



Evaluación de la calidad del proceso educativo para estudiantes con discapacidad

Assessment of the quality of the educational process for students with disabilities

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Abstract

Today, the problem of developing inclusive education in Russia is particularly important. More and more innovative approaches to teaching and raising children with special educational needs have been proposed. The paper proposes a system for assessing the quality of the educational process in educational organizations. The system includes indicators reflecting the effectiveness of educational and scientific activities of students with disabilities, as well as their social adaptation in inclusive education and involvement in extracurricular activities. The author has put forward recommendations related to improving the quality of educational training for people with special educational needs.

Keywords: educational organization, inclusive education, educational process, students with disabilities, indicators of the quality of inclusive education.

Resumen

Actualmente, el problema del desarrollo de la educación inclusiva en Rusia es particularmente importante. Se han propuesto enfoques cada vez más innovadores para la enseñanza y la crianza de niños con necesidades educativas especiales. El artículo propone un sistema para evaluar la calidad del proceso educativo en las organizaciones educativas. El sistema incluye indicadores que reflejan la efectividad de las actividades educativas y científicas de los estudiantes con discapacidad, así como su adaptación social en la educación inclusiva y la participación en actividades extraescolares. El autor ha presentado recomendaciones relacionadas con la mejora de la calidad de la formación educativa para personas con necesidades educativas especiales.

Palabras clave: organización educativa, educación inclusiva, proceso educativo, estudiantes con discapacidad, indicadores de la calidad de la educación inclusiva.

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Introduction

Due to the humanization of public consciousness, more and more importance is attached to the issues of unacceptability of discrimination and the provision of equal opportunities for people with disabilities (Zakirova & Volodina, 2018). The adoption in 1948 of the Universal Declaration of Human Rights, which proclaimed the equality of rights and freedoms of all people (Morozova et al., 2019), contributed to the consideration and signing of international normative acts in the field of protecting the rights of every person, including the Declaration on the Rights of Mentally Retarded Persons, the Declaration on the Rights of Persons with Disabilities, the World Program of Action for Persons with Disabilities, etc. (Alisov, et al., 2018).

In July 2019, a significant event took place – the 25th anniversary of the adoption of the UNESCO Salamanca Statement, one of the most important international acts in the field of protecting the rights of children with disabilities to inclusive education (Ainscow, Slee, & Best, 2019). Having signed the UN Convention on the Rights of Persons with Disabilities and implementing the state program “Accessible Environment” (The Russian Federation Government Decree No. 363, 2019), Russia aims at creating an education system in which people with disabilities will have the opportunity “to study among their peers and not to experience isolation, inferiority, failure and lack of prospects during their life” (Medvedeva, & Dvurechenskaya, 2016, p. 9).

Inclusive educational institutions appeared in Russia in the late 1980s. For example, the inclusive school “Ark” appeared in Moscow in 1990 on behalf of the Centre for Curative Pedagogics and the parents of children from this Centre. According to Gogiberidze et al. (2020), the main aim of the school is the education and social adaptation of children, regardless of the level of their mental and physical development. Today, the school implements a program of education and social integration of disabled children together with their non-disabled peers. Today, the number of specialized educational organizations providing educational services for people with disabilities has increased significantly (Dmitrieva et al., 2020; Vasylyeva-Khalatnykova et al., 2021; Ryabov et al., 2020). For example, the education system for students with special educational needs in Moscow includes Moscow City Psychological and Pedagogical Centre, 16 correctional general educational organizations that implement adapted educational programs and 436 educational organizations that implement inclusive program. All information about education system for students with special educational needs in Moscow could be found

at the official portal of the mayor and the government of Moscow (Department of Education and Science-Moscow, 2019).

In this context, the state program “Accessible Environment” has expanded people with disabilities access not only to general education but also higher education. For this purpose, special teaching aids are introduced in higher education institutions, and new forms of the educational process organization are created (Dongauzer, & Chastukhina, 2017).

The study of Logachev and Zhukova (2020) affirms that the prospects for further expansion of the accessibility of higher education for people with disabilities, as well as actual results indicating the disclosure of the potential of graduates with disabilities, cannot be fully implemented without systemic monitoring and measurement of specific indicators. In particular, the creation of a system for measuring the quality of education for people with disabilities is a topical issue (Kondratiev et al., 2020; Ovchinkin et al., 2019).

