strong teacher's control	The main pedagogical focus is the general search for means of socialization and full inclusion in the activities of society. A major role is played by self-searching for errors. The constant actualization of consciousness is very important

Source: Pavenkov, O., Rubtcova M., 2017, p.12-13.

As we can see, opposite to Makarenko's pedagogy, which is considered as a basis of the correctional education, Bakhtin's dialogical theory is associated with inclusive education. At the same time, Orthodox tradition is constantly manifested in the persistent patterns of behavior of teachers and affects the Soviet and Dialogical traditions. Three main concepts are not strongly separated, instead, an inclusive teacher can insist that inclusion is spiritual value and allows saving the souls of children. At the same time, this idea can be combined with the "medical approach" of the Soviet tradition. The thing is that both Orthodox and Soviet pedagogical traditions are focused on disabilities and view them only like illnesses and have a tendency to medicalization of the problem of learning of children with disabilities. While Orthodox pedagogy thinks that disabilities are the result of the illness of children's souls or their proximal community, while the Soviet pedagogy thinks that disabilities are the result of the illness of the body. Only Bakhtin's dialogical theory has an idea that a child with disabilities has personality with own features and he or she can be equally involved in the society and to have a full-fledged life.

Chapter II. History and current situation of education for children with disabilities in correctional pedagogy

Chapter II is devoted to the history and current situation of education for children with disabilities in correctional pedagogy. The first section discusses the history and features of the Russian legislation and social practice of care for children with disabilities. The second section describes positive practices of legislation and development of inclusive educational system in Belarus and Ukraine. The third section is devoted to reviewing the system of correctional education in Russia. Finally, the fourth section reviews the results of the current Russian studies of inclusive and correctional education.

2.1. History and features of the Russian legislation and social practice of care for children with disabilities

In order to understand problems, it is needed to identify the characteristics of the problems and develop strategies of how to work with them. First of all, it is necessary to explain and define the notions of «disabled» and «disability». The International Convention on Economic, Social and Cultural Rights of the United Nations recognizes the right of everyone (and of every person with disabilities) to enjoy the highest attainable standard of physical and mental health (International Covenant on Economic, Social and Cultural Rights, 1976).

In 1971 the UN General Assembly adopted the Declaration of the Rights of mentally retarded people, who claim the need of maximum degree of feasibility of

such rights for people with disabilities like the right to proper medical care and treatment, as well as the right to education, training, rehabilitation and guidance, which allows them to develop and train their skills and abilities. Children with disabilities have the right to work or be engaged in productive activities or have any other useful and practical employment to realize their capabilities, which reflects the right to get financial support and have an adequate standard of living. «Person with a mental disability should live with his own family or with foster-parents and participate in different forms of community's life. The family where he lives should receive assistance. If care in an institution becomes necessary, it should be provided...» (Declaration on the Rights of Mentally Retarded Persons, 1971).

According to the Declaration on the Rights of Persons with Disabilities (1975) «Person with disability» accepted as a person who isn't able to assure himself or herself, wholly or partly, the necessities of a normal individual and/or social life, as a result of deficiency, either congenital or not, in his or her physical or mental capabilities (Declaration on the Rights of Person with disabilities, 1975).

In 1989, the United Nations recognized that child with mental or physical disabilities had the right to enjoy a full life and live in good conditions (Convention on the Rights of the Child, 1989). State and community should promote self-reliance and facilitate the child's active participation in social activities, defend the right of the child with disabilities for special care and free education, provide financial resources for the child's parents. It is required to achieve equal and effective access to educational training, health care services, rehabilitation services, preparation for

employment and recreation opportunities for children with disabilities. It is demandable to support children with disabilities in their full possible social integration and individual development, including their cultural and spiritual development (article 23) (Convention on the Rights of the Child, 1989).

According to article 24 of Convention on the Rights of People with Disabilities 2006, United Nations, States Parties recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and lifelong learning (Convention on the Rights of Persons with Disabilities (CRPD), 2006). In accordance with the federal law issued on May 03, 2012 No. 46-FZ "On ratification of the convention on the rights of persons with disabilities" this convention was ratified in Russia. (On ratification of the Convention on the Rights of Persons with Disabilities, 2012)

The establishment of correctional education in Russia started after the 1917. At the end of 1917, the State Commission of Education was organized. That commission was engaged in the creation of a new school system. Correctional educational institutions were under the control of People's Commissariat for Education. The head of Commissariat was A.V. Lunacharsky. Correction education was financed from the government budget. Decree RSFSR "On the institutions for children and adolescents who are deaf, blind and has mental disabilities" (1926) regulated the teaching and educational process in institutions of correctional education (Basova and Egorov, 1984).

The proclaimed goal of correctional education was to form children's motivation to socially useful activity through school training and work. However, in practice children with disabilities were segregated from the partnership and environment of normally developed peers, family, public initiatives. This system considers the disabilities of children as «defects». It was created as a «closed» and «segregated» special educational system. The system of social education in the USSR (1922-1926) consisted of isolation ward-distributions centers that distribute children with disabilities and street children to children homes and colonies; schools and children's homes for children with defects and school-communes. As a rule, children might be sent to each of the educational programmes (see Figure 2). The programmes revealed differences in pedagogical approaches. For instance, colonies had the emphasis on collectivistic soviet education (see the description of Makarenko' pedagogy in section 1.2.), while children homes facilitated less ideological support.

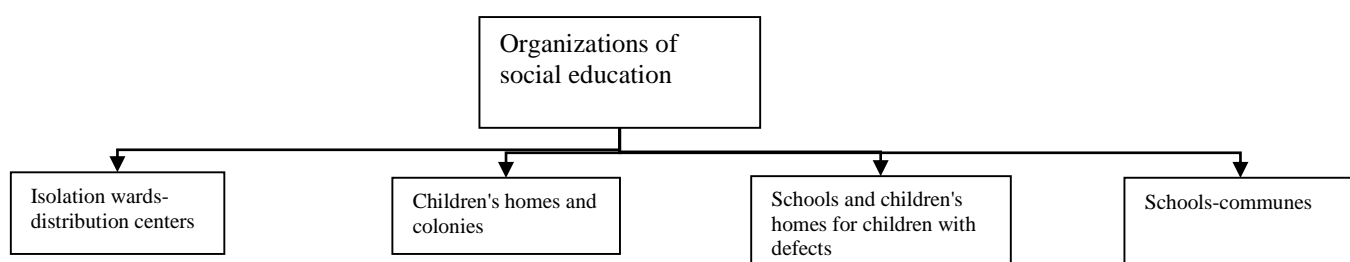


Figure 2. The system of social education in the USSR (1922-1926)

Source: Pavenkov, O., Pavenkov V., Rubtcova M., Narayanamurthy H., 2016, p. 26.

This first system was developed until the end of the Second World War. The elaboration of the institutions of social protection for people with disabilities came into being after the Second World War when the people with disabilities become the

subject of close attention of the state. During that historical period, the policy in the sphere of social service for people with disabilities represented a legislatively fixed complex of measures, directed at providing their activities. The established system of social security for people with disabilities didn't consider the special characteristics of an individual with disabilities. In essence, this system had two peculiarities: the government paternalism and restriction of rights and activity of people with disabilities.

The legislation of the former USSR supported a concept of «person with a disability» which was connected only with the loss of ability to work and have a job (Flyaster M, 1968). According to this understanding, children under 16 couldn't be recognized as children with disabilities. Until 1979 children with disabilities did not have any social benefits or obtained assistance. There wasn't any social help to children with disabilities. The statistical data of children with disabilities was scarce. In 1979 the term «disabled person since childhood») was presented in Resolution "On improving the material security of persons with disabilities since childhood" (Resolution, 1979).

Status of «child - person with a disability» was firstly introduced in Russia by Decree Council of Ministers USSR «On the improvement of material support of children disabled people» (May 23, 1979) N 469. According to this Decree, a child - person with a disability had the right to get social security benefit. The recognition of children with a disability was conducted by the health authorities. In the same year, the Order of the Ministry of Health of the USSR (1979) worked out and

published the list of medical diseases that could detached the children with disabilities who could receive social security benefits.

During 1970-80 the new system of training and education of children with intellectual disabilities was established. In 1981 first correctional schools for these children appeared, and since 1988 special (correctional) classes have been opened in state regular schools. The Convention on the Rights of the Child was signed by the USSR on January 26, 1990 and ratified on June 13, 1990.

For the Russian Federation, the Convention came into force on 15 September 1990. In the 1992 the Law of the Russian Federation "On Education" № 3266-1 came into force. According to article 52 of this law, parents have «the right to choose the form of education, and educational institutions» (Zakon Rossiyskoy Federatsii «Ob obrazovanii», 1992). According to Article 50, paragraph 10, children can be placed for training in special (correctional) educational institutions "only with the consent of the parents (legal representatives)" (Zakon Rossiyskoy Federatsii «Ob obrazovanii», 1992).

According to official statistics during 1980-2018 the number of children with disabilities in Russia increased more than 10 times, from 53 thousand children with disabilities (under 16 years) in 1980 to 560 thousand children with disabilities (under 18 years) in 2011 and 655 thousand children with disabilities (under 18 years) in 2018. We lack official comments on the dramatically increasing tendency. In the book "Disabled People in Russia: causes and dynamics of disability, contradictions, and prospects of social policy" (Maleva et al., 1999) the assumption was made that

the population preferred to avoid an official confirmation of disability in the Soviet Union. In Russia, social legislation began to operate, as the result in 1995 the Law “On Social Protection of Disabled Persons in the Russian Federation” was introduced. That led to an increase in the number of benefits and an increase in the real incomes of people with disabilities. So it can be a cause of the official registration of a disability. It also tells us that in the statistical data about the Soviet Union's disability might be inaccurate, and people preferred to hide the disability or did not see the point in its official registration (see Table 2, 3).

Table 2. Number of children with disabilities who received social security benefits (1980-2011)

	1980	1990	1995	2000	2005	2007	2008	2009	2010	2011
total, thousand children*	53	155	454	675	573	529	515	519	541	560
on 10000 children**	16,5	38,6	119,3	201,7	202,1	196,2	194,4	197,0	205,9	211,3

Source: ROSSTAT (c), 2016

*children with disabilities who received social security benefits

** number of children with disabilities who received social security benefits among 10,000 children (without disabilities and with disabilities)

Table 3. Number of children with disabilities who received social security benefits (2012-2018)

	2012	2013	2014	2015	2016	2017	2018
total, children	560422	567825	579574	604850	616905	636024	655014

Source: ROSSTAT (a), 2018. After 2011 Official statistics of the Russian Federation doesn't use indicator «on 10000 children»

In general, based on historical and socio-cultural analysis of Belyavsky (2006), Zamsky (1980), Piskunov (2001), Goneev, Lifintseva, Yalpaeva (2002), Kashchenko (1999) we consider five periods in the evolution of the relationship

between society, state and persons with disabilities and three stages of formation of the national systems of education for children with disabilities in Russia (see Table 4).

Table 4. Stages of the evolution of the relationship between society, state and people with disabilities

Stages of the evolution of the relationship between society, state and persons with disabilities	Stages of the building of education for children with disabilities	Periods of development in Russia
I	0	996- 1705 years.
II	0	1706- 1805 years.
III	I	1806- 1926 years.
IV	II	1927- 1991 years.
V	III	1991- present time

Source: Pavenkov, O., Pavenkov V., Rubtcova M., Narayanamurthy H. 2016, p.34.

Note: «0» means that the system has not been created yet

1. *First period.* The period when aggression and intolerance had transformed into the demand to take care about children with disabilities. The first case of the state care of the disabled is opening shelters for blind people in Bavaria in 1198 year. In Russia the end of this period can be considered as the edicts of Peter I, commanded to open church shelters for the people with disabilities (1706).
2. *Second period:* the transition from the demand to take care of children with disabilities to the possibilities of providing education to at least part of the

children with disabilities. The starting point of the period is considered as the opening special schools for the deaf (1770) and for the blind (1784) in Paris. Such events mean overviewing the civil rights of people with sensory disabilities in Western Europe. In Russia the opening of the first special schools in St. Petersburg was connected with indoctrination of the Emperor Alexander I with Western experience and an invitation of the French teacher of inclusive education Valentine Gayuna for work purpose in Russia. First schools for the deaf children were opened in 1806 and special schools for the blind children – in 1807.

3. *Third period:* the transition from the possibilities of providing education to at least part of children with disabilities to the understanding the feasibility of inclusive education of three groups of children: children with hearing problems, children with visual impairments and children with intellectual disabilities. The turning point can be considered as the last quarter of the XIX century. It was the time of the enactment laws on compulsory universal primary education in Western Europe, and on their basis - laws on the education of the deaf, blind children and children with mentally disabilities. In Russia, state education for children with disabilities was created during 1926 – 1927s.
4. *Fourth period:* the transition from the understanding of the feasibility of inclusive education of three groups of children to the understanding of the necessity of educating all children with disabilities. In Russia during 1950-1960-ies correctional education system was developed. It was the period of structural

improvement and transition from three to eight types of correctional schools for children with disabilities.

5. *Fifth period*: the transition from exclusion to inclusion. Inclusion of children with disabilities into the society is the leading trend of the period. The period is characterized by restructuring organizational principles of education for children with disabilities, reduction the number of correctional schools and the increase of the number of inclusive classes in regular schools, inclusion of children with disabilities in the common education environment. This period started in Russia since 1990's. The development of the system of inclusive education in Russia since 1990 is presented in Table 5.

Table 5. Development of the system of inclusive education in Russia since 1990

	USSR/Russia
1. The beginning of 1990	<p>1990. Law about education. On the basic principles of social protection of disabled people in the USSR. This law consists of the whole system of rules that forms an institution of education and training of persons with disabilities.</p> <p>1992. The law about education (Government of Russia, 1992). The state provides the right for all citizens to education by creating a system of education.</p> <p>1993. The Constitution of Russian Federation. 1. Everyone shall have the right to education. 2. Guarantees shall be provided for general access to and free pre-school, secondary and high vocational education in state or municipal educational establishments and at enterprises (Government of Russia, 1993) The guarantee of the educational right of a person.</p>
2. 1995-2005	<p>1995-1996. The decision of the Ministry of Education of Russia to include into the curricula of pedagogical universities from 1 September 1996 courses such as the introduction in correctional pedagogy and psychology of children with disabilities. The network of correctional schools was create in 1997.</p>

Source: Pavenkov, O., Rubtcova M., 2015, p.43-44

In the context of modern social and economic changes in the Russian Federation, the system of inclusive education demonstrates the state and the legal recognition. However, it still has a number of problems:

1. Lack of educated and skilled teachers (see e.g. Iarskia and Iarskia-Smirnova, 2015) and in results inclusive education often is associated with poor quality of education (see Yarskaya-Smirnova, 2014).
2. Financial problems (see e.g. Pukemov, 2012)
3. The moral motivation of teachers to support a student with disabilities is very weak. Such a problem is caused by the goal orientation of modern teachers, who are oriented towards the talented children (see e.g. Martianova and Rubtcova, 2014).
4. The inability for children with disabilities to get higher education and as a result, impossibility to be employed (see e.g. Iarskia and Iarskia-Smirnova, 2015)

Features of transition to inclusive education in Russia are presented in Figure 3.

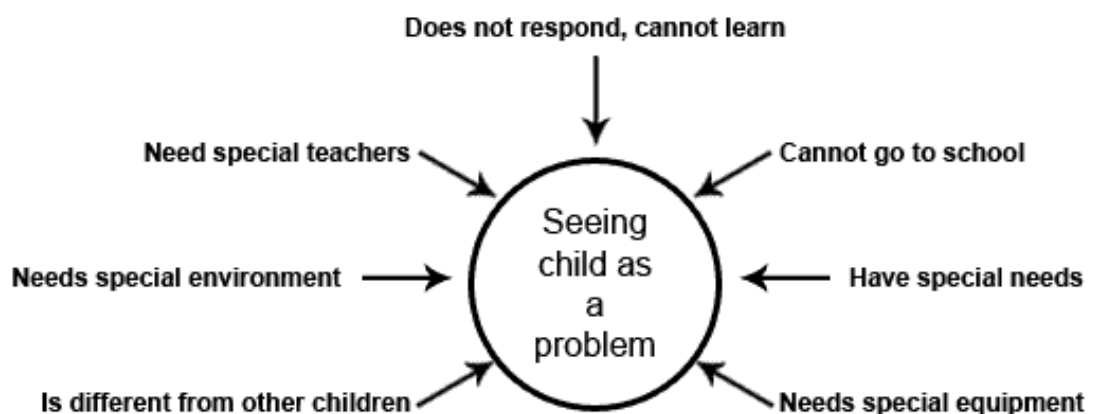


Figure 3. Features of transition to inclusive education in Russia

Source: Pavenkov, O., Pavenkov V., Rubtcova M., Narayanamurthy H. 2016, p.34

The educational system of Russia considers a child with disabilities as a disadvantage for the social system. Unfortunately, such approach retained after the Soviet-Union period. Russian leaders repeatedly claimed these problems. The Russian ex-president D.A. Medvedev in 2009 said: “We need to create a normal system of education for children and young people with disabilities to learn among peers, including in common secondary schools. This is necessary not only for them but for all society” (Kyzmin, 2009). However, much remains to be done for this.

Russia's transition to inclusive education for all children with disabilities, has its own special considerations. The difference between Western and Russian conditions of transition to inclusive education are shown in Table 6.

Table 6. Western and Russian conditions of transition to inclusive education

Western Europe	Russia
The development of inclusive approaches to education began in the conditions legally formed norms of democracy and economic growth.	Transition to the inclusive education was carried out in the situation generation of democratic norms, their first legislative registration and deep economic crisis.
Ideas of inclusive education appeared in the context of opposition of discrimination based on race, sex, nationality, political, religious, ethnic and other characteristics. Discussion of special education and integration issues is conducted under strict legal provisions governing the integration process.	Integration is declared as the need of humane treatment of people with disabilities and understanding of the fullness of their rights in the situation of deterioration of the standard of living of different social groups in the conditions of permanent national conflicts.
Discussion of the problems of inclusive education and integration is inside tough legal framework, regulating this process.	There is not detailed formed legal framework for discussion of the problems of inclusive education
There is a centuries-long tradition of charitable activity, a wide network of non-governmental specialized agencies, financial rebates for philanthropists was established.	Charity tradition was interrupted in 1917. It is very weak social movement is not stimulated by financial legislation now.

Western Europe	Russia
Because of the government policy, carried out through the media, the idea of equality of rights of people with special educational needs and the social and citizens' responsibility for providing equal opportunities for such people incorporated in the public consciousness.	There was an unspoken taboo to the media to talk about disability for decades, and only now some changes in the public consciousness happened.

Source: Pavenkov, O., Pavenkov V., Rubtcova M., 2016

Although the advances on the basis of inclusive education, the idea of having specific (correctional) school for children with disabilities still has its influence and force in Russia. So we should compare some aspects of inclusive reform with the nearest countries to Russia that had the same Soviet System of correctional pedagogy. They are Belarus and Ukraine.

2.2. Positive practices of legislation and development of inclusive educational system in Belarus and Ukraine

The post-Soviet space is all independent states that left the Soviet Union after its collapse in 1991. Most authors note the similarity of the processes of inclusive education unfolding in the post-Soviet republics. The similarity of general trends does not mean that the formation of an inclusive education occurs everywhere in the same scenario. Therefore, we will consider some of the positive practices in states that have some similarities in Soviet history and cultural characteristics with Russia. They are Belarus and Ukraine.

In the Republic of Belarus, all efforts to implement the ideas of inclusive education are supported by a legal framework that enshrines the rights and

obligations of participants in the educational process. The most important of them are: the Constitution of the Republic of Belarus, the Laws of the Republic of Belarus - “On the Rights of the Child”; "Education Code of the Republic of Belarus"; “On the education of persons with peculiar psychophysical development (special education)” (acted before the introduction of Education Code of the Republic of Belarus in 2011); “On General Secondary Education”; “On languages in the Republic of Belarus”; Decree of the President of the Republic of Belarus No. 18 of November 24, 2006 “On Additional Measures for the State Protection of Children in Dysfunctional Families”; Decree of the President of the Republic of Belarus of July 17, 2008 No. 15 “On certain issues of general secondary education.

In modern conditions in the Republic of Belarus, the ways of optimization and balanced development of special institutions and educational structures of an integrated profile have been determined. The priority is to provide educational services at the place of residence of the child with disabilities. Further development of the special education system is predicted in the direction of early detection and provision of early assistance to children with developmental or risk groups, starting from the first days of life; expanding the boundaries of interaction between children with disabilities and ordinary children through the development of inclusive educational services (Zmushko, 2016).

The implementation of inclusive education in Belarus includes the following priorities: 1) inclusion of all students in a class in social interaction, 2) pedagogical leadership in overcoming an adaptive cognitive crisis caused by different readiness

for learning and various opportunities and needs of children. Scientifically developed models of inclusive education and its psychological and pedagogical support make it possible to create optimal conditions for all students, to carry out the necessary remedial assistance and ensure successful integration in society. (Zmushko, 2016).

However, in Belarus, inclusive educational practice is largely experimental and unstable. This is due to the fact that the system of inclusive education is at the stage of formation. Educational institutions with inclusive programs are not yet quite ready to accept a large number of students. The professional training of general education teachers is currently not sufficient to implement an inclusive approach. The situation is complicated by the lack of special teaching and learning materials, manuals, training aids, and training programs (Voronovich, Fedotko, 2016). This problem is the same as in Russia.

Despite experimenting similar problems to Russia, Belarus has some positive practice that can be useful for Russia. They are the data bank on children with psychophysical development features and posts (stations) of correctional and pedagogical assistance.

The data bank of children with special needs was established by the Order of the Ministry of Education of the Republic of Belarus of January 1, 2001, "On the establishment of a data bank of children with psychophysical developmental characteristics". It allows timely identification of children, organizing their education, planning and implementing social adaptation and rehabilitation measures

for a particular child, and forecasting the development of a special educational system both in the republic as a whole and for individual regions.

Resolution of the Ministry of education of the Republic of Belarus July 25, 2011 No. 131 approved «Regulations on the posts (stations) of correctional and pedagogical assistance». The posts (stations) of correctional and pedagogical assistance carry out corrective work with children with minor disorders. These children who are temporarily included in the databank with psychophysical features are trained in common educational institutions based on the main educational programs. However, they have possibilities to receive support in the posts (stations) of correctional and pedagogical assistance. The number of posts (stations) from year to year increases. Currently, almost 50% of kindergarten and school have posts (stations) of correctional and pedagogical assistance (Zmushko, 2016).

In Ukraine, the first experimental steps for the development of inclusive education began in 2001. In July 2010, the Law of Ukraine “On General Secondary Education” was amended according to which general education schools can create inclusive classes for teaching children with special educational needs. The regulatory framework of inclusive education in Ukraine is represented by a number of government documents, in particular, by the Resolution of the Cabinet of Ministers of Ukraine “On Approval of the Organization of Inclusive Education in General Education Schools” (No. 872 of August 15, 2011), orders and letters of the Ministry of Education and Science Of Ukraine “Action Plan for the Implementation of Inclusive Education in Preschool, General Education and Out-of-School

Educational Institutions for 2009-2012” (No. 855 of September 11, 2009), “On Approval of the Regulations on Special Classes for teaching children with special educational needs in general education institutions ”(No. 1224 dated December 9, 2010),“ On the organization of inclusive education in general educational institutions ”(No. 1 / 9-384 dated May 18, 12),“ On the organization of psychological and social support in the context of inclusive education”(No. 1 / 9-529 of July 26, 2012),“ On the introduction of the position of an educator (teachers' assistant) in secondary schools with inclusive education” (No. 1 / 9-694 of 26.09. 2012), “On the definition of the tasks of the workers of the psychological system service s formation in the conditions inclusive learning” (№ 1/9 -694 g of 26.09.2012) Concept inclusive education (№ 912 of 01.10.2010) and others.

Despite experimenting some problems similar to Russia (Zaiarniuk, 2015), Ukraine has a positive practice that can be useful for Russia. That is the positions of teacher’s assistant in inclusive class. In 2011, the Procedure for the organization of inclusive education in general education institutions was adopted. It was approved by the Resolution of the Cabinet of Ministers of August 15, 2011 No. 872. This document established the following:

- educational services are provided to children with special educational needs in classes with inclusive education (for children with physical and mental disabilities, including disabled children) using personality-oriented teaching methods and taking into account the individual characteristics of the educational and cognitive activity of these children;

- the student-centered direction of the educational process is provided by a teacher's assistant. The introduction of such a position is provided by the Standard Staff Standards of General Education Educational Institutions, approved by Order No. 1205 of the Ministry of Education dated December 6, 2010, at the rate of 0.5 rates per class in which children with special educational needs study.

