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HISTORICAL BACKGROUND OF INCLUSIVE EDUCATION DEVELOPMENT IN THE NORDIC COUNTRIES

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Abstract. The article analyzes and interprets the comprehensive presentation of the development of inclusive education in some Nordic countries, namely Sweden, Norway and Iceland. The article states that the special education is still an alternative form of education for children with special needs who cannot attend secondary schools in the majority of the countries. Thus, the relation between inclusive and special education allows the author to draw some parallels between these two types of study to trace the transition from one to another. The author concludes that the history of inclusive education formation in Sweden, Norway and Iceland has much in common, but the Icelandic education system has characteristics which distinguish it from the two others.

Keywords: inclusive education in Nordic countries, special education, history of education.

1. INTRODUCTION

Nowadays Ukraine is a country which is in the process of European integration. Ukraine seeks European development and needs reforms in various industries, especially in education. Undoubtedly, the laws, which are in the process to pass today, are important in a historical context and influence the development of secondary school and the training of highly qualified personnel to work in it. Inclusive education is only gaining momentum in implementing it in a comprehensive process in Ukraine, that's why we should work out our own model based on the experience of European countries that have successfully implemented inclusive education in the school environment. The Nordic countries are the most economically developed countries in Europe. They implement effective social protection and equality of educational opportunities, and as a result educational achievement allow the Nordic countries to occupy the leading position in the world rankings. According to all the above mentioned, it is obvious that the theoretical principles and practical implementation of inclusive education in secondary process in the Nordic countries determine the object of the study to create a national model of inclusive education.

Obviously, implementing the inclusion in Scandinavian secondary school was long and difficult. Therefore it is important to examine the main stages in the development of inclusive education in the Nordic countries. Thus, the aim of the article is to identify common and distinctive features of inclusive education in some Nordic countries.

The Nordic countries are a relatively closed, not sufficiently studied area in terms of pedagogy. In Ukraine, there are some experts who publish articles on topics related to educational processes in Scandinavian countries (Kosharna N., Movchan L., Piatakov T., Rudnik J., Zagoruiko L., Shmotina A. et al.), but the overall analysis of education system in the Nordic countries has not been accomplished yet. Instead, the foreign scientists pay sufficient attention – to these countries, to their development of education and level of the teaching personnel training – Harald Thuen, Rune Sarrormaa, Jim Berhanu, Gretar L. Marinósson, Dora C. Bjarnason and others [8].

2. ANALYSIS AND DISCUSSION

Inclusive education in the Nordic countries (Sweden, Denmark, Norway, Iceland and Finland) is one of the most valuable areas of education and social policy. It arouses much interest and provokes constant debates about ideology, politics, theories, practices and methodologies for its effective implementation in schools. The introduction of inclusive education in a comprehensive process in Scandinavia dates back to the second half of the 20th century, when special education has become unable to meet all the requirements of a healthy society with equal opportunities for everyone. However, in the majority of the countries special education is still an alternative form of education for children with special needs who cannot attend secondary schools because of the specific reasons of health. As the relation between inclusive and special education is obvious, it is necessary to draw some parallels between these two types of study to trace the transition from one to another. So, let's consider the features of the development of inclusive education in some Nordic countries.

Sweden. Analysis and interpretation of the comprehensive presentation of the history of Swedish inclusive education should begin with the history of the development of special education in the country since 1842, when it introduced the so-called “public school” (allmänfolkskola). The aim of the school was to attach all citizens to the education (until 1842 only citizens who belong to the middle and upper social strata of community could get education). In practice it turned out that educational institutions were divided into two groups: one provided training for poor segments of the population and disabled children, and others – education for children of the middle social strata of community. Thus, attempts to introduce the elements of inclusive education are traced from that time. However, later mentioned institutions were divided into two categories - special education and general education schools.

According to the Swedish scientist James Rosenqvist (Department of Education, Lund University), the development of special education in Sweden can be divided into three stages:

- Stage of no differences between children with special educational needs (special schools are not distributed by nosology, they accepted children with deviations from the “norm”, the purpose of the school was teaching children basic skills necessary for life);
- Stage of special schools distribution accordingly to the differences in children's health (special schools were distributed by nosology, it was the beginning of the development of the educational programs which took into account the characteristics of each group);
- Stage of integration (special education was gradually replaced by inclusive education forms) [5].