This problem is not new, and publications appear in scientific journals every year, which contain methods for assessing the quality of inclusive education. For example, the study of Bain, Lancaster and Zundans (2009) is devoted to assessing the impact of cooperate learning on student performance in each discipline. Lancaster (2014) insists on the need to assess the effectiveness of teachers' work with children in several areas, including an empirical analysis of the professional language used by teachers during the educational process. Avramkova et al. (2021) add that the global transformation of the economy into a knowledge economy and increased attention to the higher education system as the most important source of national intellectual capital requires a systematic approach to the formation of a set of criteria indicators that could serve as a source of information on the quality of professional training of people with disabilities at the level of higher education to achieve an understanding of whether a specific educational organization creates adequate conditions for the intellectual, as well as emotional and social, development of students with disabilities, considering their individual needs.

To determine effective tools for assessing the quality of information collected during the educational process, it is necessary to use a monitoring system. Monitoring in education is a system for collecting, processing, storing, and disseminating information about the education system or its elements, focused on information management support, which makes it possible to judge the state of an object at any time and can provide a forecast of its development (Lancaster, 2014). Hypothesis: The quality assessment of the

educational process for students with disabilities can be improved if monitoring is used as a tool for measuring key indicators in education.

Methodology

Study design

To prove our hypothesis, a research strategy based on a qualitative method of collecting and analyzing data was chosen. Due to the limited resources at our disposal but observing the most important principles of scientific research (obtaining substantiated and reliable results), the case technology for analyzing control systems was chosen (Borovkova, & Morev, 2004). The case study design was chosen for a detailed study of the management experience using the monitoring system implemented at the Moscow Technological University (MIREA). The basic principles that the monitoring system must comply with were identified. Further, comparative analysis and explanation of the mechanism of the quality assessment of the educational process for students with disabilities were carried out.

Monitoring system assessment

An important condition for the effective functioning of a monitoring system is its functionality. In addition, using a system of dynamic indicators, monitoring should objectively demonstrate emerging trends in education. The proposed monitoring system is based on the calculation method, which reflects a characteristic of the monitoring object, namely, the quality of the inclusive educational process. We consider this decision to be justified, since correctly selected quantitative indicators and adequate calculation and analysis methods allow, firstly, to move from judgments and opinions to a reasonable assessment of the state and development of the system and its elements (Agranovich, 2008). Secondly, it becomes possible to create a tool for assessing, monitoring and stimulating the quality of inclusive education of any educational organization.

The system of indicators of the educational process quality in the implementation of inclusive education should become an integral part of the comprehensive monitoring system in inclusive education. Therefore, it is necessary to consider several requirements (Shatskaya, 2019). Rapidity, which is the quick identification and examination of short-term changes of inclusive education which either threaten to bring the existing system out of balance or indicate the presence of sources for the transformation of the system into a

more efficient mode of functioning (Davydova, Tretyakova & Yaskina, 2008); unambiguous interpretation of the indicators, which obliges to correlate the interpretation with the context of the use of this indicator;

Debatableness. It means that the results of the assessment should become the so-called “project information”. In other words, any discussion of the assessment results should end with the development and implementation of specific measures aimed at increasing the effectiveness of inclusive education in the educational organization.

The educational department (dean's office) of each educational unit of the educational organization should act as the initiating subject of monitoring. Due to the digitalization of the educational environment and the introduction of digital platforms in educational organizations, the process of fixing the initial analytical information is noticeably simplified. As the research results, the main conclusions of the within-case analysis of the TANDEM University educational process management system are presented. Due to format limitations, the article presents conclusions related only to its topic.

Results

The MIREA operates a unified educational process management system TANDEM University (2017), which allows employees of an educational organization to create and maintain a full-fledged electronic information and educational environment, control all processes of each faculty, and generate the necessary reporting, for example, for each student (Figure 1).