However, the issues of determining the status of a teacher's assistant, the nuances of his/her remuneration and other issues related to labor relations were not resolved.

The Ukrainian legislators adopted the Resolution of the Cabinet of Ministers of Ukraine "On Amendments to the Decisions of the Cabinet of Ministers of Ukraine of April 14, 1997 No. 346 and of June 14, 2000 No. 963" of July 18, 2012 No. 635. They included the position of teacher's assistant into the List of positions of pedagogical and scientific-pedagogical workers, approved by the Resolution of the Cabinet of Ministers of Ukraine dated June 14, 2000 No. 963. The teacher's assistant gained the status of a pedagogical worker. According to the Procedure for granting an annual basic leave of up to 56 calendar days, based on the Resolution of 14.04.1997 No. 346. it was established that the duration of the annual basic leave of a teacher's assistant is 56 calendar days.

However, only in 2012 in the Letter of the Ministry of Education No. 1 / 9-675 dated September 25, the duties of a teacher's assistant were listed. The document states that he/she should perform the following functions:

- organizational: to assist in the organization of the educational process; assist in the organization of the workplace; observe the child in order to study its individual characteristics, aptitudes, interests and needs; help to focus attention, to promote the formation of self-regulation and student self-control; cooperate with specialists who work directly with the child, and participate in the development of an individual program.

- educational and developmental: to contribute to the development of the child, the improvement of his/her psycho-emotional state; stimulate the development of its social activity; create an atmosphere of optimism and confidence in their abilities and future;

- diagnostic: together with a group of specialists who develop an individual program for the development of children with special educational needs, assess the educational achievements of students, as well as the implementation of an individual development program;

- predictive: to participate in the development of an individual program;

- advisory: constantly communicate with parents, providing them with the necessary advice; inform the class teacher and parents about the student's achievements.

As we can see, a teacher's assistant should have too many duties and can have too little salary. All these functions should be carried out by a person who can be busy only a half the time and paid for 0.5 rates.

In 2012, in a letter dated September 28, 2012 No. 1 / 9-694, the specialists of the Ministry of Education recommended to create the position of a teacher of inclusive education instead of the position of a teacher's assistant. Despite this, some schools have already created an assistant position.

Serious changes occurred in 2018. After public discussion, the function of teacher's assistant was approved in June 08, 2018 by the Order of the Ministry of Education and Science of Ukraine «On approval of the present provisions on the team of psychological and pedagogical supply of a child with special educational needs in general secondary and preschool education». This order understands the role of a teacher's assistant as a part of a team together with a teacher of inclusive education, psychologist, social educator, teacher-defectologist and administration representative. The functions of a teacher's assistant as a part of this team are the following:

- assistance in organizing the educational process of a child with disabilities;
- participation in the development of a child with disabilities;
- participation in the preparation of an individual curriculum;
- adaptation of educational materials taking into account the individual characteristics of the educational and cognitive activity of a child with disabilities;
- observation of a child with disabilities in order to study his/her individual characteristics, aptitudes, interests and needs;
- implementation of psychological and pedagogical support of a child with disabilities;

- assessment, together with an inclusive teacher, of the level of achievement of the ultimate goals of education;
- preparation of information for the participants of the inclusive team's meeting on the results of monitoring a child's development in context of his / her individual characteristics, interests and needs;
- advisory assistance to parents (or legal representatives).

In accordance with Law No. 8556 on September 24, 2018, schools and kindergartens should organize a work of the inclusive team (includes teacher's assistant) and provide help to parents of children with disabilities (Lysak, 2018)..

At the same time the course "Teacher's Assistant at an Inclusive School" was created. It consists of two modules of 72 hours each. The first part of the training takes place in the spring, the second - in the fall. Education covers the full range of issues related to inclusion, ranging from the concepts of norms and pathology, to modifying the curriculum to the needs of an inclusive child. The program is designed in such a way as to teach the future assistant not only pedagogical, but also medical and psychological support for a special child. Each type of violation has its own topic in the course (Myachina, 2018)

Ukrainian parents who have received the assistance of a teacher's assistant said that a teacher's assistant is not ready to help a child with a disability with something else besides studies: in traveling, in eating, in using the restroom and other things. That is why, even with an assistant, it can be difficult to organize inclusive education without the help of parents (Myachina, 2018). The assistant

spends only half the time with a child, so the emphasis is usually placed on the study program. However the help with studies is already a good help.

Having considered the positive practices of Belarus and Ukraine, we can draw the following conclusions. The transition from correctional education to inclusive education is a complex process in the post-Soviet space. The successful practices of Belarus and Ukraine are aimed to help an inclusive teacher. In Russia, an inclusive teacher should solve problems alone. In Belarus and Ukraine, the state is trying to organize a team of specialists either as a separate post (station) in a common school (Belarus), or with the help of a teacher's assistant who supports the child additionally (Ukraine). In both cases, assistance is provided inside the common school.

In Russia, the parent of a child with a disability should make a choice of either a correctional school or an inclusive education, and there are no forms of combining correctional and inclusive pedagogy as it happens in Belarus or Ukraine. And if we recall the meetings of parents in Russia against the closure of correctional schools, Russian parents are forced to choose a correctional school because Russian inclusive education is not combined with correctional education, as happened in Belarus and Ukraine. An extensive network of Russian correctional schools may seem to Russian parents of children with disabilities more reliable despite the fact that it is based on segregation and prevents the adaptation of children with disabilities in society. In the next section, we describe this network.

2.3. The system of correctional education in Russia

In 1997 a new chain of correctional schools of Russia was created. At that time children were identified as a group of children with disabilities if they had "significant limitations of life, leading to social isolation, violations of growth and development of the child, including the ability to self-service, mobility, orientation, behavior, learning, communication, work in the future" (Aksenova, 2001, p. 81). According to the Model Regulations for a special (correctional) educational institution for students with disabilities (in accordance with the law with "deviation in development") (approved by Government Decree No. 288 of March 12, 1997), special (correctional) institutions in Russia were divided into eight types:

Type I. Special (correctional) educational institution.

Special (correctional) educational institution type I were created for the education of deaf children. There are three levels of general education:

Level 1. The initial general education. The length of the standard period of education is 5 - 6 years (depending on the subjects) or 6 - 7 years (including preparatory class). The correctional schools accept children with disabilities from the age of 7. At the first stage, general education for the elementary grades (1 - 3 classes) is directed to the development of child's personality. At the elementary school, students develop speech activity. In the middle school (4 - 6 classes) teachers work on the formation of the personality of deaf child's educational activities to improve the ability to use language as the mean of communication for the development of cognitive abilities and skills of independent mental activity.

Level 2. The basic general education. The length of the standard period of development is 5 - 6 years. The second stage of general education (7-10 classes) is directed to the formation of the personality of the deaf student. They continued systematic development of speech and writing students, correcting their pronunciation and development of auditory perception.

Level 3. Secondary (complete) general education. The length of the standard period of development is 2 years. At the third stage of receiving general education students improve the oral and written language. Specially organised work deals with a social adaptation of students.

Type 2: Special (correctional) educational institution of type II

The correctional institution of type II was created for training and educating children with partial hearing disability and varying degrees of speech underdevelopment. This system is directed at the development of verbal speech, preparation and production free speech dialogues on the audial and audio-visual basis. The whole educational process focuses on the development of audial perception, and practice speech production. Students are provided by active speech practices through creating an auditory-verbal environment (using sound equipment).

There are two departments (students may change departments) to provide a differentiated approach to educating children with partial hearing disability:

1 department: for students with easy speech underdevelopment;

2 department: for students with profound speech underdevelopment caused by the hearing disability.

The educational process is organized in accordance with the levels of educational programs. There are three levels of general education:

Level 1. The initial general education. The length of the standard period of the development lasts 4 - 5 years or 6 - 7 years. For children at the age of 6 - 7 who did not obtain preschool education, the preparatory class were arranged. At one of the stages of general education verbal speech is corrected and developed through the use of auditory function and formation of auditory skills of visual perception, the accumulation of vocabulary, grammatical patterns of language, and development of skills of coherent speech.

Level 2 states for the basic general education. The length of the standard period of development is 6 years. Level 2 of general education is directed at the further development of speech production, developing listening and pronunciation skills.

Level 3 is secondary (complete) general education. The length of the standard period of development is 2 years. Level 3 of general education is directed at the development of oral and written language production until the required level for the social integration is achieved.

Special (correctional) educational institution of types III and IV

Correctional institutions of III and IV types of security regimes provide training, education of students with a visual disability. Blind children can be accepted in correctional institution of III type. Children with the partial visual

disability can be accepted in correctional institution of IV type (Government Decree, 1997).

Special (correctional) educational institution of type V

The correctional institution of V type was created for training and education of children with speech pathology. Education of such children is directed on specialized assistance which allows to overcome speech disorders and to correct features of mental development.

The correctional institution of type V includes two departments:

Department 1. Children with general underdevelopment of speech level (alalia, dysarthria, rhinolalia, aphasia) can be accepted;

Department 2. Stuttering children with normal speech development can be accepted.

Special (correctional) educational institution of type VI

The correctional institution of type VI was created for training and educating children with disorders of the musculoskeletal system (with movement disability). Education is directed at recovering, the formation and development of motor functions, correcting of speech and mental development of children. The goal of the education is social adaptation and integration into society on the basis of specially organized motor mode and the material and practical activities (Government Decree, 1997).

Special (correctional) educational institution of type VII

The correctional institution of type VII was created for training and educating children with intellectual disabilities, including observed memory lapses, attention, mental impairment, lack of pace and mobility of mental processes, increased fatigability, and emotional instability. This education is directed at correction of the development of their mental, emotional and volitional spheres, cognitive activity, and the formation of skills through training of different activities (Government Decree, 1997).

Special (correctional) educational institution of type VIII

The correctional institution of type VIII was created for training and educating children with partial mental disabilities through job training, as well as social and psychological rehabilitation for integration into society (Government Decree, 1997).

We provide a table summarizing the data collected (see Table 7).

Table 7. Types of special (correctional) educational institutions

Types of special (correctional) educational institutions	Group of children	The main tasks of the school
Special (correctional) educational institution. Type I	Deaf children	To teach a deaf child to communicate with others, to master several types of speech: oral, written, tactile, and gestural. The curriculum includes courses aimed at compensating for hearing through the use of sound amplifying equipment, pronunciation correction, social orientation and others.

Table 7. (Continued)

Types of special (correctional) educational institutions	Group of children	The main tasks of the school
Special (correctional) educational institution. Type II	Late-deaf children and children with hearing impairment (not completely deaf).	Restoration of lost hearing abilities, the organization of active speech practice, training in communication skills.
Special (correctional) educational institution. Type III	Blind children, as well as children with visual acuity from 0.04 to 0.08 with complex defects leading to blindness.	Specificity of the defect involves training with the use of typhlo equipment, as well as special didactic materials that allow understanding the incoming information.
Special (correctional) educational institution. Type IV	Children with visual acuity from 0.05 to 0.4 with the possibility of correction.	Specificity of the defect involves training with the use of special equipment, as well as special didactic materials that allow understanding the incoming information.
Special (correctional) educational institution. Type V	Children who have a general hypoplasia of speech, as well as severe speech pathology.	Correction of speech defect. The entire teaching and educational process is organized in such a way that children have the opportunity to develop their speech skills throughout the day. When the speech defect is eliminated, the parents have the right to transfer the child to a regular school.
Special (correctional) educational institution. Type VI	Children with musculoskeletal disorders.	In the correctional institution, the motor functions are restored and their development organized. Particular attention is paid to social and labor adaptation of pupils.
Special (correctional) educational institution. Type VII	Children with mental retardation, and with the possibilities of intellectual development.	This type of correctional schools makes the correction of mental development, the development of cognitive activity and the formation of skills in educational activities. Based on the results of education in primary school, pupils can be transferred to a comprehensive school.
Special (correctional) educational institution. VIII	Children with intellectual disability.	The goal of the training is social and psychological rehabilitation and the possibility of integrating the child into society.

Source: Letter of the Ministry of Education, 2000; Pachurin, Shevchenko, Gorshkova, Romanova, 2014, p.147-148.

According to the Decree of the Ministry of Labour and Social Development of Russian Federation № 17 of April 15, 2003, that determines and examines the causes of disability by agencies of federal government and medical and social services there are three groups of disability:

The first group of disability. The criterion for the assessment of the degree of disability is the call for social protection or assistance because of health problems including persistent significant disorder of body functions, illness, resulted from injury. Criteria for first disability group are the following:

- disability to self-service
- dependence on others persons caused by a disability;
- disability of independent travel;
- orientation disability (disorientation);
- disability to communicate;
- disability to control own behavior (Postanovleniye Pravitel'stva «O poryadke i usloviyakh priznaniya litsa invalidom», 2006).

The second group of disability. The criterion for determination of the second group of disability is the want of the social protection or assistance as the result of health disorders. Criteria for the second group of disability are the following:

- ability to self-service using aid and (or) with the help of other persons;
- the ability of self sufficient travel with support of the others;
- ability to perform tasks in special working conditions using aids and (or) a specially equipped operating place;

- the ability to study only in special schools or on special programs at home;
- the ability of time perception and space orientation, only with the assistance of the others;
- the ability to communicate with and (or) without the help of the others;
- the ability partially or completely control own behavior with the help of the others (Postanovleniye Pravitel'stva «O poryadke i usloviyakh priznaniya litsa invalidom», 2006).

The third group of disability. The criterion of determination of the third group is the social disability that requires social protection or assistance as the result of health disorders caused by minor to moderate disorders of body functions.

Indicators of the third group of disability are the following:

- the ability to take care of yourself applying additional devices or modifications;
- the ability of independent movement is reduced;
- the ability to study at schools of the general type using of a special regime of the educational process and (or) with using special devices or modifications;
- the ability to do work which required less qualification or reduced production activities;
- the ability of temporal and spatial orientation with the use of auxiliary devices or modifications;

- the ability to communicate, characterized by the decrease in the speed of perception of information and information retrieval (Postanovleniye Pravitel'stva O poryadke i usloviyakh priznaniya litsa invalidom, 2006). Three groups of disability in Russia are presented in Table 8.

Table 8. Groups of disability in Russia

GROUPS OF DISABILITY	CRITERIA FOR ESTABLISHING A LIMITATION OF ABILITY TO WORK
The first group of disability	Disturbance of body functions caused by illnesses, consequences of injuries or defects, which leads to a decrease in the qualification, volume, severity and intensity of the work performed, inability to continue working in the main profession, if other types work with lower qualifications can be performed under normal operating conditions in the following cases: - when performing work in the usual conditions of work in the main trade with a reduction in the volume of production activity by at least two times, reducing the severity of work by at least two classes; - when moving to another job with lower qualifications. In normal working conditions due to the inability to continue working in the main profession
The second group of disability	Health impairment with the persistently expressed disorder of body functions, caused by diseases, consequences of injuries or defects, where it is possible to perform work in specially created working conditions, using auxiliary equipment and (or) with the help of others
The third group of disability	Health impairment with a persistent impairment of body functions, caused by illness, trauma or defect, resulting in total inability to work, including in specially created conditions, or contraindications to work

Source: Resolution of the Government, 2006

The Moscow law devoted to the education of persons with disabilities (special education) was put into force in 2012. The law was an important step towards the development of inclusive education in Russia. It proclaimed three main ideas:

- First, the right of a person for effective remedies is ensured by this law.
- Second, the right of parents to make preferences towards particular educational institution for the disabled child.

- Third, the rights of children with disabilities to have technical means and attend distance courses. These rights are clearly presented in the law.

Thus, at the official level and in federal and regional legislation, Russia recognizes that inclusive education is necessary and urgent. Inclusive education is a developed, humane and effective education system. Despite the fact that inclusive education is supported by the law, the implementation of this process in Russia causes a lot of controversy and difficulties. In fact, the two systems - inclusive and special correctional education coexist with each other. The law «On education» in 2012 made an attempt to remove the system of special correctional education. However this was the cause for the protests of parents and teachers, so the system of correctional education was maintained. In the next section, we will talk about the current research of inclusive and correctional education in Russia.

2.4. The results of the current Russian studies of inclusive and correctional education

It is necessary to introduce the current research on inclusive and correctional education in Russia. Modern elements of education for children with disabilities in Russia (USSR) were developed during 60s of the XX century. During 70s experimental work for the creation of the educational system for deaf children began. The result of this work was the opportunity to teach deaf children in regular schools. (Leonhard et al., 1990). Another prerequisite for inclusive education was the organization of "corrective" classes at regular schools where children with disabilities could study in 1992. Such classes were created for "risky" children who have minor violations in cognitive functions, speech and learning difficulties.

In the 90s the concept of inclusive education was considered as "one of the strategic objectives of special education" (Malofeev, 1996). The main advantages of inclusion were proclaimed relationship between children with disabilities and children without disabilities and principle of harmonious development in accordance with the own capabilities. At the same time some criticism of inclusive education was aimed to show that inclusive education is not a suitable idea for Russia because of several reasons:

1. The impossibility of borrowing and copying of the Western paradigm of inclusive education;
2. Differences in the types of social organization in Russia and Western countries;

3. Difficulty in the preparation of the legislative framework;
 4. The complexity of financing and finding of sponsors;
 5. Difficulty in the education of teachers of inclusive education
- (Malofeev, 1996).

However, these reasons were established without sociological, educational, and political research, and were not accepted by the government that decided to implement inclusive education in Russia. Supporters of inclusive education were involved in the permanent research process. In their articles supporters of inclusive education showed the implementation of inclusive education in Russia as a controversial process when the good and positive idea of inclusive education can lose the support of population because of the wrong implementation. S.V. Alehina wrote in her article «The main problem of inclusive education at the present stage» that, «according to the information from the Ministry of Education and Science, conditions for the full access of children with disabilities were created only in 6.5% of educational institutions, although the law is valid for all educational institutions...» (Alehina, 2015: 20). In the other article, Alehina, Alekseeva, and Agafonova referred to the results of their studies conducted in Moscow and argued that, in 2011, 51% of teachers were not prepared to apply the elements of pedagogy for children with disabilities and include them in regular classes, 38% of them requested additional education in this field (Alehina, Alekseeva, Agafonova, 2011:86).

In some regions of Russia inclusive education has been stimulated. It happened because the infrastructure of special institutions and children with disabilities was insufficient, thus the children with disabilities studied in regular secondary schools (Bgazhnokova, 2006). In Moscow, a few schools and preschools have implemented inclusive education. Students with moderate intellectual, physical, sensory and complex disabilities with diagnosis disorders of psychological development can share regular classes with classmates without disabilities. However, the implementation of inclusive education is a long process which takes a lot of time and should meet the number of social, public, political, legal, legal conditions (Bgazhnokova, 2006).

Y.K. Kolesnikova argues: «In 2008-2009 inclusive education was applied as an experiment in a number of regions of Russian Federation in different educational institutions... Currently, in our country, inclusive education is developing in big cities. Reorganisation of villages and small towns showed difficulties because of the high financial costs. It is necessary to improve the education system for a full access for children with disabilities...» (Kolesnikova, 2014:22).

The Centre of rehabilitation of young people with disabilities organized focus groups on the topic «Society and disability - frustrated dialogue» (Kozhushko, 2013). As a result of debates the following features were revealed:

- social, territorial and economic dependence from other people and their support;

- the family of a child with disabilities should strongly take care of the child, giving him chance to develop and don't think about illness;
- training of such children isn't enough;
- difficulties in moving around the city, which leads to the isolation of people with disabilities (conditions for movement of children with disabilities in architectural buildings, transport etc didn't create);
- lack of adequate legal support (legislative framework for children with disabilities is imperfect);
- the stability of negative public attitudes of persons with disabilities (the existence of a stereotype «disabled person is useless» and etc.);
- lack of a network of centers for social and psychological rehabilitation, as well as the weakness of public policy in this sphere.

Butenko and Chistokhina referred to studies of parents of children without disabilities and showed that parents of children without disabilities can express fear that inclusive education has a negative impact on the education of their “normal children”(children without disabilities) (Butenko and Chistokhina, 2015:202).

In another research Butenko and Chistokhina studied the opinion of teachers of inclusive education and described four groups of teachers:

«The first group which made the majority (65% of the participants) focus on their own action.

The second group (about 15% of all the participants) concentrates on their own feelings and emotions, evoked by the pupil's action ("I would be surprised", "I would be glad for him", "I would be confused", etc.)

The third group (about 15% of the participants) thinks on what is happening with the pupil, his cognitive processes, on how he is interested in or surprised by the content of the teacher's response.

The fourth and the less group (about 5% of the participants) are deep inside the methodological side of their actions in the classroom. The representatives from this group take the situation of their own response to the pupil as a specifically built for the rest of the class case study, where the others may take a lesson from both - observation and, probably, participation in the process of interaction» (Butenko and Chistokhina, 2015, p. 204).

Butenko A.V. and Chistokhina A.V. argued that the teacher should possess sensitivity and ability to transform spontaneous situations of Teacher-Student or Student-Student interaction in the classroom into the situations of the inclusive educational process. However, the first and second groups of teachers appeared to be self centered what prevented the progress of inclusive education. Thus, only 15% of teachers promoted the idea of the necessity of supporting children with disabilities (Butenko and Chistokhina, 2015).

Results of much research have demonstrated the variety of positions and opinions related to the problem. For instance, results of the sociological investigation of children with hearing disabilities by Yasin V.A. showed that only 31.75% of

informants- representatives of the Society of the Deaf agreed that inclusive education could provide equal access to education. 68.25% didn't agree with the statement. The majority of informants had doubts that inclusive education can give children with hearing disabilities equal access to information and education. Only 7.94% of informants agreed that inclusive education had advantage over corrective education. The majority of informants (69, 84%) thought that both systems of education should exist (Yasin, 2016).

The controversial acceptance of inclusive education was proved by the results obtained from the other investigations. According to Pukemov (2012), a study in Surgut showed that 35% of the teachers, 26% of parents and 32% of citizens are against inclusive education. At the same time, 30% of the parents, 65% of the parents and 49% of the citizens, they're not inclined (Pukemov, 2012). According to representatives of Surgat Pedagogical University, these data indicate a lack of knowledge about the developmental characteristics of this category of children, lack of preparation of teachers to work with them, the need for educational work with the public and teachers (Bogataya, 2012).

It is also meaningful to know students' opinions on the concepts of inclusive and corrective education. The study of L.N. Molchanov, A.A. Kuznetsova, and A.I. Redkin «Attitude of students to the problem of inclusive education» revealed that 75% of students had no idea what inclusive education meant. To the question "Do you want students with disabilities studying with you?", 19% of students-respondents answered "yes", however 29% felt that that was not a good idea, 46%

believed that students with disabilities should study separately. 42% of students were of opinion that students with disabilities could give students without disabilities confidence in themselves, in their strengths, in their ability; 38% decided that it would help to increase or build tolerance for surrounding people, help to be slightly more tolerant, 20% believed that people with disabilities could give nothing to students without disabilities. Among the possible difficulties in common education, 43% of students-respondents thought that the students with disabilities would not be accepted into the community, 10% noted that there were no difficulties, 47% thought about the conditions for creating spaces without barriers that still do not exist. To the question: "What can you give to a student with disabilities?" 30% answered that a student with disabilities would be surrounded by care and attention on their part, 25% became a friend and companion, but 45% of students were not aware what kind help could be (Molchanov, Kuznetsova, and Redkin, 2015).

In St.Petersburg a study directed at students from vocational schools (colleges) aged from 17 to 21, was conducted in 2014. The Number of respondents counted 387 students. To the question "From your point of view, where should children with disabilities be educated?" the respondents gave the following answers: in a common school - 25%; in a special class of a regular school - 25%, and in a special correctional school - 50%. However, the question «What are your attitude to the joint education of children with disabilities in a common secondary school? the answers were allocated as follows: " I'm not against " - 55.2%, "I'm against" - 26% and "I do not know" - 18.8%. To the free answer question "What negative aspects

do you find in the joint education with children with disabilities in your class?" the following judgments were discussed: "Negative reaction from other students (bullying, ignoring)"; "Difficulties for children with disabilities themselves (psychological pressure, difficulties in communication)"; "Difficulties in training (it is difficult to perceive information, organize work, different speed of mastering the material, poor academic performance)" and "Sorry for children with disabilities". The open issued question "What positive aspects do you find in the joint education with children with disabilities in your class?" the respondents wrote: "Social adaptation of children with disabilities", "Developing a tolerant attitude towards children with disabilities", "Opportunity to learn in distance." At the same time, about a quarter of the interviewees wrote that "There are no positive sides." (The official website of the Commissioner for Children's Rights in St. Petersburg, 2014). Thus, students' opinion is controversial in both researches. They assumed many problems in common inclusive education; however they are not literally against it.

