

The Model of Inclusive Educational Space of Federal University

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Abstract: One of the requirements necessary for the further development of physically challenged persons' vocational education is the creation of conditions when physically challenged people get education in educational institutions located as close as possible to their place of living. The study concerns the introduction of a cluster model aimed to maintain physically challenged persons' education in the Federal University. It has been clarified that inclusive education is based on the ideology that excludes any discrimination and provides equal treatment of all people, but creates special conditions for those with special educational needs. It has been concluded that the implementation of inclusive education cluster model in a higher educational institution will help to arrange the process of learning for physically challenged people and individuals with some specialized health needs, to use all the advantages of the cluster as a form aimed to integrate the efforts of all parties concerned for the development of physically challenged people's vocational education.

Key words: A disabled person, higher education, inclusive education, special conditions, equal opportunities, cluster

INTRODUCTION

The state policy in the sphere of education is aimed to create equal conditions for Russian citizens' access to qualitative education at all levels, regardless of their residence, social and health status (Anonymous, 2012). The system of compulsory education for physically challenged people, that is being intensively formed and improved in Russia, creates necessary conditions for further vocational education which is traditionally treated as a significant component of their life-long learning and significantly increases opportunities for their professional activity, forthcoming employment and further full and adequate social adaptation.

The 4500 lifelong disabled people and disabled people of groups 1 and 2 make the enrollment for higher educational institutions annually. Every year about 2 thousand disabled children leave schools and express desire to get vocational education (Zhavoronkov, 2010).

The problem is to provide necessary conditions and quality of students with disabilities training in higher education institutions. One of the versions aimed to solve this problem is the development of inclusive education in Russia (Korneeva, 2012).

Today the inclusive process in education is understood as a specially organized educational process providing inclusion and admitting of a young person with

specialized health needs to the environment of their peers in an educational institution; their training according to adapted or individual educational programs that take into account their special educational needs (Alekhina and Semago, 2012; Akhmetzyanova, 2014a, b).

The basic criterion of inclusive education efficiency is successful socialization, cultural and social experience development of all young people, including children with special educational needs (Kondratyeva, 2010; Solobutina, 2014).

There should be created special educational conditions that have to be included in the training-educational process; there have to be developed educational programs, educational-methodical plans for every student's training irrespective of nosology (Akhmetzyanova, 2014c, d; Popov, 2014; Fajzrahmanova, 2014; Artemyeva, 2014).

MATERIALS AND METHODS

The department of special psychology and correctional pedagogics of the Institute of Psychology and Education of KFU has gained certain experience in training some categories of disabled people; this experience can be used in the development of its own inclusive training cluster model for disabled people

at Kazan Federal University using a modeling technique (Nigmatullina and Boltakova, 2014; Nigmatullina and Artemyeva, 2015).

The purpose of the suggested model is to ensure such functioning of a higher educational institution which creates equal access both for students with disabilities and non-disabled students to educational programs and services of a higher education institution, advancement of disabled students' skills to make independent decisions necessary for their personal and professional development. The new paradigm of a higher education is characterized by the following features: education available from any part of the world; lifelong education; on the job training (Kalimullin, 2014a, b) The necessity to apply a cluster approach is explained by advantages of a cluster as an organizational form aimed to unite the efforts of interested parties to increase the effectiveness of vocational education (Porter, 2003; Gromyko, 2007).

RESULTS AND DISCUSSION

The main characteristic of an educational cluster is neither the structure of its participants nor the predominating role of higher education institutions but its specific product obtained as the result of its activity. An educational cluster consists of a set of educational institutions of various levels and specialty (Kustenko, 2014; Anonymous, 2007).

The cluster model of inclusive education development for physically challenged people and people with specialized health needs at the federal university assumes the interaction of institutes, faculties, other structural divisions of the Federal University which carry out inclusive education.

The following structural divisions can be involved in a scientific and educational cluster in Kazan Federal University: the Institute of Physical Culture, Sports and Restorative medicine, Institute of Fundamental Medicine and Biology, all-university department of physical education and sports, the Institute of Economics and Finance, Higher School of Information Technologies and Information Systems, Institute of Computer Mathematics and Information Technologies, Lyceum named after Lobachevsky, the Department of pre-university, general and pedagogical education (Table 1).

Mechanism of project implementation: Analytical. Monitoring of educational space of Volga federal district; work with special (correctional) educational institutions for the purpose of professional selection and career guidance of graduates disabled people; an assessment of the market requirements in relation to professional opportunities of persons disabled people; the analysis of applied approaches to the organization of inclusive education in the Russian and foreign practice; their advantages and shortcomings, major factors determining the development of inclusive education in Volga federal district, RT; definition of possible sources of financing.

Information. Carrying out of the information campaign including the distribution of information printing material and the organization of vocational training programs presentation in a higher educational institution; definition of innovative design stages to introduce inclusive model of education in a higher educational institutions.

