INTEGRATED EDUCATION IN POLAND – BETWEEN THE EXPLICIT "LEGAL"/LEGITIMATE AND "APPARENT" DIMENSION

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Abstract. An integrated school, like any educational institution, creates a specific field which is a combination of experiences of the people entering its area, the relations between them, attitudes and behaviours that affect both its "open" and "hidden" dimension. In this article the two dimensions are mentioned as: "integrated schools in Poland – formal assumption" and "integrated education in the hidden dimension of the school culture". These different reviews of the problem generate different consequences for understanding these two dimensions. Effective integration of people with disabilities into society should be based on ensuring continuity of activities improving from the moment of disability, to becoming independent, and also to organize a system of broad support for the development of a child with disabilities. It is also important to reflect on the discrepancies that arise between how integration makes itself present in formal records and how to make the postulates look more realistic. Its highest level of social integration is accompanied to a great extent by "being with each other" and not "being beside", the possibility of not only protecting and supporting the weaker, but also mutual exchange between disabled and non-disabled people.

Keywords: integrated education, special needs education, hidden dimension, formal assumption.

1. INTRODUCTION

In the area of education regarding upbringing, the idea of disseminating integration activities towards people at risk of exclusion is increasingly being taken up. When defining the concept of integration, both its individual and social dimensions are indicated. The first of these ("personal integration") involves creating a space in which each individual will be able to feel they belong to a group and respect and accept others [19, p. 19]. From the social perspective, integration is seen as a community action, respecting the principles of equality, reciprocity, and dialogue (based on respect for diversity, observance of individual rights, and support for excluded people in meeting their Leeds) [28, p. 24]. At the core of the integration process is the law of interdependence concerning two or more differing groups and their mutual opening up to one another, the purpose of which is to create a sense of belonging [20, p. 381; 3, p. 93; 8, p. 140].

The integration process is carried out within various institutions and applies in particular to educational institutions. Education is seen as the basic right of every human being, regardless of race, gender, place of residence, degree of disability, and various other characteristics. It is assumed that education should ensure conditions for the social development of each individual [5, p. 105]. This

message is especially directed at integrated schools. Educational integration in Poland is associated mainly with the issue of including students with disabilities in educational institutions, which allows them to "grow up in a group of healthy peers" [7, p. 492]. This is connected with the recognition of the diversity of students resulting from special educational needs and attempts to create a space tailored to those needs. This article reflects the two dimensions of inclusive education. The first is the "official" and "legalized" dimension - available to everyone who can be seen in the documents on which the integrated schools operate for example: Regulation of the Minister of National Education of 9 August 2017 on the conditions for organizing education, upbringing and care for disabled children and Young people, socially maladjusted and endangered by social maladjustment. The second, but no less interesting, is the hidden dimension and the plane of sham activities within the school culture.

1.1. INTEGRATED SCHOOLS IN POLAND – FORMAL ASSUMPTION

The first kindergartens and integrated schools were established in Europe in the 1960s [27]. The beginnings of formally established integrated education in Poland date back to the 1990s and was initiated in 1991 by one of the schools in Warsaw, which started recruiting students with disabilities to ordinary classes [9, p. 158]. In the following years, a legal and organizational framework was created to assimilate the idea of educational integration. This problem was first found in Poland in the textbook on school systems in 2000 [21]. The action of individual elements of the organization which is a school is subject to the legal framework limiting the unpredictability of the activities of the entities operating in it. Regarding the Regulation regulating integration in education, nowadays, children with various difficulties and deficits are admitted to special needs classes: intellectually and physically disabled, manifesting emotional and behavioural disturbances, and children with sight and hearing impairments. In a special needs class group of 15 to 20 pupils, 2 to 5 children with disabilities are taught and two teachers work simultaneously: a teacher of initial (or subject-based) teaching in the older classes and a teacher in support. The learning process is individualized and adapted to the capabilities of each child. In these facilities, different specialists are employed as follows: a psychologist, speech therapist, special pedagogues. All this to ensure optimal conditions for the development of children who are healthy and disabled [29]. K. Barłóg [1], for integration, recognizes the mutual relationship of non - disabled and disabled people, where the same rights are respected, the same values are important, and both groups create identical conditions for comprehensive development. A. Maciarz [16] defines the way of organizing educational situations as arranging the same educational circumstances for non-disabled and disabled people by using identical means and methods. Special methods and measures are used when necessary. The idea of integration, of course, is not realized solely through the formal integration of the fully functional and the disabled. The issue of social integration is essential. In the local environment, the integration of disabled people takes place in mutually conditioned areas: psychological, pedagogical, and sociological. In today's special pedagogy, it is not about integrating in a version of simplified inclusion, but about the process, even the current and a specific view of reality. In this sense, the integrated paradigm means the dissemination of consent for the co-existence of disabled and non-disabled people [13, p. 54]. As a result of such a combination, a new form of social practice arises [23, p. 9]. A. Warnock distinguished three types and functions of integration [2, p. 36]:

−   social integration − based on the fact that both groups develop contacts and understand their needs as important for psychophysical reasons;

−   localization integration − physical or connected with the use of common equipment, consists in placing children with special needs among students participating in the mass education process and using them by all common means;

−   functional integration − includes physical integration but combines groups for certain specific activities that are relevant to both groups.

Educational integration is presented in the literature on the subject as described herein. The dimension of this type of education included here is a theoretical aspect, at the same time "legalized" and "official". It allows children and young people with disabilities to study in public and integrated

schools, full implementation of special educational needs, and functioning in the most optimal environment for the development of non-disabled peers [28].