Iarskia V.N and Iarskia-Smirnova E.R. stressed out the deficit of structural, organizational and normative mechanisms of inclusive education on the level of management decision. They can promote the idea of the inclusive culture which creates the environment for the effective development of children with disabilities (Iarskia and Iarskia-Smirnova, 2015:135-136). Some projects implementary plans were created in Russia to ensure projects were completed. For example, in the Kirov region from September 2012 the project "Education and socialization of children with disabilities in inclusive educational space of the Kirov region» has been

implemented with aim to supporting the development of ideas of inclusive education. The aim of the project was the creation and development of conditions providing innovative practice of inclusive education for children with disabilities (Krestinina, Saltykova, 2014:29).

L.V. Godovnikova interprets the results of the investigation done with the school therapist: «The preschool psychologists pointed out the necessity of working out individual programs (53% of the respondents) and the compilation of programs for the development of the preschool child (26%); school psychologists also think it is necessary to draw up individual programs (36 %). The speech therapists think that it is sufficient to have a plan of individual work for every child — 56 % of answers by preschool speech therapists and 47% of those by school speech therapists» (Godovnikova, 2009). L.V. Godovnikova noticed some advantages and disadvantages of inclusive education for children development, which are shown in Table 9.

Table 9. Advantages and disadvantages of inclusive education for children development in Russia

Advantages	Disadvantages
1. Adaptation of children with disabilities in community of classmates without disabilities.	1. Common educational institute isn't prepared to accept child with disabilities because of absence of material and financial conditions.
2. Creation of condition for effective collaboration and cooperation of children with and without disabilities.	2. Fear of negative relation between children without disabilities and children with disabilities.
3. Communication between children with and without disabilities is useful for children without disabilities for education of tolerance, humane and lovable relation with neighbor.	3. Difficulties of inclusive education for teacher.

Source: Godovnikova, 2009, p. 28

The research of Gorban in 2008 showed the very low support of education for children with disabilities in regular school - 16% of respondents (Gorban, 2012). Gorban gave a description of the results of a survey conducted in 2008 by him and a Russian-European research consortium in the framework of the project "System of rehabilitation services for people with disabilities". The survey was conducted in four Russian regions: Kostroma region and cities Yegoryevsk (Moscow region), St. Petersburg, Saratov. The sample was stratified and representative (stratification by type of settlement, gender, age group, level of education). The questionnaires contained questions relating to the personal characteristics of the respondent, the perception of disability, the existing system of rehabilitation of people with disabilities and the disability policy in general. One of the questions was: «The most suitable place of study for children with disabilities is: (1) homeschooling; (2) a special educational institution; (3) regular secondary school; (4) they should not be trained at all; (5) other; (6) I do not know; (7) difficult to answer. According to the results of Gorban, in 2008 59,9% of respondents chose the correctional school as a place of education for children with disabilities (Gorban, 2012).

In 2016 High School of Economics (HSE) conducted an enormous research in 33 Russian regions (include St. Petersburg). The main summary was: "The majority of the population is still convinced that children with disabilities should be trained in special (correctional) schools. The mass survey of 2016 showed that such a belief is not affected by gender, age, education, social status of the respondents

and their place of residence" (Fund for Support of Children in Difficult Life Situation, 2017:42).

Thus, a group of researchers who support inclusive education identifies many problems in the implementation of inclusive education.

- The legislation is based on the principle of "top-down" whereas schools do not have enough opportunity to introduce inclusive education (Bgazhnokova, 2006, Kolesnikova, 2011).

- Many teachers do not want to be involved in inclusive education (Pukemov, 2012). However, if they show readiness, they cannot because they have not been trained enough and do not demonstrate good methodological material possessions for the task fulfilment (Alehina, Alekseeva, Agafonova, 2011).

- Parents of children with disabilities and parents of children without disabilities express concerns about the implementation of inclusive education (Pukemov, 2012, Yasin, 2016). Many parents - respondents were not even familiar with the term inclusive education (Pukemov, 2012).

At the same time, we believe that not all of the mentioned problems have been fully described in the studies on inclusive education in Russia. We have not evaluated the scope of the general reaction of society to the implementation of inclusive education in the whole country and its regions. For example, it is not evident how many supporters and critics of inclusive education are in each region of Russia. It is also still obscure how many people are even familiar with this concept and can define the term "inclusive education", and if they are familiar with it what is their attitude

to its implementation. Russia is enormous multicultural country and it has many differences in regional law and timing of implementation of federal law. That's why it is very important to know attitude of the common citizens and particular stakeholders' opinion in each region of Russia. In our current research, we will focus on Saint-Petersburg that has a status of autonomous region of Russian Federation ("Subject of Federation") with many own rights and possibilities.

Chapter III. Data and Methodology

Chapter 3 is devoted to the exploration of Data and Methodology. This chapter presents the context and two levels of studies devoted to the reform of correctional education and the development of inclusive education in St. Petersburg for the period 2012-2016. The first protests of the population against the reform of correctional education started in 2011 after the beginning of the neoliberal educational reforms of the government. Therefore, the **first stage** of the research in 2012 was devoted to the opinion of the St. Petersburg population about the reform of correctional and inclusive education. In 2014 this research was repeated in order to see answers in dynamics. The **second stage** of research, was devoted to teachers' and teacher students' opinion, which revealed interesting assessments and judgments about the reform of correctional and inclusive education in St Petersburg.

3.1. Context of the study

In our paper we will speak about situation in St. Petersburg. St. Petersburg is second in importance city in Russia after Moscow and key infrastructure`s center in Northwest Russia, as well as the second most populous metropolis in the country. The city has high level of the economic development. The permanent population of St. Petersburg on 2014 (November) amounted to 5177.0 thousand people, and from the beginning of the year increased by 45.1 thousand people, or 0.9%. (ROSSTAT (a), 2016) The unemployment rate was 1,3% (ROSSTAT (b), 2016) and average per

capita income of the population was RUB - 32 287 (420 euro) (ROSSTAT (b), 2018).

The number of people with disabilities in Russia is over 13 million, accounting for 9.2% of the total population of the country. However, 709538 people with disabilities currently live in St. Petersburg, representing more than 14,1% of the total urban population (ASPb, 2013). This significant difference has led to a more serious attention and study of the problems of persons with disabilities in St. Petersburg. Statistics about children with disabilities in St. Petersburg (compared to Russian) can be seen in Table 10 and 11.

Table 10. Number of children with disabilities receiving social pensions in Russia and in St.Petersburg (1980-2011)

Russia	1980	1990	1995	2000	2005	2007	2008	2009	2010	2011
total, thousand children	53	155	454	675	573	529	515	519	541	560
St. Petersburg	1980	1990	1995	2000	2005	2007	2008	2009	2010	2011
total, thousand children						15, 7	14,0	13,9	14,4	14,2

Source: ROSSTAT (c), 2016; City Information and Methodological Center" Family", 2011.

Table 11. Number of children with disabilities receiving social pensions in Russia and in St.Petersburg (2012-2018)

Russia	2012	2013	2014	2015	2016	2017	2018
total, children	560422	567825	579574	604850	616905	636024	655014
St. Petersburg	2012	2013	2014	2015	2016	2017	2018
total, children	14322	14270	14645	15128	14641	15793	16680

Source: ROSSTAT (a), 2018

In St. Petersburg, there is a network of specialized schools that are intended for organizing education for children with disabilities. It includes 57 special

(correctional) educational institutions (including 17 boarding schools), which are visited by 10,689 students with disabilities. 7651 children with disabilities study in 690 regular educational institutions (schools) of St. Petersburg, 3252 of these children study in regular education classes, 278 - in correctional classes of regular education schools, 4121 - in special (correctional) schools. 4172 children studied individually at home on the basis of medical recommendations. In addition, distance education of children with disabilities is organized: distance learning designed for 573 children with disabilities, trained 430 parents and 1467 teachers, equipped with 349 workplaces for teachers (OCSPb, 2012).

Education of children with disabilities in educational institutions and special (correctional) educational institutions in St. Petersburg estimated 2 indicators (data for 2013):

- The proportion of children with disabilities over 7 years old, enrolled in educational institutions or in special (correctional) educational institutions. It is 73.8% of the total number of children with disabilities older than 7 years,
- Amount of schools with the conditions for common learning children with disabilities and children without disabilities. It is 7.5% of the total number of educational institutions (St. Petersburg program "Creating an accessible living environment for people with disabilities in St. Petersburg", 2014)

Thus, according to the Law «On Education in the Russian Federation» (2012), correctional schools and classes should be reduced and the children with

disabilities have to study in regular education classes, but only 7.5% of schools are ready to meet them.

3.2. The stage 1. The population structured interview (macro level, case of St. Petersburg)

Considering the 2nd objective of the paper: «Estimation the opinion of St.-Petersburg population about the preferable conception of inclusive/correctional education» – we conducted the large-scale research by telephone screening and structured interviews.

Participants

Two-stage cluster sampling was made. On the first stage based on the number of microdistrict (N1 = 12632) we determined their representative number. We used the confidence interval (CI) = +/-5s and confidence level -0.95 and the number of microdistrict is 373 (n1 = 373). On the basis of the total number of streets (N2 = 1579) and the average ratio of streets and microdistrict (that is $12632/1579=8$), confidence interval (CI) = +/-5s and confidence level 0.95 we have got $373/8 = 46.62$ streets (n2 = 47) that were involved in the study.

- 47 streets were randomly chosen (n2 = 47) using Random Number Generator from the General list of streets (N2 = 1579);

-on the basis of a city telephone base we created a telephone base of residents from selected streets;

-then we made telephone screening of respondents, which were asked whether they heard/know anything about inclusive/correctional education (7474 respondents);

-as a result we got a list of respondents have heard/know about inclusive/correctional education.

The second stage of the sampling was carried out in the following way:

- we called to respondents selected at the first stage with the suggestion to conduct a formal interview.

- 453 persons preliminary agreed to an interview and, in result, 396 interviews were conducted. It is the number of respondents that is recognized as a representative for St. Petersburg, given the limitations of the telephone screening (part of the inhabitants may not have a phone). In 2014, this research was repeated in order to see answers in dynamics. Different respondents participated in both researches (2012-2014). The total of respondents in 2012 and 2014 was the same. 48 students in 2012, and 37 students in 2014 from call center participated in telephone screening.

Criteria used to select the sample.

Since we conducted research in St. Petersburg, all residents of St. Petersburg who had a city telephone number were our general population. In accordance with the procedure described in *Participants* section, we randomly selected the telephone numbers of the respondents whom we invited to take part in the study.

Instruments

The main objective of this research was revealing the perception of concepts of inclusive and correctional pedagogics and barriers which can lead to refusal of support of inclusive education. At the same time a number of questions concerning actors of decision-making and demographic information were also included in the guide of structured interview.

Based on the Russian famous book about Sociological Research of Yadov (2007) I created the guide of structured interview for population. The structured interview method was chosen because it is used for large-scale population research in Russia. In Russia, it is called the "formalized interview" method. An interviewer verbally asks questions and personally recorded the answers, noting the numbers of the corresponding code positions in the guide of structured interview. In order to facilitate understanding of the question by the respondent, he/she receives a card with the question text and answer options. Structured interviews are used because they are easier to manage, since the guide is structured. Their results do not depend on the interviewer's personality, since the options for possible answers to most questions are provided in advance. The procedures for analyzing and interpreting data are relatively simple, since each question essentially divides the respondents into pre-planned groups depending on the answer they choose. This type of interview has disadvantages in that the respondent's opinion cannot be studied in detail. But such a task is not set in the mass survey (Yadov, 2007).

Our guide of structured interview has several sections. The first part «Familiarity with the terms «inclusive education» and «correctional education»» was aimed to know of recognizability of the term «inclusive education» in comparison with the term «correctional pedagogics». The second part «Evaluation of education reforms» was aimed to understand reaction and attitudes to state reform of correctional education, wide inclusive education propaganda and prospects on future. The third part «Opinion about the problems of inclusive education reform» was aimed to collect opinion about the problems of inclusive education reform. The fourth part «What is disability: norm or pathology?» was devoted to public opinion about the nature of disability. This opinion can have big influence on the inclusive education reform. The fifth part «Opinion of the population on the key actors making decisions about the education of children with disabilities» concerned the main actors who can change the educational system for children with disabilities. It was a civil society discussion how changing the educational system can be done, who is responsible in case of problems, who can stop reform in case of negative effects. In the fifth part of the questionnaire people had to give their opinion about the role of the different actors (parents of children with- and without - disabilities, school principals, teachers, School Teaching Council, State (federal) level or local administration) in making decisions about education of children with disabilities. The last part consists of demographic information and some ended questions. Throughout guide of structured interview there were control questions about attitudes to people/children with disabilities that can give information about stability

of public opinion. In addition it had 33 cards for respondents with the question text and answer options (see Appendix 1, 2).

Procedure

In December, 2012 structured interviews were carried out. They were repeated in March, 2014. Interviewers went to the respondent's home based on preliminary agreement. The interviewer held an interview form in his\her hands, reading out the question and answers. The interviewer also gave to the respondent answers that were written in the cards. For example, the question 18 “Please tell me which of the two statements on this card is the closest to your own opinion – the first or the second - even if none of them expresses exactly your position” has a card with two possible answers:

Card 18

- (1) The first: Parents of children without disabilities may decline to co-education of their children and children with disabilities in the same classroom
Or
- (2) The second: Parents of children without disabilities cannot decline to co-education of their children and children with disabilities in the same classroom.

Source: Appendix 2.2

At the same time interviewer’s guide has more possible reactions in order to understand nuances of respondents’ opinion:

Interviewer's guide question 18

1) The first: Parents of children without disabilities may decline to co-education of their children and children with disabilities in the same classroom

Or

(2) The second: Parents of children without disabilities cannot decline to co-education of their children and children with disabilities in the same classroom.

(3) None of these / *DO NOT READ*/

(4) Do not know / *DO NOT READ*/

(5) Declined to answer / *DO NOT READ*/

Source: Appendix 1

The respondent listened to the questions and read the answers on the cards, after that he or she spoke the number of the answer. As soon as the respondent wanted to make his\her answer anonymous, the interviewer had a special urn, where the respondent could omit the chosen answer. Generally, 35 interviewers were involved in 2012 and 38 in 2014, each of which conducted about 10 interviews, so the total numbers of interviews were 396. All the interviewers were students of St. Petersburg universities, who participated in the research in the framework of sociological practice.

Data analysis

Data were analyzed using SPSS 19.0. Each interview was numbered by a code and entered into the computer by interviewers who conducted the structured interviews. Subsequently, all data were checked by the author of this dissertation, but no errors were found. For the first stage "The population's structured interview" we need to analyze the data from the interview in order to show general Saint-

Petersburg' population opinion about inclusive education reform. We do not have hypotheses about influence of age, gender or other characteristics on the population perception, that's why we did linear data distribution. The linear distribution of data is the calculation of respondents' answers to each question of the interview. Because in our interview each question contains several variants of the answer we made a linear distribution for each question in SPSS 19.0.

3.3. The stage 2. The actors questionnaire (micro level, case of St. Petersburg)

In relation to Objective 3 – «*Description the opinion given by the teachers, and students-future teachers about the roles of inclusive/correctional education*» – we conducted the small-scale research by questionnaires. This small-scale research addressed the following research question: Are there any difference in opinion of key stakeholders/actors about inclusive education reform?

Participants

The first study was devoted to *teachers of regular schools* in order to understand the extent of their acquaintance and involvement in the process of implementing inclusive education. The second study was devoted to the opinion of *students of teacher education*. Since they generally do not have the experience of inclusive education yet the questions have been concentrated on the concepts that they support. We used different stakeholders' questionnaire, one for teachers of regular schools only, another for students-future teachers.

The reason to have an emphasis on teachers of regular school is the following. As it was shown in previous studies (e.g. Godovnikova, 2008), regular schools are responsive to children with disabilities fragmentally: principals/directors concerned about the lack of specialists in correctional/inclusive pedagogy, ordinary teachers tend to ignore the problem and do not always take the help of experts (e.g. specialists in correctional pedagogy), parents and pupils are not well informed about children with disabilities who are learning with them. In general, the public school is not inclined to see this as a problem, ignore it, or when problem is obvious to change the view on the integration of children with disabilities. This means that the special environment for them is not created. They have to make progress like average students, or return to a correctional school. Therefore, we tried to revise some differences in general/regular schoolteachers' understanding in 2012 and 2014. The reviewed results of 196 answers of respondents - teachers at regular school in 2012 and 343 in 2014 were achieved.

At the same time, we created a questionnaire for students-future teachers. We have 276 full answers of student-future teachers in 2012 and 269 in 2015. It can be considered as a little amount of responses. However, we discussed with a little group of the population. Our students- future teachers' respondents were a very particular group of future inclusive teachers. Traditionally, Russian students of pedagogical speciality have no focus on inclusive education, only on general education.

The reasons for not asking particular teachers working in inclusive education at this stage were the following. It was an initial stage working with specific groups

and we really did not know how to find teachers working with children with disabilities in regular classrooms. Each teacher could be an inclusive teacher if he or she has children with disabilities in his/her own class. So we focused on regular teacher because each of them can be an inclusive teacher.

Criteria used to select the sample.

In the research of teachers' opinion, all teachers of St. Petersburg who have a position at common school were our general population. We used convenience sampling and asked help from local educational administration (RONO) and several school principals. In accordance with the agreements, we sent the printed questionnaire to six schools and some teachers of these schools participated in the study.

In the research of students' opinion, all students-future teachers of inclusive education in St. Petersburg were our general population. We used the snowball technique and our contacts with universities who prepared students of pedagogical specialty with courses of inclusive education in curricula.

Instruments

A questionnaire for teachers of regular schools was created in December 2012. Based on Yadov (2007) we have developed a questionnaire with several parts:

1. familiarity with inclusive education
2. new opportunities of inclusive education
3. personal experience in inclusive education system.

This choice of parts was connected with our previous studies of teachers Rubtcova M. et al (2015). The first part is focused on inclusive education familiarity. This concept is popular among school teachers. What are teachers' true considerations about the necessity of the inclusive education in Russian society? The second part was focused on evaluation of opportunities of inclusive education in whole Russia for the teacher and for children with and without disabilities. The last part deals with teachers' personal experience in inclusive education system (see Appendix 3).

Questionnaires for the group of students-future teachers include questions about several conceptions of education for children with disabilities that are popular in Russia (see Appendix 4).

Procedure

In order to find participants - teachers of regular schools we invited directors/principals and local administration as participants. After that we sent the printed questionnaire to six schools in different locations in St. Petersburg and to local administration. We couldn't control the extent of personal involvement into the research. For example, one principal completed the questionnaire during Pedagogical Council, another teacher-methodist did the questionnaire during methodist commission. One local administrator of education (RONO) sent all her questionnaires to one school instead of two. In 2012, first 500 questionnaires were printed and sent to participants, however one principal sent a message that the school administration could not find these questionnaires and as a result we printed 300

questionnaires in addition. In 2014, the questionnaire was the same. We initially printed 1000 questionnaires. We received 227 Questionnaires in 2012 and 415 in 2014. However, some of them were not filled at all or were partially filled. In results we chose fully filled Questionnaires – 196 in 2012 and 343 in 2014 (see Table 12)

Table 12. Number of questionnaires for teachers of regular schools

	2012	2014
Questionnaires sent	800	1000
Questionnaires received	227	415
Received Questionnaires with full answers	196	343

Despite our initial concern about who were real respondents, our preliminary check by control words in open questions showed that we could see teachers' thesaurus in answers. Therefore, we could conclude that real teachers filled these Questionnaires.

In order to find participants among students-future teachers we used snowball technique and some of our contacts with universities. The questionnaire was completed online by the students located in their classes. They opened their gadgets, mobile phones or notebooks and went through electronical questionnaire that could be saved only if it was fully completed. Students-future teachers were asked during their course and their professor could help them in case of technical problems.

Data analysis.

Teachers' questionnaires were entered into the computer by the researcher. Students' questionnaires came to the researcher personally through website and then were processed in the program SPSS 19.00. According to the research aim we analyzed the data in order to show general teachers' opinion about new inclusive education system. We did not have hypotheses about influence of age, gender or other characteristics on the teacher perception¹, that's why we did linear data distribution. The linear distribution of data is the calculation of respondents' answers to each question of the interview. Because in our questionnaire each question contains several variants of the answer we made a linear distribution for each question in SPSS 19.0. In order to compare results of 2012 and 2014 years in case of teacher questionnaire and results of 2012 and 2015 years in case of students questionnaire and see if there are statistically significant differences between the answers of the two years we did Chi-square in SPSS 19.0. In order to prevent that any cell had less than 5% of expected frequencies, I transformed the 5 levels of the scale into 4 in case of one answer (see Table 71, Table 71.1).

¹ According to the Federal Law «About Personal Data», some personal information can be asked only with formal agreement and signature that was impossible in our case

3.4. Ethical Considerations

All studies were conducted according to the Professional Ethical Code of Sociologists by the Russian Society of Sociologists (RSS). It means that according to requirements of anonymity, the signed Participant Consent Agreement cannot be asked for. It should also be noted that the Russian Federation Law “On Personal Data” dated July 27, 2006 No. 152-FZ prohibits the collection of personal information without a signed consent with all passport data and the address of the respondent. This makes respecting the principle of anonymity impossible.

All participants were asked to participate in the study and informed about the objectives of the research. Participant consent to participate was gained orally without any written documents. They were assured of the anonymity of their responses through the use of pseudonyms to report the results and were guaranteed the confidentiality of collecting data. The participants orally gave their consent to the researcher to use their data for research purposes. The participants allowed to use the data for research purposes.

3.5. Data and Methodology. Summary

In order to summarise the whole research we can present Table 13 (see Table 13)

Table 13. Summary of the research

	Aim	Dates	Participants	Amount of respondents	Instrument
The first stage	The opinion of the St. Petersburg population about the reform of correctional and inclusive education.	2012, 2014	St.-Petersburg population	N=396 in 2012 and N=396 in 2014	Structured interview
The second stage	The teachers' opinion, about the reform of correctional and inclusive education in St Petersburg	2012, 2014	Teachers of regular schools	N=196 in 2012 and N=343 in 2014	Questionnaires
	The students' opinion about the reform of correctional and inclusive education in St Petersburg	2012, 2015	Students of teacher education.	N=276 in 2012 and N=269 in 2014	Questionnaires

Chapter IV. Results of the stage 1: St. Petersburg population opinion about inclusive and correctional education and their reforming process

In chapter 2 we gave an overview of the macro social context for the implementation of the inclusive education in Russia. We can see that macro context is not very favorable for inclusive education because the Russian Government had no real concern about the reforming of correctional school. It had been decided to change focus from correctional to inclusive education and close system of correctional education. The educational reform was not good prepared. It was a cause of mass protests of parents and teachers. During the protest period (2012) we conducted the large-scale research by telephone screening and structured interviews on the topic «The opinion of St.-Petersburg population about the preferable conception of inclusive/correctional education». Then the procedure was repeated in 2014. Quantity of informants was the same: 396 in 2012 and 396 in 2014. Firstly we found them through telephone screening and then did «face-to-face» structured interviews. Current chapter presents the results of this research, devoted to the 2nd objective of this thesis.

4.1. Familiarity with the terms «inclusive education» and «correctional education» and their conceptions

The first question was devoted to the term «inclusive education». The term «inclusive education» often sounds in the media. The question checks whether St. Petersburg population has heard about it. Answers can be found in the Table 14.

Table 14. Answers to the question: «Have you heard the term «inclusive education»?»?

		2012, %	2014, %
1	Yes	33,2	51,4
2	No	10,8	18,2
3	Do not know, I cannot remember	40,6	16,3
4	Refused to answer	15,4	14,1
5	Total	100	100

The most of respondents answered that they heard the term "inclusive education": in 2012 there were 33,2% while in 2014 – 51,4%. However more people chose the answer “No” – 10,8% in 2012 and 18,2% in 2014. At the same time less amount of respondents answered «Do not know, I cannot remember» - 40,6% in 2012 and 16,3% in 2014. Despite the fact that the term "inclusive education" often sounds in media, its meaning can be misunderstood. Moreover, the term "inclusive" in Russian sounds almost similar to the term "exclusive" having opposite meaning - "exclusive, elite, differing from others, the best". Therefore the confusion between them is possible. In this regard, we asked a question "What is the meaning of the term «inclusive education», in your opinion? The answers are presented in the Table 15.

Table 15. Answers to the question: «What is the meaning of the term «inclusive education», in your opinion?»