Preparatory. Formation of pre-university training programs for persons with limited opportunities of health, including remote education technologies, the organization of trainings, advanced training courses for the academic staff of higher educational institutions, development of

Table 1: Structure of the cluster

Directions of researches and developments	Structural divisions of KFU
Maintenance of disabled students' health determination of optimum labor input of training, courses within individual educational trajectories, prevention of educational overloads, development of optimum educational mode, individual programs of sports activity	Institute of physical culture, sports and restorative medicine; institute of fundamental medicine and biology all-university department of physical education and sports
Economic assessment of inclusive educational process	The Institute of Economics and Finance
Development of information training technologies	Higher School of Information Technologies and Information Systems; Institute of Computer Mathematics and Information Technologies http://kpfu.ru/main_page?p_sub=6068
Development of individualized training programs, electronic training resources for various nozologies	The staff of the institutes and faculties that conduct training of persons with specialized health needs
Creation of pre-university training forms, training courses, training of the, e.g., computer literacy blind, enrollment of gifted children with specialized health needs in the lyceum attached to KFU	Lyceum named after Lobachevsky, Department of Pre-University, General and Pedagogical Education
Training of higher education teaching staff for work with disabled persons and persons with specialized health needs	The Institute of Psychology and Education
Conducting advanced training courses for higher education institution teaching staff to work with disabled persons and persons with specialized health needs in the format of inclusive education	Volga region center for professional advancement and professional retraining of educators
External partners;	
Ministry of education of the Russian Federation, the Republic of Tatarstan	

Table 1: Continue

Directions of researches and developments	Structural divisions of KFU
Ministry of health service of the Republic of Tatarstan	
Ministry of Labour, employment and social services of the Republic of Tatarstan	
Societies of disabled people (All-Russia society of the blind and others)	
Republican interuniversity center for work with persons having health problems	
Confessional institutions of the Republic of Tatarstan that carry out work with disabled people	
Higher educational institutions of the Russian Federation that have experience to solve problems of inclusive training for various categories of disabled people. Leading domestic and Foreign experts in the field of inclusive education	

programs of a bachelor degree and magistracy in direction 44.04.03 “Vocational (defektology) Education” on the profiles “Special Psychology in the System of Vocational Education”, “Inclusive Psychology”.

The creation and optimization of the barrier-free architectural environment of a higher educational institution, the development of competences model to assess the quality of knowledge of physically challenged students; the creation of indicators’ system to assess the activity of an inclusive higher educational institution to give opportunity to carry out the monitoring of the educational environment development in a higher education institution, to identify the potential guidelines of inclusive higher educational institution activity development.

Introduction of an innovative model. The formation of a coordination council in a higher educational institution, the resource center of physically challenged students’ psychological pedagogical rehabilitation; the elaboration of actions to realize the potential guidelines of inclusive higher educational institution activity development; the educational process arrangement; educational-methodical, financial, material, human resource provision.

Evaluative the number of training programs adapted to psychophysiological features of physically challenged persons; the availability of individual educational program to allow students to build an individual trajectory of development; the number of educational literature copies per one student that take into regard the specificity of physically challenged persons; the availability of access to new information technologies and adapted equipment; the volume of the funds allocated for retraining and vocational development of the staff; the volume of funds aimed to obtain special educational and visual equipment for disabled children; the volume of funds to compensate labour costs of experts working with physically challenged students. The quantity of lecture halls prepared for physically challenged students’ training including those equipped with sound-amplifying, audiologopedic equipment, special light and vibration signaling devices.

Resources provision:

- Organizational
- Informative

- Financial
- Personnel

The main sources of the innovative project financing to introduce the inclusive model of education in a higher educational institution are. The funds of regional and municipal budgets. In the Russian educational institutions, it is possible to raise budgetary funds for financing through the following mechanisms:

- To create the so-called experimental site that allows educational institutions to introduce additional staffing positions of experts and to pay extra to pedagogical workers and administrators involved in the experiment
- Financing according to one of the existing target programs of the municipal, regional or federal status (e.g., addressed to children or disabled people)
- Special-purpose, as a rule, one-time over budget educational institutions’ financing of inclusive education actions

Extra-budgetary resources which include:

- Funds of grants obtained by educational institution’s partners for inclusive education from public organizations, higher educational institutions or governing bodies of education
- Charitable contributions of sponsors, patrons. This help is given both in monetary and non-monetary forms in the form of equipment and materials, payment of trainers, experts, consultants and public persons’ work

Extra-budgetary resources are one of the main sources at the expense of which inclusive conditions are created: the retraining of pedagogical workers and managers is carried out; the barrier-free environment for physically challenged students is created.

Depending on the frequency, the expenses aimed to create and maintain conditions for coeducation are divided into the current and one-time financial costs.