Secondary education in Sweden since the 60s of the 20th century is characterized by the principle “a school for all”. At that time education policy included the mandatory secondary education for all citizens, without exception, equality and inclusion. Nevertheless, it was still impossible to avoid differentiation, classification and categorization of children with special educational needs. Moreover, the number of special education institutions for disabled children was growing. This was primarily due to the fact that the country did not have complete statistics about the existence of these children, the education system was decentralized, and schools were subordinate to municipalities and transacted local activities solved problems of implementing inclusive education in the localities [1].

That lasted until 1989; then Sweden has ratified a number of documents that protect children's rights to quality education: the United Nations Convention on the Rights of Children (1989), United

Nations Standard Rules on the Equalization of Opportunities for Persons with Disabilities (1993) The Salamanca Statement and Framework of Action for the Education of People with Special Needs (1994). These documents were powerful normative basis thanks to which it became possible to avoid school system segregation; they also served as a frame for reporting, directives, orders for implementation of inclusive education in a secondary process.

One of the documents which regulates inclusive education system in this country is the Swedish Act on Education (1985, 2010). It states that:

- All children should have equal access to education regardless of their gender, place of residence, social or economic status;
- Students who have learning difficulties must have special support;
- Most students who need special support should be educated in regular classes of compulsory secondary school and also in high school [6; 7].

Norway. The history of education in Norway dates back to 1152, when the first cathedral schools were established and later changed into Latin schools; the public schools appeared in this country in 1739. While the school legislation stated that the school should be for everybody, in practice many children did not get any education and illiteracy was the norm. The first round of education modernization took place in 1827, when Norway became independent of Denmark. It was the period when the basic principles of school education began to develop, and children had to attend school from 7 years old until 15 years old for a minimum of two months a year. Accordingly, the development of the school system caused some changes to the rules, requirements and age limit of secondary schools students, namely:

- 1845 - new legislation for schools in cities was declared: from 18 to 24 hours teaching a week for 45 weeks a year;
- 1889 - public secondary school was reorganized into the national primary school, which offered education for children from 7 to 14 years old;
- 1936, 1959 - there was modernization of the secondary school;
- 1969 - the primary school was changed to 9 years of school (teaching children lasted from 7 to 16 years);
- Since 1997, children had to study for 10 years; children from 6 years old went to school and continued their training till 16 years old.

Today Norwegian school system includes three levels: primary school (grades 1-7), secondary school (grades 8-10) and high school (grades 11-13 are required for those who want to continue their education in higher educational institutions). 97% of children in grades 1 -10 receive secondary education in public secondary schools, 94% of students continue their education in high school, and the rest join private schools [9]. These figures demonstrate the high quality of secondary education in public secondary schools in Norway.

The history of special education in Norway dates back to the 1800s. It was the era of Philanthropy, the growth of religious tolerance and of Christian charity on disabled children. Norwegian special education researchers Rune Sarrormaa Hausstatter and Harald Thuen (Lillyehamer University) distinguish two approaches to the history of special establishments in Norway. The first one is based on scientific and medical interest for children with special needs. Thanks to researches conducted in Norway three special schools were established - for the deaf (1825) for the blind (1861) and for children with mental retardation (1874). Later, in 1881, it passed a law called the Act on "Teaching of Abnormal Children", or Abnormal School Act. This was a sign that special needs education was now a public concern, although the funding of these institutions are still dependent on the support of individuals involved in charity. The other approach is applied to children who have persistent abnormalities in health, but are socially maladjusted. The definition of this approach as different from the previous does not mean that there was a search and development of new specific methods, procedures, education techniques and technology for these children. The main goal was to create a new environment of care and upbringing of children, which could replace them stay in their own family. The first institution of

this kind was in Oslo in 1841 and had a reputation as a “rescuing institution”; then such establishments were treated as guardianship centers.

Norwegian scientists distinguish five eras of special needs education in Norway (see Tab. 1) [9].