		2012, %	2014, %
1	Exclusive, elite education	7,2	6,4
2	Coeducation of children with disabilities in general (regular) educational institutions together with children without disabilities in one class	10,8	28,2
3	Education of children with disabilities in general (regular) educational institutions in a separate (special, correctional) class	22,8	20,2
4	Education of children with disabilities in special (correctional) educational institutions	7,2	11,2
5	Method of the treatment of children with disabilities in outpatient conditions	8,8	6,2
6	Do not know	38,6	15,9
7	Refused to answer	5,4	12,1
	Total	100	100

Answers show the contradictions in understanding the meaning of inclusive education by population. In 2012 even those who heard the term "inclusive education", believed that it would be rather separate class at regular school, than the general (common) class for all children together. So, only 10.8% thought that inclusive education was «Coeducation of children with disabilities in general (regular) educational institutions together with children without disabilities in one class». In 2014 after the promotion of the State program "Available Environment", the ratio changed, and in general 28,2% understand meaning of inclusive education as «Coeducation of children with disabilities in general (regular) educational institutions together with children without disabilities in one class». However another popular answer was “Education of children with disabilities in general

(regular) educational institutions in a separate (special, correctional) class”. It had 22,8% supporters in 2012 and 20,2% in 2014. Many people said “Do not know”. It was the most popular answer in 2012 -38,6% and in 2014 15,9% still cannot understand its meaning.

Then we asked whether they agreed that they understand the meaning of the term "inclusive education" accurately. In 2012 informants (46,6%) didn't think that they understood the meaning of the term "inclusive education". Only 35,7% were «strongly agree» and «agree» that they understood the meaning of the term "inclusive education". 17,7% in 2012 and 12% in 2014 of people had found it difficult to answer (see Table 16).

Table 16. Answers to the question «Do you agree: «I understand the meaning of the term “inclusive education” very well»

		2012, %	2014, %
1	Strongly agree	14,4	26,6
2	Agree	21,3	28,7
3	Disagree	24,5	15,9
4	Strongly disagree	22,1	16,8
5	Hard to say	17,7	12,0
6	Refused to answer	0	0
	Total	100	100

The answers show that the meaning of the term "inclusive education" can be still understood with big difficulties. So the interviewers asked respondents whether they want to listen to the definition of «inclusive education». The answers are presented in the Table 17.

Table 17. Answers to the question: «Do you want to listen to the definition of «inclusive education»»

		2012, %	2014, %
1	Yes	53,2	68,4
2	No	27,9	21,3
3	Refused to answer	18,9	10,3
	Total	100	100

As we can see 53.2% of respondents in 2012 and 68.4% of respondents in 2014 prefers to listen to the definition of “inclusive education» and the interviewers read them the definition. It is interesting that in 2014 a bigger number of respondents wanted to update information on inclusive education than in 2012.

Then the question «Have you heard the term «correctional education?» was asked to the respondents (see the Table 18). Presumably the term "correctional education" is more recognizable, in comparison with the term "inclusive education" (cf. Table 14). However only 54.6% in 2012 and 61.4% said they heard the term "correctional education".

Table 18. Answers to the question: «Have you heard the term «correctional education»?»

		2012, %	2014, %
1	Yes	54,6	61,4
2	No	17,8	17,3
3	Do not know	12,6	11,3
4	Refused to answer	15	10
5	Total	100	100

In order to compare understanding the meaning of «inclusive education” and «correctional education” the interviewers asked the following question: «What is the meaning of the term « correctional education”, in your opinion?» We can note rather

high level of acquaintance with the term "correctional education", 68,8% in 2012 and 71,5% in 2014 (see Table 19)

Table 19. Answers to the question: «What is the meaning of the term «correctional education», in your opinion?»

		2012, %	2014, %
1	Exclusive, elite education	3,2	2,4
2	Coeducation of children with disabilities in general (regular) educational institutions	8,8	10,3
3	Education of children with disabilities in special (correctional) educational institutions	68,8	71,5
4	Method of the treatment of children with disabilities in outpatient conditions	9,8	5,4
5	Do not know	4	6,3
6	Refused to answer	5,4	4,1
	Total	100	100

Further there was one preliminary question about actors to whom the one section of the questionnaire will be devoted then. This type of questions are called «control». They are in other part of the questionnaire that it was possible to compare answers and to find out how steadily stated opinion or as it will change depending on nuances in the context of a question. Thus, the preliminary question "who has to make the decision on introduction or refusal of inclusive education" was asked. The answers are presented in Table 20.

Table 20. Answers to the question: «Who has to make the decision on introduction or refusal of inclusive education»

		2012, %	2014, %
1	Parents of children with disabilities	12,1	18,2
2	Parents' Council	11,9	13,1
3	Teachers' Council	19,4	17,6
4	Director (principal)	14,5	15,3
5	Medico-social commission	34,6	32,9
6	Other actors	7,0	2,4
7	Do not know	0,5	0,3
8	Refused to answer	0	0,2
	Total	100	100

As the most important actor of making decisions on education of children with disabilities respondents call «Medico-social commission» - 34,6% in 2012 and 32,9% in 2014. The medico-social commission is a body which consists of the doctors and teachers (with domination of doctors) who are guided by the standards (usually 50-year) in determination of norm and pathology. They make the decision who should and who should not study in regular school or correctional school.

In 2014 the choice of «parents of children with disabilities» took the second place (18,2%) whereas in 2012 it was held by the Teachers Council (19,4%) - a meeting of all teachers of school under the leadership of the director. However, the role of Teachers Council in 2014 is high - 17,6%. The third choice is a director (14,5% in 2012 and 15,3% in 2014) and Parents Council (11,9% in 2012 and 13,1% in 2014).

In the open answer «Other actors» respondents name were called «State» (2% in 2012 and 0,8% in 2014; «Regional educational administration (RONO)» - 1,5% in 2012 and 0,3% in 2014. Other answers are the following: «parents of successful pupils who will be a victim of lower quality of education because of inclusive education implementation», «student's self-government», «professionals». So we can see that majority of the open answers put the main emphasis on the state and its regional governing bodies. In general, different «professionals» (doctors, teachers, administrators) have overwhelming advantage, than the opinion of «ordinary people» such as «parents of children with disabilities», «parents of children without disabilities», «pupils themselves and their self-government» is not so important from population's point of view.

Then two questions about the main conceptions of education for children with disabilities were asked. While the correctional pedagogic's conception is connected with the history of Soviet period, inclusive education's conception is associated with the Western influence on Russia. The first question concerned the Soviet pedagogical system. The answers are presented in Table 21.

Table 21. Answers to the question «Do you agree: «Soviet correctional pedagogy demonstrated the outstanding results in work with children with disabilities»

		2012, %	2014, %
1	Strongly agree	18,2	21,8
2	Agree	23,4	37,4
3	Disagree	21,7	17,6
4	Strongly disagree	14,9	3,8
6	Hard to say	21,8	19,4
	Total	100	100

In the sample analysed, the percentage of supporters of Soviet correctional pedagogy in 2014 is higher than in 2012: in 2014 it received 59,2% of answers of «Strongly agree» and «Agree» whereas in their 2012 there were 41,6%. Also the quantity of discordant («Disagree» and «Strongly disagree») decreased from 36,6% in 2012 to 21,4% in 2014. The next question was «I know about the very successful Western experience of adaptation of children with disabilities into society. This experience should be studied and implemented in Russia». The answers are presented in Table 22.

Table 22. Answers to the question «Do you agree: «I know about the very successful Western experience of adaptation of children with disabilities into society. This experience should be studied and implemented in Russia»

		2012, %	2014, %
1	Strongly agree	17,8	12,3
2	Agree	31,5	29,5
3	Disagree	23,3	28,4
4	Strongly disagree	17,3	24,1
6	Hard to say	10,1	5,7
	Total	100	100

We can see that the percentage of supporters of introduction of the Western experience in 2014 is lower than in 2012: the answers of «Strongly agree» and «Agree» in 2012 were given by 49,3% supporters whereas in 2014 were 41,8%. At the same time «Disagree» and «Strongly disagree» in 2012 were chosen by 40,6% of respondents whereas in 2014 the quantity of discordant exceeded 50% - 52,5%. However if we consult the sharp political conflicts between Russian and the West, the situation is still rather favorable for continuation of reform of inclusive education.

4.2. Evaluation of education reforms

The second question pool was devoted to the general assessment of educational reforms in the country including reform of inclusive and correctional education. The first question dealt with the reaction of population on education reform. The results are presented in Table 23.

Table 23. Answers to the question: «Are you satisfied or not with the process of the education reform that take place in our country?»

		2012, %	2014, %
1	Satisfied	23,2	21,4
2	I am not satisfied	31,8	48,2
3	Do not know	34,4	16,3
4	Refused to answer	10,6	14,1
	Total	100	100

The answers reveals controversy in perception of modern educational reform in Russia (see Table 23). It should be noted that the number of respondents who were not satisfied with the progress of the education reform that took place in Russia increased from 31,8% in 2012 to 48,2% in 2014. However, the quantity of people who choose: “I am satisfied” changed a bit from 23,2% in 2012 to 21,4% in 2014.

The second question was devoted to the public opinion concerning the situation in the education of children with disabilities. We may see that respondents were very critical: only 5.4% in 2012 and 2.4% in 2014 thought that the situation in the education of children with disabilities was very acceptable in Russia. As Table 24 shows, the number of people in the sample who evaluated the situation in the

education of children with disabilities as «Very good» and «Rather good» decreased from 35,6% (2012 year) to 30,2% (2014 year). At the same time «Rather bad» and «Very bad» were chosen by 60,7% in 2012 and 64,3% in 2014. The quantity of people who were sceptical about the answer decreased from 15,4% to 14,1%. Thus, the majority of respondents (more than 50%) still thought that the situation in the education of children with disabilities was “rather bad” and “bad”. Regarding to the respondents’ answers about educational reforms we can see that they were not popularity within the country (see Table 24)

Table 24. Answers to the question: «Would you please think about the situation in the education of children with disabilities: How would you describe the current situation in our country - it is a very good, rather good, rather bad or very bad?»

		2012, %	2014, %
1	Very good	5,4	2,4
2	Rather good	12,3	10,8
3	Rather bad	25,1	26,1
4	Very bad	35,6	38,2
5	Do not know	15,4	14,1
6	Refused to answer	6,2	8,4
	Total	100	100

The next question was devoted to the position towards the prolongation of the reform of the education of children with disabilities after the protests of parents and teachers against the closing of the correctional schools. The respondents were asked: what impacts would be in your opinion:

1. After the protests of parents and teachers against the closing of correctional schools, we have to stop the reform of inclusive education

2. The protests of parents and teachers against the closing of correctional schools were caused by errors in the implementation of reforms and we need to extend the reform of inclusive education, taking into account these errors (see Table 25).

Table 25. Answers to the question: «Please tell me which of the two statements on this card is the closest to your own opinion – the first or the second - even if none of them expresses exactly your position?»

		2012, %	2014, %
1	The first: After the protests of parents and teachers against the closing of correctional schools, we have to stop the reform of inclusive education	22,6	38,8
2	The second: The protests of parents and teachers against the closing of correctional schools were caused by errors in the implementation of reforms and we need to extend the reform of inclusive education, taking into account these errors.	24,7	19,5
3	None of these	11,3	24,1
4	Do not know	38,5	14,2
5	Refused to answer	2,9	3,4
	Total	100	100

We can mention that the main changes in people's opinion happened in the period between 2012 and 2014. In 2012 22,6% of people agreed on the point that after the protests of parents and teachers against the closure of correctional schools, we have to stop the reform of inclusive education. In two years the number of respondents to a survey with such opinion significantly increased up to 38,8%.

4.3. Opinion about the problems of inclusive education reform

The next group of questions revealed what are the problems in the development of inclusive education. The first question was devoted to the problem that *Children with disabilities do not have access to high quality education* (see Table 26). In 2014 the majority of respondents (65,9%) thought that that was a very big, quite big or moderate problem. Only 15,6% thought that it wasn't a problem. 11% found it difficult to answer. So the problem of access to higher education for children with disabilities was still unsolved in Russia. That situation had not improved in comparison with 2012 when only 13,3% of respondents reported that it was not a problem and 18,2% were puzzled or refused to give answers. The majority of respondents that counted 68,5% considered it a problem. To draw a conclusion, despite an active introduction of inclusive education from the state's part in according to "from top to down" model, data seem to show that the population in general had not noticed positive changes. The answers are presented in Table 26.

Table 26. Answers to the question: «Is it a problem that the children with disabilities do not have access to high quality education»

		2012, %	2014, %
1	Very big problem	13	11,1
2	Quite big problem	27,4	29,3
3	Moderate problem	28,1	25,5
4	Not a problem	13,3	15,6
5	It is difficult to say	9,8	11
6	Refused to answer	8,4	7,5
	Total	100	100

The second question was devoted to the problem that *Neither inclusive nor correctional education do not prepare children with disabilities to learn a profession and be employed*. In 2014 the majority of respondents (60.8% in 2012 and 72,6% in 2014) thought that it was a problem (a very big, quite big or moderate problem). 15.6% in 2012 and 19.8% in 2014 thought that it was not a problem (see Table 26). In total, the respondents did not mention positive improvements in this sphere comparing the answers to the first question (see Table 27)

Table 27. Answers to the question: « Is it a problem that neither inclusive nor correctional education do not prepare children with disabilities for certain professions and jobs»

		2012, %	2014, %
1	Very big problem	12,4	25,6
2	Quite big problem	24,9	24,1
3	Moderate problem	23,5	22,9
4	Not a problem	15,6	19,8
5	It is difficult to say	16,9	7,2
6	Refused to answer	6,7	1,4
	Total	100	100

The third question focused on the problems was devoted to the following issue *Children with disabilities are not allowed to choose within the form of learning: correction or inclusive*. In 2012 64% of respondents thought that that was a problem (a very big, quite big or moderate problem.), while in 2014 the number of

respondents achieved 83%. So, the majority of respondents thought that children with disabilities and their parents should have the right to choose the form of learning: correction or inclusive. Only 17,6% in 2012 and 10,6% in 2014 thought that it was not problem (see Table 28).

Table 28. Answers to the question: «Is it a problem that children with disabilities do not have a choice about the form of learning: correction or inclusive (in %)

		2012	2014
1	Very big problem	10,1	12,3
2	Quite big problem	21,7	35,2
3	Moderate problem	32,4	35,5
4	Not a problem	17,6	10,6
5	It is difficult to say	10,7	5,8
6	Refused to answer	7,5	0,6
	Total	100	100

It is interesting that this answer differs with the answer to a question about who has to make the decision on introduction or refusal of inclusive education (see Table 20). In Table 20 the respondents gave a priority to the medico-social commission. It is one of contradictions of the Russian public opinion. Objectively speaking if the medico-social commission is the main actor in decision-making process, the commission is assigned to choose the form of education. However, at the same time respondents stated a problem that the children could not be provided with a choice about the form of education.

The fourth question about problems was devoted to the problem that *Employers do not create a sufficient number of places for persons with disabilities*. In 2012 67,9% of informants and in 2014 69,9% of informants thought that a problem (a very big, quite big or moderate problem). We have to take into account the options “very big problem” and “quite a big problem”: the % is higher in 2014 (42,2% in 2012 and 55,2% in 2014). Only 15,6% of the respondents in 2012 and 19,8% in 2014 thought it was not a problem (see Table 29).

Table 29. Answers to the question: «Is it a problem that employers do not create a sufficient number of places for persons with disabilities»

		2012, %	2014, %
1	Very big problem	13,1	15,9
2	Quite big problem	29,3	39,3
3	Moderate problem	25,5	14,7
4	Not a problem	15,6	19,8
5	It is difficult to say	13,9	7,5
6	Refused to answer	2,6	2,8
	Total	100	100

The fifth question about the problems was devoted to the problem that *Our education for children with disabilities still do not meet Western standards*. 55,6% of respondents in 2012 and 44% in 2014 thought it was a very big, quite big or moderate problem. At the same time 25,7% of respondents in 2012 and 39,7% in 2014 did not consider it a problem (see Table 30).

Table 30. Answers to the question: «Is it a problem that our education of children with disabilities still do not meet Western standards»

		2012, %	2014, %
1	Very big problem	10,4	6,8
2	Quite big problem	19,3	7,3
3	Moderate problem	25,9	29,9
4	Not a problem	25,7	39,7
5	It is difficult to say	11,3	15,1
6	Refused to answer	7,4	1,2
	Total	100	100

We can notice once again (compared with Table 22) that the massive anti-Western rhetoric though reduced the number of the followers of the "western" supporters, a significant amount of respondents still wanted to see compliance to the western standards.

We can see a similar situation in the answer to the sixth question about support of the Soviet experience: *We are not using the experience of the Soviet period, when children with disabilities receive a good knowledge in public education.* In 2012, 46,9% of people thought that not using the experience of the Soviet period was a very big, quite big and moderate problem and 35,6% of people said that it was not a problem while in 2014 74,6% of people thought that ignoring the experience of the Soviet period was a very big, quite big and moderate problem and 13,2% of people claimed it not a problem (see Table 31).

Table 31. Answers to the question: “We are not using the experience of the Soviet period, when children with disabilities receive a good knowledge in public education”

		2012, %	2014, %
1	Very big problem	11,1	17,1
2	Quite big problem	15,3	29,4
3	Moderate problem	20,5	28,1
4	Not a problem	35,6	13,2
5	It is difficult to say	10,0	8,1
6	Refused to answer	7,5	4,1
	Total	100	100

In the answer to this question we can see an increase of supporters of the Soviet experience. The increasing number of supporters of the Soviet Union practices is a weighty characteristic features of modern Russia that are influential in considering many questions nowadays. Recently the Soviet Union has been considered as the best stage for the development of Russia (see Levada Centre, 2016). Also a certain role was played by protests of parents and teachers against closing of correctional schools (results of the protests we can see in Table 24). We can compare the answers to this question in comparison to the question "Do you agree: "Soviet correctional pedagogy demonstrated the outstanding results in organising work with children with disabilities" (see Table 21) also we can mark the growth of supporters of the Soviet experience of correctional training.

Thus, respondents had no doubt that reforms failed to gain the expected results and initial problems remained. At the same time, public opinion is characterized by

discrepancy and a throwing between the liberal and Soviet points of view. Therefore the choice of an education system for children with disability depends on general perceptions about what is disability and what is the best way to react to it. Therefore the following group of questions was devoted to this problem.

4.4. What is disability: norm or pathology

The first question of this group: «What kind of help do children with disability need more», was devoted to identification of public perception of priorities, necessary for children with disability. In the first answer the emphasis was put on medical treatment which had increased: in 2012 56,1% respondents were confident that "Children with disabilities need medical care rather than pedagogical" whereas in 2014 this option was assessed as 65,9%. At the same time only 28,3% in 2012 considered that "Children with disabilities need the pedagogical help rather than medical". In 2014 this quantity became less and decrease to 19,3%. The answers are presented in Table 32.

Table 32. Answers to the question «What kind of help do children with disability need more?»

		2012, %	2014, %
1	Children with disabilities need medical care rather than pedagogical	56,1	65,9
2	Children with disabilities need pedagogical help rather than medical	28,3	19,3

Table 32 (Continued)

		2012, %	2014, %
3	It is difficult to say	13,0	12,4
4	Refused to answer	2,6	2,4
	Total	100	100

The focus on medicalization of a problem is often connected with aspiration to isolate and separate the people with disability. Consequently, we may find the following answers to the question: "Where do children with disabilities have to study". 35,5% of respondents in 2012 and 38,4% in 2014 considered that children with disabilities had to study at separate (correctional) school. Another 21,4% in 2012 and 25,2% in 2014 believed that children with disabilities had to study in a separate (correctional) class. It is evident that the idea of separation (correctional) is still popular as an attempt to isolate children with disabilities inside school. Only 12,8% of respondents in 2012 and 15,1% in 2014 thought that children with disabilities had to study in a joint class with children without disabilities (see Table 33).

Table 33. Answers to the question «Where do children with disabilities have to study?»

		2012, %	2014, %
1	One (join) class	12,8	15,1
2	Separate (correctional) class	21,4	25,2
3	Separate (correctional) school	35,5	38,4
4	Another form of education	15,6	4,2
5	It is difficult to say	11,5	12,1
6	Refused to answer	3,2	5,0
	Total	100	100

The question about "Another form of education" was open disabilities (see Table 33, 4 line). The respondents who answered it in 2012 put emphasis that the choice of the form of education had to be dependant on the medical diagnosis (15,6%), but in 2014 the similar tendency could be approximately traced in half of the received answers of the respondents, whereas the other half preferred "house education by Internet" which contained the evident idea of isolation. About 3% in 2012 and 0,5% in 2014 while answering this urgent question about possibilities of the other forms of education declared that "Our society is worrying about disabled people too excessively". At the same time it should be noted that the urgent search for "Another form of education" in 2014 was noted and answer was chosen by less respondents than in 2012 - 4,2%. In general the aspiration to isolation of children with disabilities through separated education remained stable.

Next question was devoted to associations with inclusive education (see Table 34). "Quality of education" has been slightly associated with "inclusive education". Only 2,9% of respondents in 2012 and 4,7% in 2014 chose this answer. The choice «Modern innovative pedagogical system» was also unpopular - it was chosen by 4,4% in 2012 and 6,5% of respondents in 2014.

Popular answers were "Education of defective children, defectology" - 39,3% of respondents in 2012 and 35,3% in 2014 - that shows stable link of inclusive education with correctional pedagogics and further defectology and "Mercy, spiritual growth" - 19,6% of respondents in 2012 and 17,8% in 2014 - that, from one hand, show the influence of Orthodox tradition, but from the other hand puts

emphasis on a dependency of children with disabilities, and eventually their inferiority. Some respondents chose "It is not associated with anything" - 19,1% of respondents in 2012 and 14,3% in 2014. It was more likely to be a testimony of indifference to this topic, aspiration "to wave away".

12,7% of respondents in 2012 and 17,4% in 2014 chose «Other answer». One of them wrote a comment, that the inclusive education is "*the low-quality education of disabled children together with healthy pupils that was imposed by the West*" (the open answer of the respondent N62 in 2014). It is possible that the meaning of the term "inclusive education" remained indistinct and contradictory, because of the difference between the official description connected with equal opportunities, and "national" perception of this topic (see Table 34).

Table 34. Answers to the question «What «inclusive education» is associated with in your perception?»

		2012, %	2014, %
1	Education with good quality	2,9	4,7
2	Modern innovative pedagogical system	4,4	6,5
3	Education of defective children, defectology	39,3	35,3
4	Mercy, spiritual growth	19,6	17,8
5	Other answer	12,7	17,4
6	It is not associated with anything	19,1	14,3
7	It is difficult to say	1,5	2,5
8	Refused to answer	0,5	1,5
	Total	100	100

As inclusive education is mostly associated with poor quality of education (see Yarskaya-Smirnova, 2014) people were asked the following question: «What do you think, whether the introduction of inclusive education will increase or decrease the quality of education at a specific school». The answers are presented in Table 35

Table 35. Answers to the question «What do you think, whether the introduction of inclusive education will increase or decrease the quality of education at a specific school»

		2012, %	2014, %
1	Inclusive education will increase quality of education at a specific school	11,1	13,8
2	Inclusive education will decrease quality of education at a specific school	61,9	63,1
3	I do not know	24,6	19,2
4	Refused to answer	2,4	3,9
	Total	100	100

The answers clearly show public fears about apprehension towards introduction of inclusive education. Only 11,1% in 2012 and 13,8% in 2014 believebelieved that introduction of inclusive education willwould increase quality of education. At the same time 61.9% of respondents in 2012 and 63.1% in 2014 are sureconfirmed that inclusive education willwould decrease quality of education at a specific school (see Table 35).

The next question was about the activities that should be conducted to achieve advantages from inclusive education's implementation and minimize its disadvantages. The answers are presented in Table 36.

Table 36. Answers to the question «What should be done to achieve advantages from inclusive education's implementation and minimize its disadvantages»

		2012, %	2014,%
1	To improve training of teachers for inclusive education	31,1	38,7
2	To develop new methods and new techniques for inclusive education	21,9	33,1
3	To refuse inclusive education's implementation	24,6	19,2
4	Another answer	2,8	3,2
5	Do not know	12,4	2,5
6	Refused to answer	7,2	3,3
	total	100	100

In spite of the fact that that while giving answers to the previous questions St.Petersburg respondents extremely critically evaluated the influence of inclusive education on quality of education, in current question only 24,6% of respondents in 2012 and 19,2% in 2014 made a suggestion "To refuse inclusive education's implementation". The majority (53% in 2012 and 71,8% in 2014) chose «To provide training of teachers for inclusive education» and «To develop new techniques for inclusive education». Answer «Another answer» contained the following ideas: «*preparation of society for perception of people with disabilities*» (the answer of the respondent N11 in 2012), «*training of school students for perception of peers with*

disabilities in one class» (the answer of the respondent N23 in 2014), *«the organization of joint leisure of children with the different state of health»* (the answer of the respondent N62 in 2014). In fact the answers were conformable to the point stated above - *«To develop new methods and new techniques for inclusive education»*. In general, we can note that disability stays as pathology in mass consciousness. At the same time the respondents prefer to find a way to improve inclusive education system rather than reject it fully.