Tandem University											
Система	Структура	Контингент	Кадры	УРП	Общий	Сессия	Учебный процесс	Движение студентов	Абитуриент		
Процессов и аппаратов химических технологий (Кафедра)											
Кафедра	Лаборатория	Группы	Студенты					Сотрудники	Штатное расписание		
Отобразить студентов	№	ФИО	Пол	Состояние	Курс	Формирующее подразделение	Квалификация	Форма освоения	Условие освоения	Срок освоения	
Статус студента	1	Леценко Валерий Федорович	М	Отчисленный	5	Финансовый (факультет)	Бакалавр	Очная	Полный срок	5 лет	
Фамилия	2	Некрасова Вера Федоровна	Ж	Активный	2	Финансовый (факультет)	Бакалавр	Очная	Полный срок	5 лет	
Имя	3	Копозин Егор Николаевич	М	Активный	2	Финансовый (факультет)	Бакалавр	Очная	Полный срок	5 лет	
Личный номер	4	Мечникова Елена Геннадьевна	Ж	Отпуск без посещения	2	Финансовый (факультет)	Бакалавр	Очная	Полный срок	5 лет	
Номер зачетной книжки	5	Иванов Иван Иванович	Ж	Отпуск с посещением	2	Финансовый (факультет)	Бакалавр	Очная	Полный срок	5 лет	
Состояние студента	6	Мезенова Мария Анатольевна	Ж	Активный	2	Финансовый (факультет)	Бакалавр	Заочная	Ускоренная проверка	2 года	
Курс	7	Макоян Степан Николаевич	М	Активный	2	Финансовый (факультет)	Бакалавр	Очная	Полный срок	5 лет	

Figure 1

Reporting by students of university departments and faculties

Regular collection and recording of statistical data in TANDEM University (see table 1) makes it possible not only to track the progress of each student with disabilities in training, but also pay attention to their success in scientific activity, as well as educational work. The employee of the educational department responsible for monitoring should regularly report on its results to the faculty leadership, and issues related to the lack of the necessary progress in students should be brought up for discussion at meetings of the academic council or other advisory body of the faculty.

Monitoring of the quality of the inclusive educational process should include the following areas (Shatskaya, 2019): first, the effectiveness of educational and scientific activities of students with disabilities; and, second, the effectiveness of social adaptation of students with disabilities in the process of inclusive education and their involvement in extracurricular activities.

Based on the above-mentioned directions of monitoring, Table 1 lists specific indicators of the quality of the inclusive educational process in the higher education system. Monitoring should be functional and, with the help of a system of dynamic indicators, it should objectively demonstrate emerging trends in education.

Table 1

Indicators of the quality of the inclusive educational process at universities

Monitoring direction	Indicator
Effectiveness of educational activities of students with disabilities	Academic achievements in different spheres; Students' progress; Improvement in different spheres (in comparison with the initial level); Students' attendance; Skipping classes without excuse; The number of the students expelled due to the reasons of change of university; Injury incidents; Satisfaction of students with the quality of education
Including the effectiveness of the developed professional competencies	The proportion of the number of graduates who have got a job within a year (within six months) after graduation; proportion of the number of graduates who have got a job according to their profession; proportions of the number of graduates who have continued their studies in an educational organization at other levels
Effectiveness of scientific activities of students with disabilities	The number of students participating in the research work of departments; publications of the total number of publications or publications without co-authors; number of reports at conferences of all levels; participation in scientific competitions, Olympiads of all levels; number of students' projects at scientific

	competitions; number of victories in scientific competitions, number of students with scholarships; number of scholarships named after scholars, types of such scholarships.
Including the effectiveness of the developed research competencies	The results of a thesis defence; number of speeches and publications with thesis results; number of theses deserving the special attention.
Effectiveness of social adaptation of students with disabilities in the process of inclusive education	Positively oriented life plans and professional intentions; Variety and profundity of interests; Ability to consider the interests of the team; Self-criticism and introspection skills; Behaviour, bad habits rejection; Conscientiousness and discipline in relation to learning
The effectiveness of the involvement of students with disabilities in extracurricular activities	The number of masters and candidates of sports, number of victories at student sports days, competitions and other sports events; number of students engaged in amateur performances or participating in sports sections; proportion of the number of first-year students who are familiar with the internal rules of the educational organization; number of students employed at the departments of the educational organization.

Regular collection and analysis of quantitative data (see table) makes it possible not only to track the progress of each student with disabilities in training, but also pay attention to their success in scientific activity, as well as educational work.