Name of the period	Time	Characteristics of the period
The Era of Philanthropy	1825 – 1880	Charity was the basis of the development period of special education in Norway. Special institutions were established on the initiative of philanthropists who sought to demonstrate their love of a neighbour. Blind, deaf, mentally unbalanced and socially non-adapted children could stay at special institutions, learn basic skills and communicate with pastors. Such establishments usually were opened on separate islands and it was almost impossible to escape from; so the educational process was held in a territorially closed area.
The Era of Segregation, Protection of Society	1880 – 1950	The Era of Segregation started when Norway became the first European country that passed the law which determined children’s rights with special educational needs. This act concerned “Treatment of Abnormal Children” and later was called “Abnormal School Act” (1881). During this period a clear distinction of educational institutions still existed. Special needs education was reserved for children with medically diagnosed disabilities and children with social behavioural difficulties were allocated to child protection. In 1889 another document appeared– “Child Welfare Council Act”. Despite the significant tendency of that period to educate all children, both documents worked out to exclude children with special educational needs from school, thus “protecting” a “good” school and “normal” children. At the beginning of the 20 th century Norway has established the system of segregation, which divided all children into three groups: normal school children, special school children and non-educationally competent. Over sometime, this classification of educational institutions was harshly criticized. The public was outraged with the fact of a defective material base of institutions for disabled children, lack of professionals to care for them, remoteness and disconnection of such institutions from real life. In the 1930s of the 20 th century segregation processes caused a rapid increase of crime rate among children placed in institutions for “difficult” children. Soon these institutions failed in everything from admissions procedure to educational content.
The Era of Segregation: In the Best Interests of the Child	1950 – 1975	In 1951, the Special Schools Act changed the previous Abnormal School Act, which gave new opportunities for the development of special education and, particularly, for the development of special educational institutions. This law expanded the definition of special groups of children by the specifics of deviations: blind; those, who had poor eyesight; deaf; those who heard badly; children with psychiatric deviations; those who had difficulties with reading and writing; children with difficulties of socially behavioral adaptation. However, the national policy continued to be oriented on a complete segregation of groups of children stated above. The net of special educational institutions expanded and became variable. A

		<p>separate special educational institution was intended for each category of a disease. A characteristic feature of this period was a lack of a professional training for specialists who work in institutions of special education, inability of their self-development and improvement of professional skills who worked with special children. On condition of lack of special investigations, teachers just exchanged practical experience and improved their skills through trials and errors. Before the 60s of the 20th century the issue of the integration of disabled to the society wasn't discussed. The task of a special pedagogics was a research of basic caring of disabled children, so they did not feel themselves as patients of hospital; however, the problem of their individual psychological and social peculiarities of their development were not considered.</p>
The Era of Integration	1975 – 1993	<p>In 1975 the Special Schools Act became the part of another law – Primary and Lower Secondary Schools Acts. Since then a longstanding process of transition from a traditional for that time special education for children with special educational needs to integrated education began. Educational institutions weren't considered as those, that realized needs of the society, but as those that should work for needs and interests of every child and meet the level of its requirements (both medical and educational). Such approach allowed every child to realize the right to get an education. The main tasks of integration were: the right of everyone to become the part of the community, the right for a part of a community ownership, the responsibility of every person for their own actions, the implementation of responsibilities regarding the community. The aim of integration was to remove or at least, to minimize barriers on interpersonal, social and organizational levels. Scientific discussions regarding the feasibility of reconstruction of special educational institutions took place on two levels: 1) support of a special education as those which was able to provide learning and guiding of children with special educational needs depending on the category of disease; 2) a criticism of segregation form of education, which was realized in the institutions of special education and transition to the process of normalization of educational sphere. The process of normalization foresaw the integration of the disabled children to the society. It should be noted that the process of integration occurred quite slow but allowed to produce two main strategies: 1) the development of area of special education to the level of acceptance of integration as the inevitable factor of its growth; 2) the reformation of the system of regular education with considering the increasing of the quantity of children with special needs and diversification of syllabuses to enable every child to study at regular educational institution.</p>
The Era of Inclusion	1993 – by this day	<p>Closing of special schools and a powerful process of the integration of children with special educational needs occurred in Norway till 1993, a year before signing the Salamanca Statement and frameworks of actions towards the education of people with special needs (1994). However, the integration did not solve the issue about a proper socialization of children with special needs. The next step was inclusion: the concept of inclusive education provided free</p>

		<p>communication between students, setting up of friendly relations with any student in a class or at school, an active participation in life of school community. In such way a model of democratization of the society was introduced by the example of a regular school and as a result – a necessary support and the possibility of getting a qualitative education by every child. In other words, the Norwegian model of inclusive education provided transformation of approach to study, reformation of the system of professional training of the teacher, optimization of forms, means and methods of educating children in inclusive class, despite a mechanical integration of a child with special educational needs to the school community. The final cause of implementation of inclusive education in Norway became the minimization of quantity of special schools and the right of choice of school to families, who brought up children with special needs.</p>
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Tab. 1. Main stages of development of special education of Norway.