4.5. Opinion of the population on the key actors making decisions about education of children with disabilities

According to the 2nd objective *«Estimation of the opinion of St.-Petersburg population towards the preferable conception of inclusive/correctional education»* we set an aim to understand population's opinion about key actors of inclusive/correctional education who can have influence on acceptable conceptions and then implement them. The first question about the key actors was asked in the first block (cf with the answer in Table 23). It was the control question aimed to clarify the stability of public opinion. This fifth group of questions was completely devoted to key actors and their influence on the decision making process in the field on education for children with disabilities

The first question in the group was devoted to the possibility of parents of children without disabilities to decline co-education of their children and children

with disabilities in the same classroom. The answers were provided as a choice between two alternatives: (1) the first: Parents of children without disabilities may decline to co-education of their children and children with disabilities in the same classroom and (2) the second: Parents of children without disabilities cannot decline to co-education of their children and children with disabilities in the same classroom (in %). The results are presented in Table 37.

Table 37. Answers to the question «Please tell me which of the two statements on this card is the closest to your own opinion – the first or the second?»

		2012, %	2014, %
1	<u>The first</u> : Parents of children without disabilities <u>may</u> decline to co-education of their children and children with disabilities in the same classroom	37,2	35,4
2	<u>The second</u> : Parents of children without disabilities <u>cannot</u> decline to co-education of their children and children with disabilities in the same classroom	16,3	18,8
3	None of these	35,1	33,8
4	Do not know	6,4	10,2
5	Refused to answer	5	1,8
	total	100	100

The table 37 shows that 37,2% of respondents accepted the first statement that supposed that parents of children without disabilities may decline co-education of their children and children with disabilities in the same classroom. The second statement was less popular. Only 16,3% of respondents agreed that parents of children without disabilities cannot decline co-education of their children and

children with disabilities in the same classroom. The level of knowledge ability decreased by 3,8% from 2012 to 2014.

It is interesting that 35,1% (in 2012) and 33,8% (in 2014) of respondents had own opinions regarding the question (see Table 37). We have noted some comments that were given by interviewers. People said that it depended on situation, level of school and many other factors. One comment reflects: *"In my opinion parents of children with disabilities should have right to choose where their child will study. If they want, they can decline their children education in the system of inclusive education. Having this right is essential and not-breakable. However the degree of probability to use this right depends on the quality of inclusive education in a particular regular school"* (the comment of the respondent N8 in 2012).

The next question was devoted to the possibility of parents of children with disabilities to decline co-education of their children and children without disabilities in the same classroom. Majority of respondents (58,3% in 2012 and 61,6% in 2014) thought that parents of children with disabilities may decline co-education of their children and children without disabilities in the same classroom. Only 7,3% in 2012 and 6,2% in 2014 of respondents thought that parents of children with disabilities cannot decline co-education of their children and children without disabilities in the same classroom. The level of knowledge ability is decreased by 3% from 2012 to 2014 years (see Table 38). It is interesting that the question about the rights of parents of children with disabilities meet more solidarity among the most of the respondents (see Table 37 and Table 38).

Table 38. Answers to the question: «Please tell me which of the two statements on this card is the closest to your own opinion – the first or the second?»

		2012, %	2014, %
1	<u>The first</u> : Parents of children with disabilities <u>may</u> decline co-education of their children and children without disabilities in the same classroom	58,3	61,6
2	<u>The second</u> : Parents of children with disabilities <u>cannot</u> decline co-education of their children and children without disabilities in the same classroom	7,3	6,2
3	None of these	21,1	20,1
4	Do not know	12,4	9,4
5	Refused to answer	0,9	2,7
	Total	100	100

If we compare the answers in Table 38 and Table 20 it can be evident that only 12,1% of respondents in 2012 and 18,2% in 2014 thought that parents of children with disabilities had to make the decision on introduction or refusal of inclusive education. The only difference is the wording of the questions. The current question (see Table 38) was devoted only to an opportunity to decline while the previously asked question (see Table 20) was devoted to the decision on introduction or refusal of inclusive education. It seems that respondents gave more opportunities to parents of children with disabilities to decline inclusive education, than to introduce it.

The third question was devoted to the role of medico-social commission. It was asked as the choice between two alternatives: (1) the first: medico-social commission may decline to co-education of children with and without disabilities in

the same classroom and (2) the second: medico-social commission cannot decline to co-education of children with and without disabilities in the same classroom (Table 39).

Table 39. Answers to the question: «Please tell me which of the two statements on this card is the closest to your own opinion – the first or the second?»

		2012, %	2014, %
1	<u>The first</u> : medico-social commission <u>may</u> decline to co-education of children with and without disabilities in the same classroom	69,4	72,7
2	<u>The second</u> : medico-social commission <u>cannot</u> decline to co-education of children with and without disabilities in the same classroom	7,3	6,2
3	None of these	11,1	10,1
4	Do not know	11,3	8,4
5	Refused to answer	0,9	2,6
	Total	100	100

Majority of the respondents (69,4% in 2012 and 72,7% in 2014) considered that medico-social commission may decline to co-education of children with and without disabilities in the same classroom.

The second option was not popular – only 7,3% in 2012 and 6,2% in 2014 thought that medico-social commission could not decline to co-education of children with and without disabilities in the same classroom. The priority towards the medical point of view was the same as it used to be highlighted in the previous answers (see e.g. Table 20).

The fourth question was devoted to the role of a director (principal), about whether he/she can or cannot decline to co-education of children with and without disabilities in the same classroom. According to majority of respondents in 2014 year (48,9%) school director cannot decline to co-education of children with and without disabilities in the same classroom. It has some changing in comparison with 2012 year when 32,3% supported this point of view. The level of knowledgeability is significantly increased on 16,3% from 2012 to 2014 years. Full answer is presented in Table 40.

The fourth question was devoted to the role of the director (principal) in the decision making process concerning the acceptance or the declination of co-education of children with and without disabilities in the same classroom. According to the answers of the majority of respondents in 2014 (48,9%) school principals could not decline co-education of children with and without disabilities in the same classroom. However, the situation changed compared to 2012 when 32,3% of respondents supported this point of view. The level of knowledge ability increased by 16,3% from 2012 to 2014. The answers are presented in Table 40.

Table 40. Answers to the question: «Please tell me which of the two statements on this card is the closest to your own opinion – the first or the second?»

		2012, %	2014,%
1	<u>The first</u> : a director (principal) <u>may</u> decline to co-education of children with and without disabilities in the same classroom	22,6	19,8
2	<u>The second</u> : a director (principal) <u>cannot</u> decline to co-education of children with and without disabilities in the same classroom	32,3	48,9

Table 40 (Continued)

		2012, %	2014,%
3	None of these	10,3	13,3
4	Do not know	33,2	16,9
5	Refused to answer	1,6	1,1
	Total	100	100

We can compare the results with the answer on question «Who has to make the decision on introduction or refusal of inclusive education», when the answers made 14.5% in 2012 and 15.3% in 2014 (see Table 20). In general the results confirm that a director could not be allowed to play the leading role in making the decision on introduction or refusal of inclusive education.

The next question was devoted to the role of School Teaching Council, whether it can or cannot decline to co-education of children with and without disabilities in the same classroom. As we can see the role of the Teaching Council was less valued in 2014 than in 2012. Though in 2014 a significant amount of respondents (38,9%) considered that "Teaching Council may decline to co-education of children with disabilities and children without disabilities in the same classroom", in 2012 the number reached 51,2%. At the same time the quantity doubting correctness towards the position increased. Two comments which were written down by interviewers in 2014 were received (the answers of the respondents N36 and N118). Both put emphasis on that I should be state policy decision, but not the decision of Teaching Council (see Table 41).

Table 41. Answers to the question: «Please tell me which of the two statements on this card is the closest to your own opinion – the first or the second?»

		2012, %	2014, %
1	<u>The first</u> : Teaching Council <u>may</u> decline to co-education of children with and without disabilities in the same classroom	51,2	38,9
2	<u>The second</u> : Teaching Council <u>cannot</u> decline to co-education of children with and without disabilities in the same classroom	15,8	19,8
3	None of these	25,1	33,8
4	Do not know	3,4	6,2
5	Refused to answer	4,5	1,3
	Total	100	100

Comparing these results with those in Table 21 we can claim the same trend that reflect the position to the reduction of a role Teaching Council from 19,4% of respondents in 2012 to 17,6% in 2014. The same situation similar to the parents of children with disability is observed. It seems as if respondents mostly prefer the refusal of inclusive training, than for its introduction.

The sixth question was devoted to the possibilities of a teacher to decline to co-education of children with and without disabilities in the same classroom. 38,3% of people in 2012 and 36,6% in 2014 thought that teacher could not decline to co-education of children with disabilities and children without disabilities in his/her classroom. The first statement «A teacher may decline to co-education of children with disabilities and children without disabilities in the same classroom» is not popular. The quantity of people who think that the teacher may decline to co-education of children with disabilities and children without disabilities in his/her classroom decreased on 5,1% during two years. More than 41,1% in 2012 and 45,1%

in 2014 of respondents has opinion «None of these» regarding these question. The results are presented Table 42.

Table 42. Answers to the question: «Please tell me which of the two statements on this card is the closest to your own opinion – the first or the second?»

		2012, %	2014, %
1	<u>The first</u> : A teacher <u>may</u> decline to co-education of children with disabilities and children without disabilities in the same classroom	17,3	12,2
2	<u>The second</u> : A teacher <u>cannot</u> decline to co-education of their children and children without disabilities in the same classroom	38,3	36,6
3	None of these	41,1	45,1
4	Do not know	2,3	5,4
5	Refused to answer	1	0,7
	Total	100	100

In 2014 the following comment to the choice "None of these", written by the interviewer was received: *«It means that teacher who should be with children with disabilities and children without disabilities is in difficult situation because he should choose: during class he will pay more attention to children without disabilities or he will focus on development and achievement of success of children with disabilities. Such dilemma cannot be solved easily. A teacher may refuse to work with children with disability but probability that such teacher will lose his job will be increased in this case. A teacher who is forced to work with children with disabilities should improve qualification and get special training. Otherwise the risk to lose job will increase. I can assume that a lot of people think about the*

consequences of the decision of not teaching children with disabilities” (the answer of the respondent N36 in 2014).

The seventh question in this group was devoted to the possibilities of regional educational administration (RONO) to refuse co-education of children with and without disabilities in the same classroom. 55,1% of people thought that the regional administration may decline to co-education of children with disabilities and children without disabilities in their region. However after two years the received data showed that people might have changed their mind. In 2014 only 27,7% agreed with the first statement and 59,6% of people switched the position and thought that the regional administration could not decline to co-education of children with disabilities and children without disabilities in their region. The results are presented Table 43.

Table 43. Answers to the question: «Please tell me which of the two statements on this card is the closest to your own opinion – the first or the second?»

		2012, %	2014, %
1	<u>The first</u> : The regional educational administration (RONO) <u>may</u> decline to co-education of children with disabilities and children without disabilities in their region	55,1	27,7
2	<u>The second</u> : The regional educational administration (RONO) <u>cannot</u> decline to co-education of children with disabilities and children without disabilities in their region	14,3	59,6
3	None of these	23,6	10,4
4	Do not know	5,2	1,8
5	Refused to answer	1,8	0,5
	Total	100	100

The eighth question in the group about key actors was devoted to the possibilities of local administration to decline to co-education of children with and without disabilities in the same classroom. 50,2% of people thought that the local administration might decline to co-education of children with disabilities and children without disabilities in their region. However after two years data show that people may have changed their mind. In 2014 year we can see that only 28,9% agree with first statement and 40,3% of people started thinking that the local administration could not decline to co-education of children with disabilities and children without disabilities in their region. So, presumably one of the reasons that explain this alteration is the influence of the new education law. The results are presented Table 44.

Table 44. Answers to the question: «Please tell me which of the two statements on this card is the closest to your own opinion – the first or the second?»

		2012, %	2014, %
1	<u>The first</u> : The local administration <u>may</u> decline to co-education of children with disabilities and children without disabilities in their district	50,2	28,9
2	<u>The second</u> : The local administration <u>cannot</u> decline to co-education of children with disabilities and children without disabilities in their district	14,7	40,3
3	None of these	26,1	14,7
4	Do not know	7,8	14,2
5	Refused to answer	1,2	1,9
	Total	100	100

The next question of this block about key actors was devoted to the possibilities of local administration to decline to co-education of children with and without disabilities in the same classroom. 67,3% of people thought that the state (federal) level could establish inclusive education at schools and the schools should follow this decision. In 2014 this opinion was strengthened to much extent. More than 72% of people agreed with this statement. The second statement was very unpopular. Only 8,2% of respondents agreed with the second statement that inclusive education in all schools in Russia could not be established at the state (federal) level, otherwise it had to be decision and agreement of many actors. 21,5% of people in 2012 had own opinion. However, they did not give any comments to the interviewers about this. The results are presented in the Table 45.

Table 45. Answers to the question: «Please tell me which of the two statements on this card is the closest to your own opinion – the first or the second?»

		2012, %	2014, %
1	<u>The first</u> : Only the state (federal) level <u>can</u> establish inclusive education in schools and all should follow this decision	67,3	72,2
2	<u>The second</u> : Only the state (federal) level <u>cannot</u> establish inclusive education in all schools in Russia; it should be decision and agreement of many actors	8,2	7,9
3	None of these	21,5	18,3
4	Do not know	3,3	1,4
5	Refused to answer	0,7	0,2
	Total	100	100

Table 45 once again shows the opinion of people about the key role of the State in all processes. However, this comes together with the low assessment of State reforms. That is, the State is entrusted with an elevated object of authority, despite the fact that it is already clear that it is not doing it well and the reforms carried out have many shortcomings.

4.6. Final questions and demographic information

A group of personal questions and demographic information is devoted to summarizing the results and clarifying some other positions that can be compared to different parts of the interview. The first question in this group was devoted to personal participation in charitable actions. The answers are presented in Table 46.

Table 46. Answers to the question: «Were you personally involved in the charitable action for children with disabilities?»

		2012, %	2014, %
1	Yes	12,3	14,8
2	No	84,7	83,8
3	Refused to answer	3	1,4
	Total	100	100

We can point that quite a few people were involved in charity events – 12,3% in 2012 and 14,8% in 2014. At the same time, 84,7% in 2012 and 83,8% in 2014 were not involved in charitable actions (see Table 46).

The Table 47 demonstrates that there were not considerable changes in responses of people in 2012 and 2014. The quantity of people who believed that the charitable

action for children with disabilities was very useful and a greater number of citizens would be better involved in them comprised 22,6-23,8%. The second opinion was more popular. More than 48-50% of people agreed that the charitable action for children with disabilities could not replace systematic state aid and therefore generally useless (see Table 47).

Table 47. Answers to the question: «Please tell me which of the two statements on this card is the closest to your own opinion – the first or the second?»

		2012, %	2014, %
1	<u>The first</u> : the charitable action for children with disabilities are very useful and a greater number of citizens should be involved in them	22,6	23,8
2	<u>The second</u> : the charitable action for children with disabilities <u>cannot</u> replace systematic state aid and therefore it is generally useless	48,6	50,7
3	None of these	10,3	13,3
4	Do not know	13,2	10,1
5	Refused to answer	5,3	1,1
	Total	100	100

Quantity of people who thought that the most part of children with disabilities might feel more comfortable at regular schools with other children increased from 24,6% to 39,2%. The quantity of people who thought that it was impossible to integrate children with disabilities in regular school, as they could cause difficulties to the teaching-learning process, what is more and they could be faced with brutality and offence on the part of their peers decreased from 48,7% to 37,9% (see Table 48).

Table 48. Answers for the question: “Generally speaking, do you think that most part of children with disabilities may feel more comfortable in regular school with other children, or you believe that it is impossible to integrate children with disabilities in regular school, as they could cause difficulties to the teaching-learning process, what is more and they could be faced with brutality and offence on the part of their peers?”

		2012, %	2014, %
1	Children with disabilities may feel more comfortable in regular school with other children	24,6	39,2
2	It is impossible to integrate children with disabilities in regular school, as they could cause difficulties to the teaching-learning process, what is more and they could be faced with brutality and offence on the part of their peers	48,7	37,9
3	Other opinions	10,5	11,4
4	Do not know	11,6	10,3
5	Refused to answer	4,6	1,2
	Total	100	100

It is interesting to notice that quantity of people who refused to answer decreased from 4,6% to 1,2%. However, the number of people who have other opinion is on the same high level (more than 30%).

In conclusion, questions were asked about demographic information. 45.7% of men and 54.3% of women participated in the study in 2012, and 47.8% of men and 52.2% of women in 2014 (see Table 49).

Table 49. Answers to the question: «What is your gender?»

	Gender	2012, %	2014, %
1	Men	45,7	47,8
2	Women	54,3	52,2
3	Refused to answer	0	0
	Total	100	100

Table 50 presents the results of the received answer to the question: "What is your age." The study employs the division into four age groups: 18 - 25 years, 26 - 45 years, 46-60 years and over 60 which is typical for Russian sociology

Table 50. Answers to the question: «What is your age?»

	Age	2012, %	2014, %
1	18 - 25	18,9	17,2
2	26 - 45	29,7	30,8
3	46 - 60	22,9	25,2
4	older 60	28,5	26,8
5	Refused to answer	0	0
	Total	100	100

The age group 18 - 25 years in 2012 was 18.9% and 17.2% in 2014. The age group 26 - 45 years in 2012 was 29.7% and 30.8% in 2014. The age group 46 - 60 years in 2012 was 22.9% and 25.2% in 2014. The age group older than 60 in 2012 was 28.5% and 26.8% in 2014.

At the first stage our questions were focused on whether society was ready to accept inclusive education. Public opinion expressed concern that the society as a

whole was not yet prepared to accept inclusive education and in spite of the fact that the teachers' performance should be considered as of primary importance in introduction of inclusive education, as teachers are not qualified enough. At the next stage we will take a close look at teachers and students opinion.

Chapter V. Results of the stage 2: St. Petersburg teachers' opinion about inclusive and correctional education and their reforming process

According to Objective 3 – «*Description the opinion given by the teachers, and students-future teachers about the roles of inclusive/correctional education*» – we conducted the small-scale research by questionnaire. Chapter 5 presented the results of this questionnaire of various Russian actors whose opinion was important for the implementation of inclusive education - teachers of regular schools, each of them should be ready for the emergence of children with disabilities in their classes in connection with the implementation of the program "Affordable Environment", which was introduced for the first time, and students - future teachers of inclusive education. The results of structured interviews with the St. Petersburg population (see Chapter 4) revealed that the population tends to give the main role in the implementation of inclusive education to the state and its bodies - the medical and social commission and RONO (the district department of public education). However, at the same time, the population spoke about many problems in relation to the implementation of inclusive education and was dissatisfied by the state activity. The population has noted the teachers' low readiness to implement inclusive education and also population is concerned about the drop in the quality of education in case of inclusion. Therefore, an important task is to directly involve current and further teachers as key actors in interacting process.

5.1. The results of the study based on the opinions of regular school teachers

This section presents the results of a study based on the opinions provided by the teachers of regular schools, which was held in 2012 and 2014. In results, 196 participants from the regular school in 2012 and 343 in 2014 participated in the study. The first group of questions was devoted to "familiarity with the term of inclusive education" and the second was "new opportunities of inclusive education".

Familiarity with the term «inclusive education» and general evaluation of necessity of inclusive education in Russia. The first part of the questionnaire was devoted to the familiarity with the term "inclusive education" and general evaluation of necessity of inclusive education in Russia. The concept of inclusive education is a part of educational programme; however, elder teachers can be unfamiliar with this idea. So the first question was devoted to familiarity with the term "inclusive education". Answers can be found in the Table 51

Table 51. Answers to the question: «Do you agree that the term "inclusive education" is familiar to you?»

		2012, people	2012, %	2014, people	2014, %
1	Strongly agree	45	23,0	99	28,9
2	Agree	83	42,3	149	43,4
3	Hard to say	30	15,3	29	8,5
4	Disagree	12	6,1	20	5,8
5	Strongly disagree	9	4,6	12	3,5
6	Refused to answer	17	8,7	34	9,9
	Total	196	100,0	343	100,0

The table shows that the respondents-teachers in 2014 gave the positive answer and agreed that they were familiar with term "inclusive education": in 2012 there were 65,3% while in 2014 – 72,3%. However, up to now many Russian teachers experience some problems in understanding inclusive education or do not perceive it: 10,7% of respondents in 2012 and 9,3% in 2014 thought they were still not familiar with the term «inclusive education» as well as 15,1% in 2012 and 8,5% in 2014 chose «hard to say». Taking into account that inclusive education is part of the teacher training programme, as was mentioned in the previous section, we can evaluate the results as quite high. 8,7% in 2012 and 9,9% in 2014 did not answer.

In order to check statistical difference we did Chi-Square Test without «Refused to answer» answers. So we accepted 179 answers in 2012 and 309 answers in 2014. Also we checked that there were not the cells of the table less than a 5% of the responses. The results of Chi-Square are presented in Table 52.

Table 52. Chi-Square Tests of answers to the question: «Do you agree that the term «inclusive education» is familiar to you?»

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7,363 ^a	4	,118
Likelihood Ratio	7,207	4	,125
Linear-by-Linear Association	3,529	1	,060
N of Valid Cases	488		

a. 0 cells (,0%) have expected count less than 5.

Chi-Square Test shows that there were no statistical difference ($p > 0,01$) between answers in 2012 and 2014 («Refused to answer» answer is excluded). The

teachers' familiarity with inclusive education didn't change in this period of two years, despite active state policy (see Chapter 2).

Then we asked a question «Do you agree that inclusive education is necessary for Russian society». The answers are presented in the Table 53.

Table 53. Answers to the question: «Do you agree that inclusive education is necessary for Russian society?»

		2012, people	2012, %	2014, people	2014, %
1	Strongly agree	48	24,5	112	32,7
2	Agree	95	48,5	152	44,3
3	Hard to say	15	7,7	17	5,0
4	Disagree	13	6,6	13	3,8
5	Strongly disagree	10	5,1	19	5,5
5	Refused to answer	15	7,7	30	8,7
	Total	196	100,0	343	100,0

Referring to the Table 53 the majority of teachers agreed that inclusive education was necessary for Russian society in both 2012 (73,0%) and 2014 (77,0%) questionnaires. In 2014 - 32,7% of respondents strongly agreed while in 2012- only 24,5% strongly agreed. 5,0% of respondents teachers in 2014 chose «Hard to say» and 9,3% disagreed, while in 2012 7,7% of teacher-respondents chose «Hard to say» and 11,7% disagreed.

In order to check statistical difference we did Chi-Square Test without «Refused to answer» answers. So we accepted 181 answers in 2012 and 313 answers in 2014. Also we checked that there were not the cells of the table less than a 5% of the responses. The results of Chi-Square are presented in Table 54.

Table 54. Chi-Square Tests of answers to the question: « Do you agree that inclusive education is necessary for Russian society »

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6,893 ^a	4	,142
Likelihood Ratio	6,865	4	,143
Linear-by-Linear Association	2,778	1	,096
N of Valid Cases	494		

a. 0 cells (,0%) have expected count less than 5.

Chi-Square Test shows that there were no statistical difference ($p > 0,01$) between answers in 2012 and 2014 («Refused to answer» answer is excluded). So the teachers' opinion about the necessity of inclusive education for Russian society didn't change during the period of two years.

After that the question with open answers was asked in order to give possibilities to express their own, personal opinion. This option was not popular with the result of a few answers only. In 2012 respondents wrote three positive opinions with focus that we should involve children with disabilities in our society through school and it is a good idea and two negative comments that the idea is good but cannot be implemented in Russian society because schools have no money enough for this (the respondent's answer N115, 2012) and because schoolmates will be aggressive for children with disabilities (the respondent's answer N149, 2012). In 2014 respondents wrote six comments (the respondents' answers N9, N28, N132, N257, N299, N310, 2014). Five of them were negative. Three comments said that our society and especially school cannot accept children with disabilities and it is better to them study separated in correctional school because they can meet more friendly relationships and higher quality of education (the respondents' answers N9,

N28, N299). Two comments were focused on aggressive behavior of schoolmates that can be dangerous for children with disabilities (the respondents' answers N132, N257). At the same time one positive comment was a description of a real history and was focused on kind friendship of one child with disabilities with schoolmates (the respondents' answers N310). This respondent made conclusion that presence of children with disabilities in one classroom together with children without disabilities is very good for moral development of both.

Inclusive education as a new opportunity. The second part of the questionnaire was devoted to the evaluation of «inclusive education» as a new opportunity. Table 59 presents the answers to the question: «Do you see new opportunities of inclusive education for Russian education system as a whole?» (see Table 55)

Table 55. Answers to the question: «Do you see new opportunities of inclusive education for Russian education system as a whole?»