Discussion

According to Rogova and Golovanova (2018), if a person, who possesses such a quality, is a higher education institution graduate, then we will assume that the quality of staff training represents the correspondence of the combination of characteristics of a university graduate and the requirements for a graduate by interested parties. Sharing the authors' opinion, we note that our proposed system for monitoring the quality of inclusive education, in contrast to those proposed earlier. In this case, Bain, Lancaster, and Zundans (2009); Lancaster (2014) and Kielblock (2018), provides a comprehensive vision of the student's potential for the purpose of its future use in professional activities. A graduate of an educational organization who has received a high-quality education is most likely to adapt more easily and quickly to the external environment after completing their studies.

They are likely to be more self-confident and adventurous and have a high potential for quick employment. In comparison, graduates with a mediocre educational background are forced to spend significantly more time and effort to meet the requirements of a highly competitive and dynamically changing labour market

(Avramkova et al., 2021; Kovalevskaia et al., 2021). As the limitations of the proposed monitoring system, we are forced to highlight the possible ambiguity in the interpretation of its results, the interdependence of several factors, as well as excessive empiricism, that is, insufficient theoretical substantiation. Elimination of the above disadvantages is the goal of our future research. In addition, sharing the opinion (Lancaster, 2014), we believe that the proposed system of indicators should be expanded by adding criteria indicators for assessing scientific and pedagogical personnel, the environment in which learning takes place, as well as the social environment of a student with disabilities in an educational organization.

To improve the quality of education for people with disabilities, we can put forward the following suggestions: to strengthen the national policy and the legal system in the field of ensuring access to quality education for students with disabilities at the state level; to expand the range of measures to create favourable conditions for students with disabilities, in particular, providing a barrier-free environment (barrier-free design). In a broad sense, by barrier-free (or accessible) design we mean design that creates the easiest and safest conditions for the largest number of people and contributes to their independent lifestyle; to ensure training of teachers for gaining knowledge and experience in the field of inclusive education (Vasylyeva-Khalatnykova et al., 2021). In general, additional education for teachers in programs related to the basics of inclusive education is a complex process of the formation and development of their professional competencies including motivational, perceptual-reflexive, activity-related competencies, etc.

According to some experts in the field of pedagogy, some special psychological and pedagogical knowledge is required for the professional and personal training of teachers (Kuzmina, Chekaleva, & Chetverikova, 2014). For example, according to Sabelnikova (2009), to be able to work with people with disabilities, a teacher needs to understand what inclusive education is and how it differs from traditional forms of educational activity; what are the features of the age and personal development of children in an inclusive educational environment; what methods of psychological and didactic design of the educational process exist for the co-education of disabled and non-disabled children. Today, in Russia there are various programs of additional training for workers from higher education institutions aimed at gaining knowledge and developing skills necessary for the work with students with disabilities.

Finally, it is urgent to consider the psychological characteristics of students with disabilities, as well as the obstacles that often arise in the process of co-education of this

category of students with other categories. Therefore, educational organizations need to carefully examine the problem of adaptation of people with disabilities to educational and other processes within the organization and help them overcome social and communication barriers and get used to the educational environment (Dongauzer, & Chastukhina, 2017). For this purpose, they can, for example, include students with disabilities in various cultural programs and events, create hobby clubs for communication, organize watching educational videos for all categories of students, etc.

As for the limitations of the study, we believe that when applying the results obtained, one cannot ignore the limitations of the applied data collection tool. The monitoring system described in the article using the case study method is a spatially limited phenomenon observed at a certain point in time. Thus, when interpreting the results and introducing them into management practice, it is necessary to consider the specific organizational features that exist in each university.

Conclusion

A holistic system of indicators of the quality of educational training of students with special educational needs will make it possible to manage their development and plan the activities of scientific and pedagogical workers of an educational organization, as well as, if necessary, social teachers and psychologists, that is, those who are involved in psychological and pedagogical support of a student. Ultimately, regular monitoring of the quality of educational training for people with disabilities and a timely response to its results enables the development of national intellectual capital and the growth of qualified specialists with developed abilities in the labor market for effective interaction with the subject-spatial environment.

Thus, the quality of education in higher education institutions is an important strategic factor in the competitiveness of both the recipient of educational services and the country. Therefore, high-quality education of any person, regardless of possible disabilities, is not only the key task of every educational organization but also its primary responsibility to society and the country, which should become the top educational priority.

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