One-time expenditures to prepare the institution for inclusive training are as follows: the redevelopment (rearrangement) of the territory of higher educational institution; re-equipment of public rooms and educational

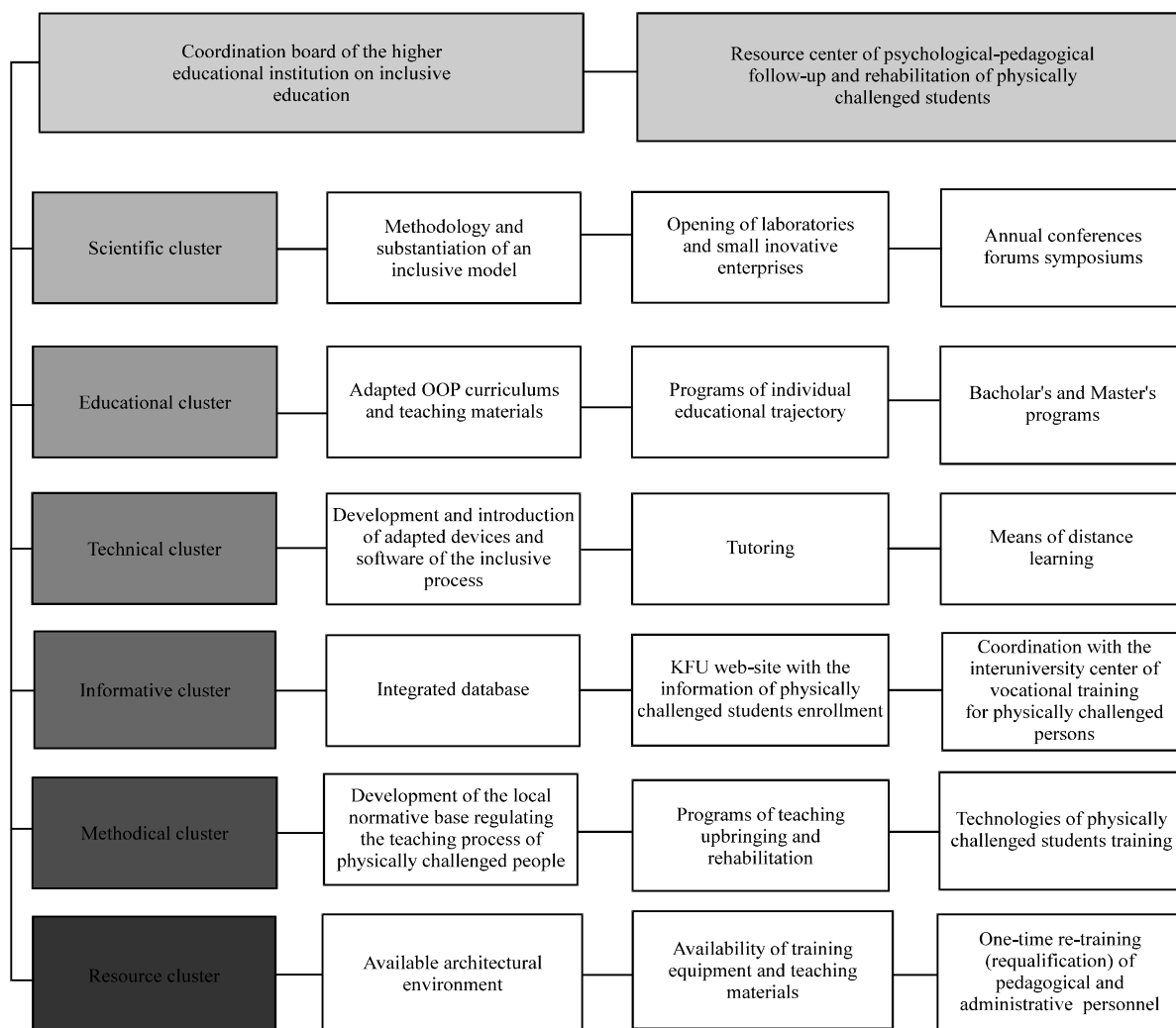


Fig. 1: Implementation in higher education in institutions

rooms; the purchase (rent) of special educational equipment and training materials; retraining of pedagogical and administrative personnel.

Current costs aimed to maintain conditions are the following: pedagogical services; services of additional experts (e.g., speech pathologist, signer, special psychologist, social teacher, parapedagogue); maintenance of educational and service equipment (technical means); professional development of pedagogical workers (Fajzrahmanova, 2014). The creation of the barrier-free environment and purchase of special educational equipment are necessary conditions to create inclusive training that demand the largest costs.

CONCLUSION

The theoretical basis of disabled persons' inclusive education cluster model at the Federal University is the

philosophy of independent life; it means that disabled students should be provided with equal opportunities for training in a higher education institution and participations in its life.

The implementation of the cluster model aimed to develop inclusive education in a higher educational institution will allow to arrange the process of physically challenged people's training and to use all advantages of the cluster as an organizational form to join efforts of interested parties to develop the system of physically challenged people's vocational education (Fig. 1)

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