		2012, people	2012, %	2014, people	2014, %
1	Yes	40	20,4	93	27,1
2	Rather «yes» than «no»	88	44,9	143	41,7
3	Hard to say	21	10,7	22	6,4
4	Rather «no» than «yes»	19	9,7	31	9,0
5	No	11	5,6	21	6,1
5	Refused to answer	17	8,7	33	9,6
	Total	196	100,0	343	100,0

Table 55 notes that the majority of teachers can find new opportunities of inclusive education for Russian education system as a whole in both 2012 and 2014 years. In 2012 20,4% of respondents chose «yes» and 44,9% of respondents chose

rather «yes» than «no» while in 2014 27,1% of respondents chose «yes» and 41,7% of respondents chose *rather «yes» than «no»*. These two groups of answers altogether included the majority of respondents – 65,3% in 2012 and 68,8% in 2014.

At the same time, *rather «no» than «yes»* was chosen by 9,7% of respondents in 2012 and 9,0% of respondents in 2014. The answer «no» was chosen by 5,6% of respondents in 2012 and 6,1% of respondents in 2014. These two groups of answers represent a 15,3% in 2012 and 15,1% in 2014 of the total answers. 10,7% of respondents in 2012 and 6,4% in 2014 chose «hard to say» while 8,7% of respondents in 2012 and 9,6% in 2014 missed this question.

We checked statistical difference through the usage of Chi-Square Test without «Refused to answer» answers. As a result we accepted 179 answers in 2012 and 310 answers in 2014. In addition, we checked that there were not the cells of the table less than a 5% of the responses. The results of Chi-Square are presented in Table 56.

Table 56. Chi-Square Tests of answers to the question: «Do you see new opportunities of inclusive education for Russian education system as a whole?»

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5,548 ^a	4	,236
Likelihood Ratio	5,523	4	,238
Linear-by-Linear Association	1,169	1	,280
N of Valid Cases	489		

a. 0 cells (,0%) have expected count less than 5.

Chi-Square Test shows that there were no statistical difference ($p > 0,001$) between answers in 2012 and 2014 («Refused to answer» answer is excluded). So the teachers' opinion about new opportunities of inclusive education didn't change during the period of two years and the majority of respondents can see them for Russian education system as a whole.

It is interesting to compare these answers about educational system as whole with opinion about personal vision of teachers. Table 58 presents answers to the question: «Do you see new opportunities of inclusive education for you and your professional development?» (see Table 57)

Table 57. Answers to the question: «Do you see new opportunities of inclusive education for you and your professional development?»

		2012, people	2012, %	2014, people	2014, %
1	Yes	28	14,3	61	17,8
2	Rather «yes» than «no»	84	42,9	135	39,4
3	Hard to say	45	23,0	74	21,6
4	Rather «no» than «yes»	15	7,7	22	6,4
5	No	11	5,6	14	4,1
5	Refused to answer	13	6,6	37	10,8
	Total	196	100,0	343	100,0

As we can see respondents-teachers were rather positive than negative about opportunities for their personal development. In 2012 14,3% of respondents chose «yes» and 42,9% of respondents chose *rather «yes» than «no»* while in 2014 17,8% of respondents chose «yes» and 39,4% of respondents chose *rather «yes» than «no»*. These two groups represented 57,2% in 2012 and 57,2% in 2014 of the total answers, showing a higher percentage of supporters of the answer «yes».

The answer *rather «no» than «yes»* was chosen by 7,7% of respondents in 2012 and 6,4% of respondents in 2014. The answer *no* was chosen by 5,6% of respondents in 2012 and 4,1% of respondents in 2014. These two groups of answers represent the 13,3% in 2012 and 10,5% in 2014 of the answers given by respondents. At the same time, more respondents chose *hard to say*: 23,0% of respondents in 2012 and 21,6% in 2014. 6,6% of respondents in 2012 and 10,8% in 2014 missed this question.

Then we checked statistical difference using Chi-Square Test without «Refused to answer» answers. So we accepted 183 answers in 2012 and 306 answers in 2014. In addition, we checked that there were not the cells of the table less than a 5% of the responses. The results of Chi-Square are presented in Table 58.

Table 58. Chi-Square Tests of answers to the question: «Do you see new opportunities of inclusive education for you and your professional development?»

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2,056 ^a	4	,726
Likelihood Ratio	2,078	4	,721
Linear-by-Linear Association	1,400	1	,237
N of Valid Cases	489		

a. 0 cells (,0%) have expected count less than 5.

As we can see in Table 58 Chi-Square Test shows that there are no statistical difference ($p > 0,001$) between answers in 2012 and 2014 («Refused to answer» answer is excluded). The teachers' opinion about new opportunities of inclusive education for their own professional development didn't change in this period of two years and the majority of respondents can see personal opportunities of new system.

Table 59 presents the answers to the question: «Do you see new opportunities of inclusive education for the development of children with disabilities?» (see Table 59)

Table 59. Answers to the question: «Do you see new opportunities of inclusive education for the development of children with disabilities?»

		2012, people	2012, %	2014, people	2014, %
1	Yes	22	11,2	56	16,3
2	Rather «yes» than «no»	75	38,3	120	35,0
3	Hard to say	53	27,0	97	28,3
4	Rather «no» than «yes»	15	7,7	22	6,4
5	No	11	5,6	15	4,4
5	Refused to answer	20	10,2	33	9,6
	Total	196	100,0	343	100,0

In 2012, 11,2% of respondents chose «yes» and 38,3% of respondents chose *rather «yes» than «no»* while in 2014 16,3% of respondents chose «yes» and 35,0% of respondents chose *rather «yes» than «no»*. Generally these two groups of answers represent 49,5% in 2012 and 51,3% in 2014 of total answers, showing higher percentage of supporters of the answer «yes».

The answer *rather «no» than «yes»* was chosen by 7,7% of respondents in 2012 and 6,4% of respondents in 2014. The answer «no» was chosen by 5,6% of respondents in 2012 and 4,4% of respondents in 2014. Generally these groups are 13,3% in 2012 and 11,0% in 2014. 23,0% of respondents in 2012 and 21,6% in 2014 chose «hard to say». It can show the lack of personal experience of some teachers. 6,6% of respondents in 2012 and 10,8% in 2014 missed this question.

Then we checked statistical difference using Chi-Square Test without «*Refused to answer*» answers. So we accept 176 answers in 2012 and 310 answers in 2014. Also we check that there are not the cells of the table less than a 5% of the responses. The results of Chi-Square are presented in Table 60.

Table 60. Chi-Square Tests of Answers to the question: «Do you see new opportunities of inclusive education for the development of children with disabilities?»

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3,360 ^a	4	,499
Likelihood Ratio	3,428	4	,489
Linear-by-Linear Association	1,414	1	,234
N of Valid Cases	486		

a. 0 cells (.0%) have expected count less than 5.

As we can see in Table 64 Chi-Square Test shows that there are no statistical difference ($p > 0,001$) between answers in 2012 and 2014 («*Refused to answer*» answer is excluded). The teachers' opinion about new opportunities of inclusive education for the development of children with disabilities didn't change in this period of two years.

Table 61 presents the answers to the question: «Do you see new opportunities of inclusive education for the development of children without disabilities?» (see Table 61)

Table 61. Answers to the question: «Do you see new opportunities of inclusive education for the development of children without disabilities?»

		2012, people	2012, %	2014, people	2014, %
1	Yes	24	12,2	73	21,3
2	Rather «yes» than «no»	74	37,8	132	38,5
3	Hard to say	29	14,8	34	9,9
4	Rather «no» than «yes»	35	17,9	46	13,4
5	No	11	5,6	21	6,1
5	Refused to answer	23	11,7	37	10,8
	Total	196	100,0	343	100,0

As we can see in 2012 12,2% of respondents chose «yes» and 37,8% of respondents chose *rather «yes» than «no»* while in 2014 21,3% of respondents chose «yes» and 38,5% of respondents chose *rather «yes» than «no»*. These groups comprised 50,0% in 2012 and 59,8% in 2014 with more percentage of supporters of answer «yes».

The answer *rather «no» than «yes»* was chosen by 17,9% of respondents in 2012 and 13,4% of respondents in 2014. The answer «no» was chosen by 5,6% of respondents in 2012 and 6,1% of respondents in 2014. Generally these groups comprised 23,5% in 2012 and 19,5% in 2014. 14,8% of respondents in 2012 and 9,9% in 2014 chose «hard to say». 11,7% of respondents in 2012 and 10.8% in 2014 missed this question.

We did Chi-Square Tests in order to compare answers (without «Refused to answer» answers) in 2012 and 2014. The results of Chi-Square are presented in Table 62.

Table 62. Chi-Square Tests of answers to the question: « Do you see new opportunities of inclusive education for the development of children without disabilities?»

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9,935 ^a	4	,042
Likelihood Ratio	10,138	4	,038
Linear-by-Linear Association	4,760	1	,029
N of Valid Cases	479		

a. 0 cells (,0%) have expected count less than 5.

As we can see $p=0,042$, $p<0,05$. For $p\leq 0,05$ there are significant differences between the answers of the two years analyzed. The opinion of the respondents on whether inclusive education can be positive for children without disabilities differ significantly between the two years analyzed. It is essential that more teachers in 2014 thought that inclusive education gave more opportunities for the development of children without disabilities: 12,2% of respondents chose «yes» in 2012 and 21,3% of respondents chose «yes» in 2014 (see Table 61)

Then we asked the question «Can you explain your opinion?» with open answers in order to give to respondents the possibility to express own opinion. We only got a few answers. In 2012 respondents wrote four opinions. One of them was focused on communication between children with and without disabilities as the main possibility of inclusive education. The respondent wrote: «*The main possibility of inclusive education is that children with disabilities can be involved into communication with their peers. And their peers also can be involved in this communication*» (the respondent's answer N51, 2012).

The second comments said that inclusive education could be considered as a threat for education of children without disabilities because while studying together with children with disabilities many tasks should be easier and the quality of education would be low. The respondent wrote: «*Staying children with disabilities in the same class with healthy children is dangerous for healthy children, because the quality of the lessons will fall. Children with disabilities can only solve simple tasks, and a teacher will give these tasks to all children*» (the respondent's answer N78, 2012). The third comments also said that inclusive education could be considered as a threat for education of children without disabilities: «*Inclusive education will destroy the quality of education*» (the respondent's answer N113, 2012). The fourth comment said: «*I think inclusive education could improve morality of Russian society as a whole so it could be very useful*» (the respondent's answer N190, 2012).

In 2014 respondents wrote six opinions. Four of them were focused on the negative impact of current system of inclusive education on education of children with disabilities because schools were not prepared to introduction of inclusive education system. For example one respondent wrote: «*Studying children with disabilities in the same class with children without disabilities is dangerous for them. The school is a menagerie. Children with disabilities may suffer*» (the respondent's answer N17, 2014). Two other comments were extremely positive with detailed description of the real situations in their classrooms when children with and without disabilities help each other. At the same time, they spoke about some problems with

methodological materials and absence of permanent support for teachers of the inclusive classes. They had only a few methodological meetings and it is not enough.

At the end of the questionnaire we asked a question about personal experience in inclusive education. The answers are presented in Table 63.

Table 63. Answers to the question: «Do you have your personal experience in inclusive education?»

		2012, people	2012, %	2014, people	2014, %
1	Yes	24	12,2	99	28,9
2	Rather «yes» than «no»	75	38,3	97	28,3
3	Hard to say	45	23,0	74	21,6
4	Rather «no» than «yes»	22	11,2	37	10,8
5	No	11	5,6	22	6,4
6	Refused to answer	19	9,7	14	4,0
	Total	196	100,0	343	100,0

As we can see in 2012 12,2% of respondents chose «yes» and 38,3% of respondents chose *rather «yes» than «no»*. In 2014 28,9% of respondents chose «yes» and 28,3% of respondents chose *rather «yes» than «no»*. These groups had 50,5% in 2012 and 57,2% in 2014.

The answer *rather «no» than «yes»* was chosen by 11,2% of respondents in 2012 and 10,8% of respondents in 2014. The answer «no» was chosen by 5,6% of respondents in 2012 and 6,4% of respondents in 2014. Altogether these groups reached 16,8% in 2012 and 17,2% in 2014. It is interesting that 23,0% of respondents in 2012 and 21,6% in 2014 chose «hard to say». Inclusive class in Saint-Petersburg was not assigned to a special status. They were ordinary classes at regular school

that included children with disabilities. So, some teachers found difficulties to answer accurately if their class was inclusive or not. 9,7% of respondents in 2012 and 4,0% in 2014 missed this question.

Table 64. Chi-Square Tests of Answers to the question: «Do you have your personal experience in inclusive education?»

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	19,162 ^a	4	,001
Likelihood Ratio	20,278	4	,000
Linear-by-Linear Association	3,534	1	,060
N of Valid Cases	506		

a. 0 cells (,0%) have expected count less than 5.

Overall, the result is rather optimistic - most teachers were ready to support the system of inclusive education and find out new opportunities: for the education system as a whole; for their own development and for the development of children with and without disabilities. However, it sounded alarming but the teachers were not reluctant to share their own opinions (see open answers p.162-163). The presented picture may indicate that teachers formally accepted an inclusive education, considering this as a requirement for their position and new opportunities. Therefore, teachers do not feel ready to tell us their opinion about this system in detail or still have no enough experience to do it (see e.g. Table 63).

5.2. Opinion of students-future teachers about preferable conceptions of inclusive/correctional education development in Russia

In line with the 3rd objective, this section presents the results of stakeholders' questionnaire. First of all, we would compare the opinion of students-future teachers in 2012 and 2015. In total, 359 student-future teachers were asked to participate in 2012, and 331 students participated in 2015. The questionnaire was conducted online on the website. Students were at the university in their classes. They opened their gadgets, mobile phones or notebooks and went through electronically questionnaire that could be saved only if it was fully completed. In result, 276 full answers in 2012 and 269 in 2015 were received. It means that 23,12% of respondents in 2012 and 18,73% of respondents in 2015 preferred not to participate, and they did not complete full questionnaire or they had some technical problems with internet connection. Only full answers were accepted by the programme, so we analyzed the answers without «refused to answer» choices. Generally, we had 276 full answers in 2012 and 269 in 2015.

The first part of questions was devoted to the conception of further development of correctional/inclusive pedagogical system. We aimed to compare these conceptions, what of them can be more successful in Russia. The first question was the following: «We need to include Western experience in the development of our educational system of children with disabilities». The results are presented in Table 65. We did Chi-Square Tests in order to compare answers in 2012 and 2015. The results of Chi-Square are presented in Table 66.

Table 65. Students' answers on the question: «Do you agree with the following sentence: We need to include Western experience in the development of our educational system of children with disabilities?»

		2012, people	2012, %	2015, people	2015, %
1	Definitely yes	75	27,2%	48	17,8%
2	Probably yes	137	49,6%	69	25,7%
3	Hard to say	32	11,6%	75	27,8%
4	Probably not	15	5,4%	37	13,8%
5	Definitely not	17	6,2%	40	14,9%
	Total	276	100,0	269	100,0

Table 66. Chi-Square Tests of answers to the question: «Do you agree with the following sentence: We need to include Western experience in the development of our educational system of children with disabilities?»

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	64,163 ^a	4	,000
Likelihood Ratio	65,695	4	,000
Linear-by-Linear Association	41,864	1	,000
N of Valid Cases	545		

a. 0 cells (,0%) have expected count less than 5.

Overall, the students' opinions during the examined periods are different. Chi-Square Test has shown $p < 0,001$. Therefore, the differences are statistically significant. In 2015, students' opinion was less favorable to the Western experience: while 76,8% of students agreed (definitely and probably) in 2012, 43,5% shared the same opinion in 2015. At the same time, the number of answers «Hard to say» increased from 11,6% to 27,8% and the negative answers (definitely and probably) also increased from 11,6% to 28,7%.

The second question was devoted to Soviet Union experience in the development of our educational system of children with disabilities. In Table 68 we can see the respondents' answers (see Table 67). Also we did Chi-Square Test that has shown $p < 0,001$. It recognizes the statistical significance of differences between students' answers in 2012 and 2015 years (see Table 68).

Table 67. Students' answers on the question: «Do you agree with the following sentence: We need to include Soviet Union experience in the development of our educational system of children with disabilities?»

		2012, people	2012, %	2015, people	2015, %
1	Definitely yes	45	16,3%	73	27,1%
2	Probably yes	91	33,0%	113	42,0%
3	Hard to say	69	25,0%	40	14,9%
4	Probably not	44	15,9%	23	8,6%
5	Definitely not	27	9,8%	20	7,4%
	Total	276	100,0%	269	100,0

Table 68. Chi-Square Tests of Answers to the question: «Do you agree with the following sentence: We need to include Soviet Union experience in the development of our educational system of children with disabilities?»

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	24,271 ^a	4	,000
Likelihood Ratio	24,545	4	,000
Linear-by-Linear Association	17,216	1	,000
N of Valid Cases	545		

a. 0 cells (,0%) have expected count less than 5.

Specifically students' opinion in 2015 became more favorable to the Soviet Union experience: while 49,3% of students agreed (definitely and probably) in 2012, 69,1% expressed the same point of view in 2015. At the same time the answers

«Hard to say» decreased from 25% to 14,9% and the negative answers (definitely and probably) also decreased from 25,7% to 16% in 2015 in comparison with 2012.

Next question was devoted to Orthodox Church and/or other religious organizations' experience. The results of students' answers are presented in Table 69 and the results of Chi-Square Tests are presented in Table 70.

Table 69. Students' answers on the question: «Do you agree with the following sentence: We need to include Orthodox Church and/or other religious organizations' experience in the development of our educational system of children with disabilities»

		2012, people	2012, %	2015, people	2015, %
1	Definitely yes	81	29,3%	89	33,1%
2	Probably yes	69	25,0%	62	23,0%
3	Hard to say	87	31,5%	84	31,2%
4	Probably not	18	6,5%	21	7,8%
5	Definitely not	21	7,6%	13	4,8%
	Total	276	100,0%	269	100,0%

Table 70. Chi-Square Tests of Answers to the question: « Do you agree with the following sentence: We need to include Orthodox Church and/or other religious organizations' experience in the development of our educational system of children with disabilities?»

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2,827 ^a	4	,587
Likelihood Ratio	2,845	4	,584
Linear-by-Linear Association	,956	1	,328
N of Valid Cases	545		

a. 0 cells (,0%) have expected count less than 5.

Chi-Square Test has shown $p=0,587$. It means that differences between students' answers in 2012 and 2015 years are not statistically significant. Students

are stable in supporting the idea that Orthodox Church and/or other religious organizations' experience is useful for education of children with disabilities: 54,3% of students agreed (definitely and probably) in 2012, and 56,1% in 2016. It is interesting that the amount of the answers «Hard to say» remained stable – 31,5% in 2012 and 31,2% in 2015. The same situation was with the amount of the answers «probably not» and «definitely not» – 14,1% in 2012 and 12,6% in 2015.

After completing questionnaires on historical and foreign conceptions, we asked a question about economical conception. Modern literature has focused not only on humanistic ideals but also on returning to the ideas of professional education and labor market adaptation and economic requirements. Therefore, we asked students: «Do you agree with the following sentence: We need to include labor market and business adaptation in our education of children with disabilities». The results of students' answers are presented in Table 71

Table 71. Students' answers on the question: «Do you agree with the following sentence: We need to include labor market and business adaptation in the development of our educational system of children with disabilities?»

		2012, people	2012, %	2015, people	2015, %
1	Definitely yes	116	42,0%	143	53,2%
2	Probably yes	49	17,8%	39	14,5%
3	Hard to say	55	19,9%	36	13,4%
4	Probably not	53	19,2%	47	17,5%
5	Definitely not	3	1,1%	4	1,5%
	Total	276	100,0%	269	100,0%

As we can see we have answers less 5. Chi square doesn't work well if "expected frequencies" of cells are less than 5%. We should put together answers «Probably not» and «Definitely not» and rebuild Table 71 in Table 71.1.

Table 71.1 Students' answers on the question: «Do you agree with the following sentence: We need to include labor market and business adaptation in the development of our educational system of children with disabilities»

		2012, people	2012, %	2015, people	2015, %
1	Definitely yes	116	42,03%	143	53,16%
2	Probably yes	49	17,75%	39	14,50%
3	Hard to say	55	19,93%	36	13,38%
4	Probably not+ Definitely not	56	20,29%	51	18,96%
	Total	276	100,0%	269	100,0%

Then we made Chi-Square Tests based on Table 71.1. The results of Chi-Square Tests are presented in Table 72.

Table 72. Chi-Square Tests of answers to the question: «Do you agree with the following sentence: We need to include labor market and business adaptation in the development of our educational system of children with disabilities?»

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8,063 ^a	3	,045
Likelihood Ratio	8,099	3	,044
Linear-by-Linear Association	3,959	1	,047
N of Valid Cases	545		

a. 0 cells (.0%) have expected count less than 5.

We can note a little growth within the answers «Definitely yes» and «Probably yes» from 59,8% in 2012 to 67,7% in 2015, while the option «Definitely yes» increased from 42% in 2012 to 53,2% in 2015. At the same time, the answer «Hard

to say» decreased from 19,9% in 2012 to 13,4% in 2015. Negative answers «Definitely no» and «Probably no» reached the point of 20,3% in 2012 and 19,0% in 2015 respectively. Chi-Square Tests has shown $p < 0,05$. It means that differences between students' answers in 2012 and 2015 years are statistically significant.

The last was the conception of multichoice experience. Its main idea was to give parents rights to participate in choosing the type of school: correctional or inclusive. It was not popular in Soviet Union that was based on correctional pedagogy as well as in Modern Russia. However, after new Law «About Education», parents protested against the closing of correctional schools. That's why we firstly include this question in 2012-year questionnaire and then repeated it in 2015. Table 73 shows a great growth of supporters of this conception among students (see Table 73).

Table 73. Students' answers on the question: «Do you agree with the following sentence: We need to ask preferable choice of each parent of the pedagogical conception for his/her child(ren) with disabilities' education?»

		2012, people	2012, %	2015, people	2015, %
1	Definitely yes	44	15,9%	122	45,4%
2	Probably yes	78	28,3%	75	27,9%
3	Hard to say	64	23,2%	33	12,3%
4	Probably not	36	13,0%	19	7,1%
5	Definitely not	54	19,6%	20	7,4%
	Total	276	100,0%	269	100,0%

Table 74. Chi-Square Tests of Answers to the question: « Do you agree with the following sentence: We need to ask preferable choice of each parent of the pedagogical conception for his/her child(ren) with disabilities' education?»

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	67,414 ^a	4	,000
Likelihood Ratio	69,752	4	,000
Linear-by-Linear Association	57,024	1	,000
N of Valid Cases	545		

a. 0 cells (,0%) have expected count less than 5.

Chi-Square Test has shown $p < 0,001$, that recognizes the statistical significance of differences between students' answers in 2012 and 2015. Specifically students' opinion in 2015 became more favorable to the multichoice conception for parents: while 44,2% of students agreed (definitely and probably) in 2012, already 73,3% thought similarly in 2015. While there was a little changing in answers «Probably yes», the answer «Definitely yes» was supported almost three times more in comparison to the previous period. The growth was provided by decreasing popularity of the answers «Hard to say» from 23,2% in 2012 to 12,3% in 2015 and negative answers (definitely and probably) from 32,6% in 2012 to 14,5% in 2015. So, students thought that despite the ideas of Western/Soviet/Church/Labour Market influence, parents should be the main stakeholder in this system and the choice of conception is their choice.

Thus, the results show some alterations and similarities in students-future teachers' opinion in 2012 and 2015. In 2012, more students preferred the answer «we need to include Western experience in the development of our educational system of children with disabilities» while in 2015 more students preferred the

answer «we need to include Soviet Union experience in the development of our educational system of children with disabilities». Orthodox Church has traditional support and traditional critics, the answers «Hard to say» are also stable. Another important idea is including labor market and business adaptation in the development of Russian educational system of children with disabilities, it also has stable support. At the same time in 2015 students preferred to listen to the opinion of parents. The parents' opinion has become crucial and students - future teachers of inclusive education, think that parents should be key actors in decision-making process about education of their children with disabilities.

Chapter VI. Discussion

This investigation examined the reform of educational system towards an inclusive education in Russia. According to this aim, the present study was conducted during the period 2014-2017. This chapter presents the discussion of the results obtained in the scope of theoretical foundations and previous research in Russia. Results of each stage of the research (the stage 1, devoted to the 2nd Objective of this paper; the stage 2, addressed the 3rd objective of the paper) are explained in separated subsections.