Iceland. The inclusive education in Iceland became a part of the policy of democratization of education after accepting the Schools Act (1974). The main aim of a compulsory secondary education at that time was the preparation of students for life and work in the democratic society. Actually, the term “inclusion” appears only 20 years after signing of Salamanca Statement and frameworks of actions towards the education of people with special needs (1994) by Iceland along with other Nordic countries (1994). However, the document of the 1974 itself had a clear implication of the development of the inclusive education: the necessity of providing of the equal access to qualitative public school education of all children without an exception, without isolating from family. So the main goal of a local school was to consider differences of every child and to develop flexible educational programs and individual plans for individualized approach to education [4].

The Schools Act 1974 and a national curriculum for students of primary schools (7-16 years old) had quite a revolutionary character not only because of the requirement of the democratization of the secondary education system, expanding the net of inclusive educational institutions but also through actions, which inevitably followed that decision: renewal of syllabuses, creating a radically new curriculum, professional training of teachers for work in the inclusive environment, retraining of teaching staff, creating new educational materials and so on.

Ingólfur Ásgeir Jóhannesson – Icelandic scholar, Professor of Icelandic University, describes this process as following: “If we analyze the history of educational development in Iceland in the late 20th century from this point of view, we can see that attempts of its reformation in 1970s and 1980s were directed on the modernization of the educational system with an emphasis on the elementary education (6-16 years old). The reform was based on a child-centered, humanistic and accessible study for all the social groups, that I call a democratic principle. Obviously, such education provides the usage of comparative educational methods, integration, quality as of the process of study, not as of the product and a lot of other “progressive” ideas in education” [3, p. 105].

The implementation of key strategies of the Schools Act (1974) in practice required a lot of efforts at Icelandic school. The education became more democratic rather than inclusive, but that was the first positive step towards the development of such education in Iceland. As it was mentioned above, the inclusive education appeared in this country in the 90^s of the 20th century and came into development after the acceptance of Salamanca Statement and frameworks of actions towards the education of people with special needs.

It is important to say that special education is represented by three special schools over the country: one for children with significant health problems and two others for children with behavior problems. Other children attended regular educational institutions and studied at inclusive or special classes in

those schools. According to the Icelandic law, special schools also function as a support and assistance for inclusive educational institutions during the work with children with special educational needs [2].

3. CONCLUSIONS

According to the material above, despite some differences, the history of formation of inclusive education in the Nordic countries has much in common. The initial stage of the development of the education in the Nordic countries is characterized by a selectivity of segments of the population who had the opportunity to get the education. The middle period was characterized by a distinct division of all educational institutions on general and special. Finally, the period of the integration, and then of the inclusion, became a turning-point in the development of the secondary education for children with special needs. The research shows that the Icelandic system of the inclusive education greatly differs from Swedish and Norwegian. Usually all children there study at regular school. Special education in this country is represented by three schools: one for students with significant deviations and two others for students who have problems with behavior.

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Андрійчук Наталя. Історичні передумови розвитку інклюзивної освіти в скандинавських країнах. *Журнал Прикарпатського університету імені Василя Стефаника*, 4 (1) (2017), 97–104.

Автор статті аналізує і інтерпретує цілісну картину розвитку інклюзивної освіти деяких скандинавських країн, а саме: Швеції, Норвегії та Ісландії. У статті зазначено, що у більшості країн спеціальна освіта все ще є альтернативною формою навчання для тих дітей з особливими потребами, які не можуть відвідувати загальноосвітні навчальні заклади. Отже, зв'язок інклюзивної і спеціальної освіти дозволяє автору наводити деякі паралелі між цими двома видами навчання, аби простежити перехід від однієї до іншої. Автор робить висновок про те, що історія становлення інклюзивної освіти у Швеції, Норвегії та Ісландії має багато спільних рис, однак ісландська система освіти має характерні особливості, які відрізняють її від двох інших.

Ключові слова: інклюзивна освіта в скандинавських країнах, спеціальна освіта, історія освіти.