6.1. Discussion of the results obtained in population's study

This thesis explores the transformation of Russian educational system towards a more inclusive educational system, thus it answers the research question: what is the attitude of the population, teachers, and future teachers towards this reform? The urgency and topicality while answering this question is based on the disappointing results of the previous studies (Pukemov, 2012), which claims that the teachers are not ready to accept the reform of inclusive education, as well as meetings of parents who passed after the adoption of the new law on education.

If we compare our results with the previous studies, we can state that the awareness about inclusive education is higher than it was demonstrated in the results of the research conducted in 2008-2011 years. For example, previous studies (Godovnikova, 2009) showed a low level of awareness and understanding of the

notion and purpose of the inclusive education. The present study has proved that awareness of the population about inclusive education has grown.

It is interesting to compare the views of the population on the way in which children with disabilities should be educated. We have few studies with which we can compare the results of our study. They are the research of Gorban (2008) and the research of HSE (2016).

The research of Gorban in 2008 showed the very low support provided to education for children with disabilities in regular school - only 16% of respondents among population thought that the most suitable place of study for children with disabilities is regular secondary school, while 59,9% of respondents chose the correctional school as the most suitable place of education for children with disabilities (Gorban, 2012).

However, in Russia, children with disabilities used to have two forms of studying in regular schools: in a separate (correctional) class and in regular school. In our research, we had the similar question: «Where do children with disabilities have to study?». Instead of Gorban (2012), we asked respondents about two forms of education for children with disabilities in a regular school: (1) education of children with disabilities and children without disabilities in one (join) class and (2) education of children with disabilities in a separate (correctional) class in a regular school. We obtained almost the same results as Gorban when asked about the studying in one (joint) class in regular school for children with disabilities. This answer was chosen by 12,8% of respondents in 2012 and 15,1% in 2014. However,

at the same time a separate (correctional) class in regular school was chosen as a place for study for children with disabilities by 21,4% of respondents in 2012 and 25,2% in 2014. From this point of view, we can see more optimistic results revealed in our research, because generally these groups were 34,2% in 2012 and 40,3% in 2014. The respondents thought that children with disabilities could study in regular school in different forms. So we can see some decrease of the idea of a correctional school as a place of education for children with disabilities. According to the results of Gorban, in 2008, 59,9% of respondents chose the correctional school as a place of education for children with disabilities (Gorban, 2012) while in our research 35,5% in 2012 and 38,4% in 2014 did it.

However, it is important to mention that the research of HSE (2016) in 33 Russian regions (including St. Petersburg) had concluded that "The majority of the population was still convinced that children with disabilities should be trained in special (correctional) schools. The mass survey of 2016 showed that such a belief was not affected by gender, age, education, social status of the respondents and their place of residence" (Fund for Support of Children in Difficult Life Situation, 2017:42).

We can make three assumptions about the reasons for some discrepancy in the results of these studies:

- Our study was conducted only in St. Petersburg, while the Gorban's study (2008) was conducted in four different regions of Russia: Kostroma Region, Yegoryevsk, St. Petersburg and Saratov (including St. Petersburg), on its part HSE

research (2016) included 33 Russian regions (including St. Petersburg). Indirectly, the difference in the public opinion of St. Petersburg can be confirmed by the participation of representatives of liberal parties in the city parliament: "Party of Growth" and "Yabloko" gained about 10% of the votes, which in Russia they can collect 0,5-1,5% of the vote and Presidential election in 2018 while three Liberal candidates had 14-15% in St. Petersburg while the support of these candidates in Russia is 3% (Central Election Commission of the Russian Federation, 2018). St. Petersburg is one of the most liberal cities in Russia and Liberal parties support the idea of inclusive education. It can add supporters to inclusive education in St. Petersburg. Although the authors of the HSE's study say that in 2016 they did not reveal any fundamental differences depending on the place of residence, we think that some of the differences could be explained by this reason.

- We have compared the results obtained during three different time periods 2008: 2012-2014 and 2016. In 2008 inclusive education was still a little-known exotic, after that in 2012 -2014 mass propaganda of the idea of inclusive education was carried out. After 2014, there was a wide discussion about saving and resuming correctional education as a more professional aid for children with disabilities. The trend towards a certain increase in the supporters of correctional (special) schools, we can see even in our study: 35.5% in 2012 and 38.4% in 2014.

- However, the most important thing, in our opinion, is the formulation of the question. Usually in Russian studies, children with disabilities are divided into categories: «children with special mental development, such as autism», «children

with severe hearing impairment (deaf)», «children with Down syndrome», «children with severe visual impairment (blind)», «children with intellectual disabilities», «children with musculoskeletal disorders». In our research, for ethical reasons and according to the Russian Federation Law «On Personal Data», biological and medical information cannot be asked (Law of the Russian Federation «On Personal Data» as of 27.07.2006 No. 152-FZ). Therefore, we asked the general vision about «children with disabilities». Propaganda of the program "Affordable Environment" in St. Petersburg was aimed at depicting children in wheelchairs - children with diseases of the musculoskeletal system. So, as we can assume, while respondents think about «children with disabilities» they mostly think about «children with diseases of the musculoskeletal system». In the HSE study (2016), respondents were also loyal to studying this group in an ordinary school; 32% of respondents in the HSE study (2016) answered that children with diseases of the musculoskeletal system could study in join classes, and 22% answered that they could study in separate (correctional) classes. Together, these groups are 54% of respondents who saw the opportunity to teach children with a disease in the musculoskeletal system in a regular rather than a correctional school.

It is worth mentioning that it is quite difficult to compare our results with the results of the other studies, since they were conducted at different time periods, in different regions in Russia. But other studies (see e.g. HSE, 2016) also show a growing awareness of the population and increased loyalty to the ideas of inclusive

education for at least some groups of children with disabilities (for example, children with diseases of the musculoskeletal system).

The next issue that has been considered is the population's opinion about the main stakeholders of inclusive education reform. The results have one more time exposed the idea often found in Russia that the state and professionals should make all main decisions (see, e.g., Levada Center, 2012). In our research about the fate of children with disabilities, the state (the main federal level) and professionals (medico-social commission) have priorities to decline to co-education of children with disabilities and children without disabilities. While Russians think the state and medico-social commission should have the main responsibilities, respondents do not recognize that educational reform of inclusive education is so successful. Only some studies show that in such cases, Russian public opinion transfers the right to make decisions to a wider range of actors (Volkov, 2001). Parents, teachers, school principals and local administration have lower power to do it. Only parents of children with disabilities also may decline to co-education of their children and children without disabilities in the same classroom.

Previous studies (Mikhailova, 2008) showed that one of the features of Russian public opinion is the medicalization of childhood and in particular of childhood of children with disabilities. Our research shows that this trend persisted in both 2012 and 2014 - more than half of respondents believe that children with disabilities need medical care rather than pedagogical.

6.2. Discussion of the results obtained in teachers' and students' questionnaire

The second stage of our research highlighted the teachers' and students' questionnaire about inclusive and correctional education. We tried to check some differences in general/regular schoolteachers' understanding in 2012 and 2014. In results, 196 answers of respondents - teachers of regular school in 2012 and 343 in 2014 were achieved. At the same time, we created a questionnaire for students-future teachers. We have 276 full answers of student-future teachers in 2012 and 269 in 2015. The main objective of this research was detecting the opinion of different actors in St. Petersburg (teachers of regular school and students-future teachers (students of teacher education) about the roles of inclusive/correctional education and comparing the opinion of these groups.

A very little amount of teachers' opinion research was done in Russia and we have no information about Saint-Petersburg to compare. According to Pukemov's research in the city of Surgut (2012), the third part of respondents-teachers was against inclusive education and at the same time, the third part of respondents didn't know the exact meaning of the term "inclusive education" (Pukemov, 2012). In our research, the majority of respondents-teachers were familiar with the term "inclusive education" in both – 2012 and 2014. It can be said that these results are comparable with the fact that St. Petersburg was slightly more familiar with the term "inclusive education" and also St. Petersburg teachers were more loyal to inclusive education in the sense that they did not say that they were against it. Instead, in our research

the majority of St.Petersburg teachers can find new opportunities of inclusive education for Russian education system as a whole as well as for themselves and their professional development in both 2012 and 2014. Generally the majority of St.Petersburg teachers agreed that inclusive education is necessary for Russian society.

The previous studies (Iarskaia-Smirnova & Romanov, 2007) have shown the very low interest of regular school`s teachers to an inclusive activity (16%). In our research we asked the teachers about their personal experience in inclusive education. A half of our respondents chose «yes» and *rather «yes» than «no»*. These groups have 50,5% in 2012 and 57,2% in 2014. It seems that a higher involvement of regular teachers has been developed in the last years. At the same time, 23,0% of respondents in 2012 and 21,6% in 2014 choose *hard to say*. We think it happens because inclusive classes in Saint-Petersburg have no special status. It is an ordinary class in regular school that includes children with disabilities. So, some teachers cannot say exactly if their class is inclusive or not.

Alehina, Alekseeva and Agafonova`s research showed that in 2011 in Moscow 51% of teachers were not prepared to apply the elements of pedagogy for children with disabilities in their daily practice, and 38% of them requested additional education in this field (Alehina, Alekseeva, and Agafonova, 2011:86). According to Butenko and Chistokhina`s, only 15% of teachers concentrated on the problems of children and can understand and help children with disabilities (Butenko and Chistokhina, 2015). We asked teachers` opinion in open questions and it is

somewhat alarming that teachers rarely wrote their own opinions in open questions (see open answers p.162-163.). The presented picture may indicate that St. Petersburg teachers formally accepted an inclusive education, considering it as a requirement for their position and new opportunities. Therefore, they did not feel ready to tell us their opinion about inclusive educational system in detail or still have no enough experience to do it. That's probably why we do not see big contradiction with results of Alehina, Alekseeva and Agafonova's research in Moscow in 2011. After official State law in 2012 and local acts in support of inclusive education, all teachers should recognize inclusive education as useful for the development of both students and teachers. Our teacher's research was official in terms that State's body helps in the organization of the research process, so teachers gave us the more official line in answers. They avoided to show positions «to be against» or «to have no any experience». That's why we have some concerns because respondents did not give us more information about their feelings and attitudes in answers on open questions. In fact we can see that formal readiness and preparation to inclusive education in St. Petersburg in 2012 is higher then in some other Russian regions (e.g. Surgut) or then in previous year (e.g. Moscow, 2011). However, the creation of inclusive education system is a difficult long process and formal teachers' preparation is only one step on this way.

As one part of the research we asked students-future teachers about preferable conceptions of inclusive/correctional education development in Russia. In 2012, more students preferred the answer «we need to include Western experience in the

development of our educational system of children with disabilities» while in 2015 more students prefer answer «we need to include Soviet Union experience in the development of our educational system of children with disabilities». Orthodox Church has traditional support, so the answers «Hard to say» are also stable. Another important idea is the inclusion of persons with disabilities in the labor market, it also has stable support. At the same time in 2015, students preferred to listen to the opinion of parents. The parents' opinion has become crucial and students - future teachers of inclusive education think that parents should be key actors in decision-making process about education of their children with disabilities.

One section of the research is devoted to the questionnaire when students-future teachers were asked about preferable conceptions of inclusive/correctional education development in Russia. In 2012, more students preferred the answer «we need to include Western experience in the development of our educational system of children with disabilities» while in 2015 more students preferred answer «we need to include Soviet Union experience in the development of our educational system of children with disabilities». Orthodox Church has traditional support, so the answers «Hard to say» remained stable. Another important idea is the inclusion of persons with disabilities in the labor market, it also has stable support. At the same time in 2015, students preferred to listen to the opinion of parents. The parents' opinion has become crucial and students - future teachers of inclusive education think that parents should be key actors in decision-making process about education of their children with disabilities.

Comparing these results with research Molchanov, Kuznetsova, and Redkin (2015) and the Commissioner for Children's Rights in St. Petersburg Petersburg (2014) we see that the concept has changed in comparison with the previous isolation strategy, and many students have a tolerance, a desire to learn, help, a desire to learn something new, and most importantly they know that people with disabilities can learn a lot. However, it is necessary to optimize the development of special training courses for teachers and students aimed at developing their interaction with students with disabilities. In addition, special programs are needed to develop the student's psychological stability in the process of educational and further professional activity through the development of tolerance.

Chapter VII. Conclusions

In this chapter, the main findings of the study are presented, which allowed answering the proposed objectives. In conclusion, we described the main conclusions of the study, as well as the identification of research limitations and to determine the future directions of research that will allow us to continue our study.

7.1. Main conclusions of the study

The main idea of this thesis is: how to implement a system of inclusive education in Russia based on the example of a certain region - St. Petersburg and what the St. Petersburg population, teachers and students - future teachers of inclusive education system think about inclusive education? From this point of view, we set ourselves a series of objectives. According to *Objective 1: Description of the theoretical and historical context of the development of the educational system for children with disabilities in Russia*, the theoretical part was aimed to describing our subject of research, considering for them various aspects, such as: the Russian traditional concept of Orthodox pedagogic, Soviet Pedagogical Theory (L. Vygotsky, A. Makarenko) and the dialogue pedagogical theory as well as history and the current situation of education for children with disabilities in correctional pedagogy. In relation to *Objective 2 - «Estimation of the opinion of St.-Petersburg population towards the preferable conception of inclusive/correctional education»* – we conducted the large-scale research by telephone screening and structured interviews. In relation to *Objective 3 - «Description the opinion given by the*

teachers, and students-future teachers about the roles of inclusive/correctional education» – we conducted the small-scale research by questionnaires. According to *Objective 4: Explanation about the strategies to advance in the right of children with disabilities to be included at regular school in Russia* we wrote some recommendation for refocusing current system from individual correctional education of children with disabilities to team education with fruitful training for inclusive teachers not for correctional teachers and therapists as it happens now.

Therefore, taking into account these objectives, the main conclusions of our study are:

Objective 1: Description of the theoretical and historical context of the development of the educational system for children with disabilities in Russia

Given that we sought to assess the key pedagogical theories for the development of the educational system for children with disabilities in Russia, we suggested to clarify some questions about how Vygotsky's and Makarenko's teaching influenced the development of correctional pedagogy, and Bakhtin's doctrine on the development of ideas dialogue, which are close to the ideas of inclusive education. We also gave a description of the traditional for Russia system of Orthodox pedagogic. We also noted that both Orthodox and Soviet pedagogical traditions focus on disability as a disease and tend to medicalization the problem of teaching children with disabilities. Only Bakhtin's dialogical theory has the notion that a child with disabilities has a personality with his own characteristics, and he or she can be equally involved in society and have a life of full value. In Russia, there

was a system of correctional pedagogy that emphasized the isolation of children with disabilities from the society but had the highly professional staff of correctional pedagogic and doctors, which is still regarded as its advantage. This context may prevent the implementation of inclusive education in Russia. Unlike the neighboring countries (Belarus and Ukraine), in which correctional pedagogy also flourished in Soviet times, the Russian system did not try to combine correctional and inclusive pedagogy, putting parents of children with disabilities before a choice: either a correctional school or an inclusive education.

The theories of Soviet pedagogy (Vygotsky and Makarenko) showed the importance of creating special environment — as a zone of the proximal development for the education and upbringing of a child. But unlike Vygotsky's western interpretation, in Russia this idea is more based on selection and segregation - that is, children should be separated to different groups - gifted children with gifted ones, children who are capable of mathematics with children who are capable of mathematics, children-musicians with children - musicians, therefore, children with disabilities with similar diagnoses should also study together, and not in a common class or in a school with children without disabilities.

To a certain extent, this affects the attitude of society and teachers. We can see influence of these pedagogical tradition in the results of our study. When the population or teachers support education in a correctional school or separate correctional class, they may consider that educating children with the same characteristics will bring them more benefits than inclusive education. Therefore,

children with disabilities should be taught along with other children with disabilities, while focusing on their diseases and their treatment. We see this in the support of the respondents to the statements that «Soviet correctional education demonstrated the outstanding results» as well as answers to the question: «Where do children with disabilities have to study». However, the results of our study show that there are also supporters of inclusion, who see its positive opportunities. Therefore, this influence of the Russian pedagogic tradition is not comprehensive, it coexists along with the support of Western ideas.

Objective 2: Estimation of the opinion of St.-Petersburg population towards the preferable conception of inclusive/correctional education.

Then we will discuss the results of populations' questionnaire. In order to study the opinion of the population about inclusive and correctional education, structured interviews were carried out in December, 2012. They were repeated in March, 2014. The main objective of this research was revealing of the perception of concepts of inclusive and correctional pedagogic and barriers that can lead to refusal of support of inclusive education.

The answers show that the meaning of the term "Inclusive education" can be difficult for the understanding of wide groups of the population. In 2012, even those who heard the term "Inclusive education" believed that it would be rather a separate class in a regular school than a common class for all children with and without disabilities. Despite the fact that it is more, it still seems insufficient.

Our next conclusion is that the medicalization of the education of children with disabilities remains in Russia. As the most important actor in decision-making on the education of children with the defendants, respondents are called "Medical-social commission". The medical-social commission consists of doctors and teachers (with the dominance of doctors), and is governed by standards defining the norms and pathologies created 50 years ago. They decide who should and who should not study in a regular school or correctional school. However, at the same time, respondents see the problem that parents have no choice regarding the form of education.

It should be noted that respondents are not satisfied with the progress of the reform of inclusive education. The number of people who are not satisfied with the progress of the education reform has increased from 2012 to 2014: from 31.8% in 2012 to 48.2% in 2014. Public opinion on the situation in the education of children with disabilities is critical: only 5.4% in 2012 and 2.4% in 2014 think that the situation in the education of children with disabilities is very good in Russia.

The population understands that the introduction of inclusive education can be difficult and thinks that inclusive education can reduce the quality of education. However, it cannot be said that the concept of inclusive education lacks broad support. The population suggests continuing reforms and improving teacher training. We believe that the concept of inclusive education is still partially unclear, and the population is gradually exploring its strengths and weaknesses for Russia.

Objective 3: Description the opinion given by the teachers, and students-future teachers about the roles of inclusive/correctional education

According to the results, more teachers' respondents said they are familiar with the term "inclusive education". It is important to note that most part of the teachers agree that inclusive education is necessary for Russian society in both 2012 and 2014. We can say that many Russian teachers can find new opportunities in the implementation of inclusive education in Russian education system in whole, for their personal professional development, for the development of children with disabilities as well as for the development of children without disabilities.

We also asked students-future teachers of inclusive education about the preferred concept for the education system for children with disabilities. Despite the fact that students are less loyal to Western experience and slightly more loyal to Soviet experience and are equally respectful of the traditions of the Russian Orthodox Church, they have become more respectful of the parents' opinion and think that parents have the right to choose the form of education for their children with disabilities. We can consider this opinion as a positive moment, showing that the concept of inclusive education has its spread among students - future teachers.

Objective 4: Explanation about the strategies to advance in the right of children with disabilities to be included at regular school in Russia.

Regarding our Objective 4 we can say the following. As a rule, the main tasks are the creation of motivation for teachers - the formation of teachers' value-motivational attitude to pedagogical activity in conditions of joint education of

children with disabilities and children without disabilities. However, based on the results of our study, the motivation is already considerable. The teachers say that they see new opportunities for children (both with and without disabilities) and for their personal and professional development.

Therefore, we think that we need to focus on the creation of continuing educational programs for teachers who wish to share experiences. It also seems important to us developing methodological recommendations for teachers of all subjects in a general school. At the moment, there are no such recommendations, and all efforts and state money are aimed only at installing ramps (see the "Affordable Environment" program, 2014).

In the HSE research (2016), it was argued that society and teachers were not ready to accept children with disabilities. By this it was meant that they had no motivation and desire to be involved in inclusive education, whereas in our study, teachers demonstrated knowledge of the principles of inclusive education and see its positive aspects. As it seems to us, confusion often occurs, in which the absence of the necessary training and methodological programs leads to the teachers' rejection of working in an inclusive class. However, this is due precisely to the problems of organizing the implementation of inclusive education, and not to teachers' motivation.

In those recommendations that are usually promoted in Russia, the emphasis is placed on special teacher training programmes. For example, it is proposed to introduce the new pedagogical rates (teachers-defectologists, teacher-speech

therapists, psychological educators, social educators, etc.) and medical workers in order to ensure the development of basic educational programs for children with disabilities, correction of their physical deficiencies and (or) mental development (see e.g. Smirnova, 2015). This is a typical problem for Russia to delegate responsibilities to doctors and specialists who are engaged in the system of correctional education. However, little attention has so far been paid to the most inclusive teacher and training programs for inclusive teachers. According to our position, it is important to train the teachers to work in an inclusive class, to develop more detailed methods for different cases.

Also, much attention should be paid to the "Individual Sheet" and the Individual Development Program "for children with disabilities." Correction and Development programs are taking into account the recommendations of specialists in correctional pedagogy, but for an inclusive teacher there is practically no information on how to organize the classroom work of children with disabilities and children without disabilities. In fact, Russia retains the features of correctional pedagogy, when exactly physicians and social educators and specialists were responsible for a child with a disability. It is important that this emphasis should be on the work of the entire group, consisting of children with and without disabilities, whereas now an individual program is predominant not focused on team formation. Collaborative work is useful to children with disabilities and without disabilities (this is noted by teachers in our research). We still have the legacy of the Soviet

system. Although the individual program is a step forward, it loses the significance of the team interaction between children.

Based on the results of our study, we see that the existing programs for the development of inclusive education need some changes. In our opinion, the main emphasis should be placed on work with regular school teachers who implement inclusive education and their preparation, including a detailed study of cases. There are many concerns about teachers' motivation, but the main problem is the development of methodological tools and skills. In our study, we did not find significant resistance to inclusion by teachers. Students-future teachers are also quite loyal.

The current reforms are very focused on technical means and state financing. It may be advantageous for schools to implement inclusion just "formally" in order to receive state money without the training of participants in the educational process, especially ordinary teachers. Our analysis of the recommendations of other authors in comparison with the results of our study (see Chapter VI) showed that Russian researchers are always focused on introducing elements of correctional rather than inclusive pedagogy to school. They propose to prepare and introduce the positions of specialists (doctors and social educators), to create individual accompaniments for children with disabilities. In fact, they are trying to recreate the correctional pedagogical system within the ordinary school and re-isolate children with disabilities from their peers. They think this is the right way because disability is often associated with medical pathology in Russian public opinion. Our study also

confirmed this feature of Russian public opinion and the medicalisation of the problem of disability. However, this does not mean that it is necessary to follow the path of reviewing correctional pedagogy by simply renaming it as "inclusive". In our opinion, it is necessary to train ordinary teachers and pay more attention to the interaction and teambuilding process between children with disabilities and children without disabilities. I think these training programmes should include discussing conditions for successful inclusive education, experience and problems in the development of inclusive education, the topics about inclusion of children with intellectual disabilities in inclusive programs, positive examples of inclusive education, training of individualization of the educational process in the school that implements inclusive practice, rehabilitation functions of inclusive education and training of interaction with family through inclusive education.

7.2. Limitation of the study

This study may demonstrate some limitations. In the context of Russian society, which easily ignores social tendency to diversity, it is difficult to obtain reliable information about diagnostics of children. Parents will not talk about it openly, as some diseases lead to a restriction of civil rights. For example, if the child has a neurological diagnosis, he/she is later identified as a psychiatric patient and will not be able to work as a teacher in the future (and many other works). At the same time, social support allowances are very small. Thus, the use of focus groups

would have been impossible despite they can give the more fruitful picture about the life of families with children with disabilities.

Our questionnaire also shows some limitations. In accordance with the legislation of the Russian Federation "On the protection of personal data" medical information cannot be requested without a signed personal consent. This consent should contain the full name, passport details, and signature. At the same time, according to the Code of Ethics of the Russian sociologist, the survey should be anonymous. This contradiction leads to the impossibility of asking questions about medical diagnoses.

It should also be noted that our study was conducted only in St. Petersburg, so its results cannot be assessed as a typical description of the Russian context. Russia is a large country with many regional differences; therefore, studies should be conducted in each particular region.

Our teacher's research was official in terms that State's body helps in the organization of the research process, so teachers gave us the more official line in answers. They avoided to show positions «to be against» or «to have no any experience». That's why we have some concerns because respondents did not give us more information about their feelings and attitudes in answers on open questions.

7.3. Recommendation for the future research

When designing the questionnaire in the future, it can be taken into account that the comparison of our results with the results of other studies has revealed that

the population can differently treat different diagnoses of children with disabilities and can give different answers depending on the diagnosis. We are not allowed to ask people about their personal diagnoses, but we can list diagnosis as optional answers. Further the possibilities would be provided to compare the answers with and without the list of diagnoses. This can inform about the attitude towards the education of children with various forms of disability.

As has been shown in this paper, studies of inclusive education in Russia are mostly focused on the fact that society is not ready to accept inclusive education, and teachers are not motivated and do not want to participate in it. At the same time, our study has shown that the population would rather disagree with the current reform of inclusive education than with inclusive education in its form. The Russian society believes that the problem of the education of children with disabilities has not been solved yet. We also view that the half of regular school teachers maintain the positive features of inclusive education as the support to the educational system as a whole, to their professional development, and to the development of children with and without disabilities. This does not allow us to say that they are not motivated. Rather, their avoidance of answers to open questions shows that they have few practical cases and the possibility of involvement in inclusive education. We suppose that the following studies should be devoted to more detailed identification of methodological problems: developing various training programs, looking for the methods for their implementations, providing teachers with the opportunities to learn and implement their knowledge in inclusive class.

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Appendixes

Appendix 1. The interview guide for the structured interview about inclusive education in St. Petersburg

XXXXXXXXXXXX
Saint-Petersburg
tel. XXXXXXXXX

Document XXXX/XXXXX

Questionnaire №

Translated from Russian

Address

Point ID

The survey about inclusive education in St. Petersburg

Hello! My name is _____ / surname, first name /. I represent _____ XXX _____. We conduct population surveys on various topics. The study, which we are holding now, is devoted to the study of public views on inclusive education. You are selected for the survey at random, almost like a lottery, and is one of many who are now asking questions like these in our country. Your responses, as well as answers to all involved in this survey will be used only in summary form, after statistical processing. The interview will take about 20 minutes.

INTERVIEWER, WRITE DOWN THE EXACT TIME OF THE BEGINNING OF THE INTERVIEW:

!__!__! hours! __! __! minutes

Section 1. Familiarity with the terms "inclusive education" and "correctional education" / DO NOT READ/

1. Have you heard the term "inclusive education"?

- (1) Yes
- (2) No
- (3) Do not know, I cannot remember / DO NOT READ/
- (4) Refused to answer / DO NOT READ/

2. What is the meaning of the term «inclusive education», in your opinion?

- (1) Exclusive, elite education
- (2) Coeducation of children with disabilities in general (regular) educational institutions together with children without disabilities in one class
- (3) Education of children with disabilities in general (regular) educational institutions in a separate (special, correctional) class
- (4) Education of children with disabilities in special (correctional) educational institutions

- (5) Method of the treatment of children with disabilities in outpatient conditions
 (6) Do not know / DO NOT READ/
 (7) Refused to answer / DO NOT READ/
3. Do you agree: «I understand the meaning of the term «inclusive education» very well»
- (1) Strongly agree
 (2) Agree
 (3) Disagree
 (4) Strongly disagree
 (5) Hard to say / DO NOT READ/
 (6) Refused to answer / DO NOT READ/
4. Do you want to listen to the definition of «inclusive education»?
- (1) Yes
 (2) No
 (3) Refused to answer / DO NOT READ/
5. What is the meaning of the term «correctional education», in your opinion?
- (1) Exclusive, elite education
 (2) Coeducation of children with disabilities in general (regular) educational institutions
 (3) Education of children with disabilities in special (correctional) educational institutions
 (4) Method of the treatment of children with disabilities in outpatient conditions
 (5) Do not know / DO NOT READ/
 (7) Refused to answer / DO NOT READ/
6. Who has to make the decision on introduction or refusal of inclusive education?
- (1) Parents of children with disabilities
 (2) Parents Council
 (3) Teachers Council
 (4) Director (principal)
 (5) Medico-social commission
 (6) Other actors
 (7) Do not know / DO NOT READ/
 (8) Refused to answer / DO NOT READ/
7. Do you agree: «Soviet correctional pedagogy demonstrated the outstanding results in work with children with disabilities»?
- (1) Strongly agree
 (2) Agree
 (3) Disagree
 (4) Strongly disagree
 (5) Hard to say / DO NOT READ/
 (6) Refused to answer / DO NOT READ/
8. Do you agree: «I know about the very successful Western experience of adaptation of children with disabilities into society. This experience should be studied and implemented in Russia»?
- (1) Strongly agree
 (2) Agree

- (3) Disagree
- (4) Strongly disagree
- (5) Hard to say / DO NOT READ/
- (6) Refused to answer / DO NOT READ/

Section 2. Evaluation of education reforms / DO NOT READ/

9. Are you satisfied or not with the process of the education reform that take place in our country

- (1) Satisfied
- (2) I am not satisfied
- (3) Do not know / DO NOT READ/
- (4) Refused to answer / DO NOT READ/

10. Would you please think about the situation in the education of children with disabilities: How would you describe the current situation in our country - it is a very good, rather good, rather bad or very bad?

- (1) Very good
- (2) Rather good
- (3) Rather bad
- (4) Very bad
- (5) Do not know / DO NOT READ/
- (6) Refused to answer / DO NOT READ/

11. Please tell me which of the two statements on this card is the closest to your own opinion – the first or the second - even if none of them expresses exactly your position? / READ. ONLY ONE ANSWER IS POSSIBLE/

(1) The first: After the protests of parents and teachers against the closing of correctional schools, we have to stop the reform of inclusive education

Or

(2) The second: The protests of parents and teachers against the closing of correctional schools were caused by errors in the implementation of reforms and we need to extend the reform of inclusive education, taking into account these errors.

- (3) None of these / DO NOT READ/
- (4) Do not know / DO NOT READ/
- (5) Refused to answer / DO NOT READ/

Section 3. Opinion about the problems of inclusive education reform / DO NOT READ/

12. I will now read you a list of potential problems, and tell me, please, for each of them, in your opinion, is it a very big problem, quite a big problem, a small problem or not a problem? / Read out paragraph (a) - (f) and notes ONE RESPONSE FOR EACH /

	<u>Very big problem</u>	<u>Quite big problem</u>	<u>Moderate problem</u>	<u>Not a problem</u>	<u>It is difficult to say (do not read)</u>	<u>Refused to answer (do not read)</u>
a/ <u>Children with disabilities do not have access to high quality education</u>	1	2	3	4	(5)	(6)
b/ <u>Neither inclusive nor correctional education do not prepare children with disabilities for certain professions and jobs</u>	1	2	3	4	(5)	(6)
c/ <u>Children with disabilities do not have a choice the form of learning: correction or inclusive</u>	1	2	3	4	(5)	(6)
d/ <u>Employers do not create a sufficient number of places for persons with disabilities</u>	1	2	3	4	(5)	(6)
e/ <u>Our education of children with disabilities still do not meet Western standards</u>	1	2	3	4	(5)	(6)
f/ <u>We are not using the experience of the Soviet period, when children with disabilities receive a good knowledge in public education</u>	1	2	3	4	(5)	(6)

Section 4. What is disability: norm or pathology? / DO NOT READ/

13. What kind of help do children with disability need more?

- (1) Children with disabilities need medical care rather than pedagogical
- (2) Children with disabilities need pedagogical help rather than medical
- (3) It is difficult to say / DO NOT READ/
- (4) Refused to answer / DO NOT READ/

14. Where do children with disabilities have to study?

- (1) One (joun) class
- (2) Separate (correctional) class
- (3) Separate (correctional) school
- (4) Another form of education
- (5) It is difficult to say / DO NOT READ/
- (6) Refused to answer / DO NOT READ/

15. What «inclusive education» is associated with in your perception?

- (1) Education with good quality
- (2) Modern innovative pedagogical system
- (3) Education of defective children, defectology
- (4) Mercy, spiritual growth
- (5) Other answer
- (6) It is not associated with anything
- (7) It is difficult to say / DO NOT READ/
- (8) Refused to answer / DO NOT READ/

16. What do you think, whether the introduction of inclusive education will increase or decrease the quality of education at a specific school?

- (1) Inclusive education will increase quality of education at a specific school
- (2) Inclusive education will decrease quality of education at a specific school
- (3) I do not know / DO NOT READ/
- (4) Refused to answer / DO NOT READ/

17. What should be done to achieve advantages from inclusive education's implementation and minimize its disadvantages?

- (1) To improve training of teachers for inclusive education
- (2) To develop new methods and new techniques for inclusive education
- (3) To refuse inclusive education's implementation
- (4) Other answer
- (5) I do not know / DO NOT READ/
- (6) Refused to answer / DO NOT READ/

Section 5. Opinion of the population on the key actors making decisions about education of children with disabilities /DO NOT READ/

18. Please tell me which of the two statements on this card is the closest to your own opinion – the first or the second - even if none of them expresses exactly your position? / READ. ONLY ONE ANSWER IS POSSIBLE/

(1) The first: Parents of children without disabilities may decline to co-education of their children and children with disabilities in the same classroom

Or

(2) The second: Parents of children without disabilities cannot decline to co-education of their children and children with disabilities in the same classroom.

(3) None of these / DO NOT READ/

(4) Do not know / DO NOT READ/

(5) Refused to answer / DO NOT READ/

19. Please tell me which of the two statements on this card is the closest to your own opinion – the first or the second - even if none of them expresses exactly your position? / READ. ONLY ONE ANSWER IS POSSIBLE/

(1) The first: Parents of children with disabilities may decline to co-education of their children and healthy children in the same classroom

Or

(2) The second: Parents of children with disabilities cannot decline to co-education of their children and healthy children in the same classroom

(3) None of these / DO NOT READ/

(4) Do not know / DO NOT READ/

(5) Refused to answer / DO NOT READ/

20. Please tell me which of the two statements on this card is the closest to your own opinion – the first or the second - even if none of them expresses exactly your position? / READ. ONLY ONE ANSWER IS POSSIBLE/

(1) The first: medico-social commission may decline to co-education of children with and without disabilities in the same classroom

Or

(2) The second: medico-social commission cannot decline to co-education of children with and without disabilities in the same classroom

(3) None of these / DO NOT READ/

(4) Do not know / DO NOT READ/

(5) Refused to answer / DO NOT READ/

21. Please tell me which of the two statements on this card is the closest to your own opinion – the first or the second - even if none of them expresses exactly your position? / *READ. ONLY ONE ANSWER IS POSSIBLE/*
- (1) The first: a director (principal) may decline to co-education of children with and without disabilities in the same classroom
- Or
- (2) The second: a director (principal) cannot decline to co-education of children with and without disabilities in the same classroom
- (3) None of these / *DO NOT READ/*
- (4) Do not know / *DO NOT READ/*
- (5) Refused to answer / *DO NOT READ/*
-
22. Please tell me which of the two statements on this card is the closest to your own opinion – the first or the second - even if none of them expresses exactly your position? / *READ. ONLY ONE ANSWER IS POSSIBLE/*
- (1) The first: Teaching Council may decline to co-education of children with and without disabilities in the same classroom
- Or
- (2) The second: Teaching Council cannot decline to co-education of their children and healthy children in the same classroom
- (3) None of these / *DO NOT READ/*
- (4) Do not know / *DO NOT READ/*
- (5) Refused to answer / *DO NOT READ/*
-
23. Please tell me which of the two statements on this card is the closest to your own opinion – the first or the second - even if none of them expresses exactly your position? / *READ. ONLY ONE ANSWER IS POSSIBLE/*
- (1) The first: A teacher may decline to co-education of children with disabilities and children without disabilities in the same classroom
- Or
- (2) The second: A teacher cannot decline to co-education of children with disabilities and children without disabilities in the same classroom
- (3) None of these / *DO NOT READ/*
- (4) Do not know / *DO NOT READ/*
- (5) Refused to answer / *DO NOT READ/*
-
24. Please tell me which of the two statements on this card is the closest to your own opinion – the first or the second - even if none of them expresses exactly your position? / *READ. ONLY ONE ANSWER IS POSSIBLE/*
- (1) The first: The regional educational administration (RONO) may decline to co-education of children with disabilities and children without disabilities in their region
- Or
- (2) The second: The regional educational administration (RONO) cannot decline to co-education of children with disabilities and children without disabilities in their region
- (3) None of these / *DO NOT READ/*
- (4) Do not know / *DO NOT READ/*
- (5) Refused to answer / *DO NOT READ/*
-

25. Please tell me which of the two statements on this card is the closest to your own opinion – the first or the second - even if none of them expresses exactly your position? / *READ. ONLY ONE ANSWER IS POSSIBLE/*
- (1) The first: The local administration may decline to co-education of children with disabilities and children without disabilities in their district
- Or
- (2) The second: The local administration cannot decline to co-education of children with disabilities and children without disabilities in their district
- (3) None of these / *DO NOT READ/*
- (4) Do not know / *DO NOT READ/*
- (5) Refused to answer / *DO NOT READ/*
-

26. Please tell me which of the two statements on this card is the closest to your own opinion – the first or the second - even if none of them expresses exactly your position? / *READ. ONLY ONE ANSWER IS POSSIBLE/*
- (1) The first: Only the state (federal) level can establish inclusive education in schools and all should follow this decision
- Or
- (2) The second: Only the state (federal) level cannot establish inclusive education in all schools in Russia; it should be decision and agreement of many actors
- (3) None of these / *DO NOT READ/*
- (4) Do not know / *DO NOT READ/*
- (5) Refused to answer / *DO NOT READ/*
-

Section 6. Final questions and demographic information / *DO NOT READ/*

27. Were you personally involved in the charitable action for children with disabilities?
- (1) Yes
- (2) Not
- (3) Refused to answer / *DO NOT READ/*
-

28. Please tell me which of the two statements on this card is the closest to your own opinion – the first or the second - even if none of them expresses exactly your position? / *READ. ONLY ONE ANSWER IS POSSIBLE/*
- (1) The first: the charitable action for children with disabilities are very useful and a greater number of citizens should be involved in them
- Or
- (2) The second: the charitable action for children with disabilities cannot replace systematic state aid and therefore it is generally useless
- (3) None of these / *DO NOT READ/*
- (4) Do not know / *DO NOT READ/*
- (5) Refused to answer / *DO NOT READ/*
-

29. Generally speaking, do you think that most part of children with disabilities may feel more comfortable in regular school with other children, or you believe that it is impossible to integrate children with disabilities in regular school, as they could cause difficulties to the teaching-learning process, what is more and they could be faced with brutality and offence on the part of their peers?

- (1) The first: Children with disabilities may feel more comfortable in regular school with other children
 - (2) The second: It is impossible to integrate children with disabilities in regular school, as they could cause difficulties to the teaching-learning process, what is more and they could be faced with brutality and offence on the part of their peers
 - (3) Other opinions */DO NOT READ/*
 - (4) Do not know */DO NOT READ/*
 - (5) Refused to answer */DO NOT READ/*
-

Finally, a few questions about you - solely for the purposes of data analysis.

30. What is your gender? */SELF-IDENTIFICATION/*

- (1) Men
- (2) Women

31. What is your age?

- (1) 18-25
- (2) 26-45
- (3) 46-60
- (4) older 60
- (5) Refused to answer */ DO NOT READ/*

READ TO RESPONDENT: That's all the questions we wanted to ask you. **Thank you for your help!**

WRITE THE EXACT TIME OF THE END OF THE INTERVIEW! ___! ___! hours! ___! ___! Minutes

Appendix 2. Cards for respondents

2.1. An example of the card

XXXXXXXXXXXX

Saint-Petersburg

tel. XXXXXXXX

Translated from Russian

Document XXXX/XXXXX

Questionnaire №

Address

Point ID

The structured interview about inclusive education in St. Petersburg

C A R D S

CARD 2

- (1) Exclusive, elite education
- (2) Coeducation of children with disabilities in general (regular) educational institutions together with children without disabilities in one class
- (3) Education of children with disabilities in general (regular) educational institutions in a separate (special, correctional) class
- (4) Education of children with disabilities in special (correctional) educational institutions
- (5) Method of the treatment of children with disabilities in outpatient conditions

2.2. Lists of cards

Card 1.

- (1) Yes
- (2) No

Card 2.

- (1) Exclusive, elite education
- (2) Coeducation of children with disabilities in general (regular) educational institutions together with children without disabilities in one class
- (3) Education of children with disabilities in general (regular) educational institutions in a separate (special, correctional) class
- (4) Education of children with disabilities in special (correctional) educational institutions
- (5) Method of the treatment of children with disabilities in outpatient conditions

Card 3.

- (1) Strongly agree
- (2) Agree
- (3) Disagree
- (4) Strongly disagree

Card 4.

- (1) Yes
- (2) No

Card 5.

- (1) Exclusive, elite education
- (2) Coeducation of children with disabilities in general (regular) educational institutions
- (3) Education of children with disabilities in special (correctional) educational institutions
- (4) Method of the treatment of children with disabilities in outpatient conditions

Card 6.

- (1) Parents of children with disabilities
- (2) Parents Council
- (3) Teachers Council
- (4) Director (principal)
- (5) Medico-social commission
- (6) Other actors

Card 7.

- (1) Strongly agree
- (2) Agree
- (3) Disagree
- (4) Strongly disagree

Card 8.

- (1) Strongly agree
- (2) Agree
- (3) Disagree
- (4) Strongly disagree

Card 9.

- (1) Satisfied
- (2) I am not satisfied

Card 10.

- (1) Very good
- (2) Rather good
- (3) Rather bad
- (4) Very bad

Card 11.

(1) The first: After the protests of parents and teachers against the closure of correctional schools, we have to stop the reform of inclusive education

Or

(2) The second: The protests of parents and teachers against the closure of correctional schools were caused by errors in the implementation of reforms and we need to extend the reform of inclusive education, taking into account these errors.

Card 12

- (1) Very big problem
- (2) Quite big problem
- (3) Moderate problem
- (4) Not a problem

Card 13.

- (1) Children with disabilities need medical care rather than pedagogical
- (2) Children with disabilities need pedagogical help rather than medical

Card 14.

- (1) One (joun) class
- (2) Separate (correctional) class
- (3) Separate (correctional) school
- (4) Another form of education

Card 15.

- (1) Education with good quality
- (2) Modern innovative pedagogical system
- (3) Education of defective children, defectology
- (4) Mercy, spiritual growth
- (5) Other answer
- (6) It is not associated with anything

Card 16.

- (1) Inclusive education will increase quality of education at concrete school
- (2) Inclusive education will decrease quality of education at concrete school

Card 17.

- (1) To improve training of teachers of inclusive education
- (2) To develop new methods and new techniques of inclusive education
- (3) To refuse inclusive education's implementation
- (4) Other answer

Card 18.

- (1) The first: Parents of children without disabilities may decline to co-education of their children and children with disabilities in the same classroom

Or

- (2) The second: Parents of children without disabilities cannot decline to co-education of their children and children with disabilities in the same classroom.

Card 19.

- (1) The first: Parents of children with disabilities may decline to co-education of their children and healthy children in the same classroom

Or

- (2) The second: Parents of children with disabilities cannot decline to co-education of their children and healthy children in the same classroom

Card 20.

- (1) The first: medico-social commission may decline to co-education of children with and without disabilities in the same classroom

Or

- (2) The second: medico-social commission cannot decline to co-education of children with and without disabilities in the same classroom

Card 21.

- (1) The first: a director (principal) may decline to co-education of children with and without disabilities in the same classroom

Or

- (2) The second: a director (principal) cannot decline to co-education of children with and without disabilities in the same classroom

Card 22.

- (1) The first: Teaching Council may decline to co-education of children with disabilities and healthy children in the same classroom

Or

- (2) The second: Teaching Council cannot decline to co-education of children with and without disabilities in the same classroom

Card 23.

- (1) The first: A teacher may decline to co-education of children with disabilities and children without disabilities in the same classroom

Or

- (2) The second: A teacher cannot decline to co-education of children with disabilities and children without disabilities in the same classroom

Card 24.

(1) The first: The regional educational administration (RONO) may decline to co-education of children with disabilities and children without disabilities in their region

Or

(2) The second: The regional educational administration (RONO) cannot decline to co-education of children with disabilities and children without disabilities in their region

Card 25.

(1) The first: The local administration may decline to co-education of children with disabilities and children without disabilities in their district

Or

(2) The second: The local administration cannot decline to co-education of children with disabilities and children without disabilities in their district

Card 26.

(1) The first: Only the state (federal) level can establish inclusive education in schools and all should follow this decision

Or

(2) The second: Only the state (federal) level cannot establish inclusive education in all schools in Russia; it should be decision and agreement of many actors

Card 27.

(1) Yes

(2) Not

Card 28.

(1) The first: the charitable action for children with disabilities are very useful and a greater number of citizens should be involved in them

Or

(2) The second: the charitable action for children with disabilities cannot replace systematic state aid and therefore it is generally useless

Card 29.

(1) The first: Children with disabilities may feel more comfortable in regular school with other children

Or

(2) The second: It is impossible to integrate children with disabilities in regular school, as they could cause difficulties to the teaching-learning process, what is more and they could be faced with brutality and offence on the part of their peers

Card 30.

(1) Men

(2) Women

Card 31.

(1) 18-25

(2) 26-45

(3) 46-60

(4) older 60

Appendix 3. Questionnaire for teachers of regular school

XXXXXXXXXXXX

Saint-Petersburg

tel. XXXXXXXXX

Document XXXX/XXXXX

Questionnaire №

Translated from Russian

Point ID

Questionnaire

Dear friends!

We conduct sociological survey to study the prospects of implementation of inclusive education in Russia. Your opinion is very important for us. The questionnaire is anonymous, all the information will be used only for research purposes. We will highly appreciate if you find a little time to answer our questions.

Terms of filling in the questionnaire:

- Carefully read the question and all answers to it.
- To choose answer, please, mark checkboxes to select or circle the number of possible answers that corresponds to your opinion.
- If your opinion was unable to provide or there are missing answers, write your answers on the free lines.
- We kindly request: please do not leave any question unanswered. Questions should be answered consecutively, for a given order.
- Do not specify your name. The information received will be processed in a general way. For employees, involved in the study, are prohibited from disclosing information about any answer.
- Your comments, suggestions, ideas about the survey, you can set out on a free site.

Advance we thank for your participation!

The first section «Familiarity with the term of inclusive education and General evaluation of necessity of inclusive education in Russia»

1.1. Do you agree that the term "inclusive education" is familiar to you?

(1)Strongly agree	(2)Agree	(3)Hard to say	(4)Disagree	(5)Strongly disagree
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Appendix 4. Questionnaire for students – further teachers

XXXXXXXXXXXX
Saint-Petersburg
tel. XXXXXXXXX

Document XXXX/XXXXX

Questionnaire №

Translated from Russian

Point ID

Questionnaire

Dear friends!

We conduct sociological survey to study the prospects of implementation of inclusive education in Russia. Your opinion is very important for us. The questionnaire is anonymous, all the information will be used only for research purposes. We will highly appreciate if you find a little time to answer our questions.

Terms of filling in the questionnaire:

- Carefully read the question and all answers to it.
- To choose answer, please, mark checkboxes to select or circle the number of possible answers that corresponds to your opinion.
- If your opinion was unable to provide or there are missing answers, write your answers on the free lines.
- We kindly request: please do not leave any question unanswered. Questions should be answered consecutively, for a given order.
- Do not specify your name. The information received will be processed in a general way. For employees, involved in the study, are prohibited from disclosing information about any answer.
- Your comments, suggestions, ideas about the survey, you can set out on a free site.

Advance we thank for your participation!

1.1. Do you agree with the following sentence: We need to include Western experience in the development of our educational system of children with disabilities?

<i>(1) Definitely yes</i>	<i>(2) Probably yes</i>	<i>(3) Hard to say</i>	<i>(4) Definitely not</i>	<i>(5) Probably not</i>
---------------------------	-------------------------	------------------------	---------------------------	-------------------------

1.2. Do you agree with the following sentence: We need to include Soviet Union experience in the development of our educational system of children with disabilities?

<i>(1) Definitely yes</i>	<i>(2) Probably yes</i>	<i>(3) Hard to say</i>	<i>(4) Definitely not</i>	<i>(5) Probably not</i>
---------------------------	-------------------------	------------------------	---------------------------	-------------------------

1.3. Do you agree with the following sentence: We need to include Orthodox Church and/or other religious organizations' experience in the development of our educational system of children with disabilities?

<i>(1) Definitely yes</i>	<i>(2) Probably yes</i>	<i>(3) Hard to say</i>	<i>(4) Definitely not</i>	<i>(5) Probably not</i>
---------------------------	-------------------------	------------------------	---------------------------	-------------------------

1.4. Do you agree with the following sentence: We need to include labor market and business adaptation in the development of our educational system of children with disabilities?

<i>(1) Definitely yes</i>	<i>(2) Probably yes</i>	<i>(3) Hard to say</i>	<i>(4) Definitely not</i>	<i>(5) Probably not</i>
---------------------------	-------------------------	------------------------	---------------------------	-------------------------

1.5. Do you agree with the following sentence: We need to ask preferable choice of each parent of the pedagogical conception for his/her child(ren) with disabilities' education?

<i>(1) Definitely yes</i>	<i>(2) Probably yes</i>	<i>(3) Hard to say</i>	<i>(4) Definitely not</i>	<i>(5) Probably not</i>
---------------------------	-------------------------	------------------------	---------------------------	-------------------------