2. RESULTS AND DISCUSSION

D. Klus - Stańska [10, p. 13] suggests that there is no education outside of culture. In this sense, education can be understood solely through the prism of culture. The school's culture can be regarded as the general views, attitudes, beliefs, relationships, and specific principles that shape the school as an organization, community, and institution [25, p. 1]. School education can be the result of internal regulatory processes, i.e. a resultant of various processes and even those that are visible every day in the institution as well as the impact of external factors in relation to this institution - for example, the financial or formal and procedural dimension of the school's operations can be mentioned [22]. Chomczyńska - Rubacha [4, p. 242] in describing the school, postulates the following assumptions:

1. Relationship between the school and the environment (mission and function of the school and the local community);
2. Knowledge (time-oriented, results of this knowledge);
3. Nature of students and their activities (attitudes towards students, imagining their skills).

2.1. INTEGRATED EDUCATION IN THE HIDDEN DIMENSION OF THE SCHOOL CULTURE

The multidimensional character of the teaching and learning process, its goals and tasks faced by the teacher, makes formal and official aspects connected with what is "unspoken". The "legalized" zone permeates this "implicit" and not planned area. The school becomes the place of contact between these two dimensions. With regard to the issue discussed here, the question arises as to what extent the assumptions of integrated education overlap with the culture of specific educational institutions? Do the parents of children attending schools with integration wards and the teachers who teach in these schools function in accordance with its objectives, do they accept the assumptions of the functioning of these institutions or do they see a discrepancy between what is declared and what is realized? To what extent are activities in these institutions not legalized and counter-planned? At this point, it is worth referring to the concept of apparent actions, which can be applied in various areas of social life, including analysis of integrated education. Sham actions are a consequence of independent factors, J. Lutyński [15, p. 107] gives six basic attributes assigned to them:

- Officially considered to be important for the implementation of an important social goal;
- In a given community, there is no general knowledge about their unsuitability;
- This goal is not actually implemented;
- It is knowledge that is officially unappropriated, private;
- Always contain an element of fiction that relates to their purpose or course;
- Their actual function lies in their very existence.

The author of the concept of apparent actions did not limit himself to presenting their characteristics but also showed the reasons for their formation. Lutyński [15, p. 107] draws attention to four aspects: the organizational and decision-making mechanism, i.e. confirmation and adoption of decisions imposed in violation of the applicable rules. The second – an axiological mechanism related to actions that confirm the acceptance and implementation of values that are not systematically implemented in reality. The third is the mechanism of mandatory performance of non-compliance ordinances, which involves the necessity to perform unworkable tasks and those that are unnecessary in connection with the actual goal being pursued. The last mechanism is allegedly pragmatic and refers to situations in which a given social group notifies about a problem that requires a solution that the principals cannot or will not resolve. In this situation, actions that do not lead to solving difficulties are provoked, only to confirm interest in this problem. These mechanisms, despite differences, often coexist, complement, and trigger specific sham activities.

How can these theatres be present in integrated education? An important example can be schools described in official missions and visas, established so that the integration process would be carried out

in a spirit of tolerance, and students attending integrated schools would be open, accepting, and respectful of other pupils. Undoubtedly, one of the most important conditions that determine the success of integration becomes, apart from preparing pedagogical staff for revalidation work and guaranteeing the appropriate material base, also the attitude towards the handicapped [14].

There are significant reasons to believe that the dimension of "openness and tolerance" of integrative education entities in a legitimate sphere is their own opposite. The research carried out shows, among other things, the apparent peer disorder of disabled students in integrated schools [17] or the diverse level of acceptance of people with disabilities, and sometimes neutral or negative expressions of attitudes towards pupils with this feature [26; 18].

In integrated education as a specific type of education, difficult situations are generated (overload, conflict, impediments, deprivation) [6]. These and other types of threats in the integration process are also observed by ME Frampton who points to:
 − a lower position in the classroom for children with disabilities, which increases their sense of insecurity;
 − limited social contacts, although integration allies believe that integration is conducive to frequent contact;
 − greater leniency of teachers and reduction of requirements for students with disabilities;
 − large age range of students in the classroom [children with disabilities are usually older than their classmates];
 − maladjustment of school programs to the needs of the child, despite the assumptions of their proper adjustment to the pupils' abilities [11, p. 43–51].

Although the above indicators should not be treated as a full experience of any integrated school, they may show significant aspects of the appearance in these institutions affecting the quality of integrated education. They also become an important aspect of diagnosis that may indicate the directions of important changes that may be taken in resolving them. The mechanisms of apparent actions mentioned above may result from the "implicit" dimension of integrated education and the culture of a given school. It seems to be important to look more closely at how the dimensions: hidden and explicit, interpenetrate and what pedagogical consequences result from this. Is the "entry" into the school culture a cause of virtual reality? This issue requires a thorough analysis of both theoretical and practical approaches to the topic of these two dimensions of integrated education. D. Touhy [24] writes that every school has a soul. The soul can be called the school culture, which is shaped by the multitude of dimensions and their mutual penetration. Therefore, it is important to deepen the study of its problems through multilateral and multistage studies.

3. CONCLUSIONS

An integrated school, like any educational institution, creates a specific field which is a combination of experiences of the people entering its area, the relations between them, attitudes and behaviours that affect both its "open" and "hidden" dimension. The multitude of contexts of special education, the constant requirements of optimizing the activities of people with disabilities, and its interdisciplinarity, all need a proper balance between what is experienced, cultivated, and predicted [12, p.14]. Effective integration of people with disabilities into society should be based on ensuring continuity of activities improving from the moment of disability, to becoming independent, and also to organize a system of broad support for the development of a child with disabilities. It is also important to reflect on the discrepancies that arise between how integration makes itself present in formal records and how to make the postulates look more realistic. Its highest level of social integration is accompanied to a great extent by "being with each other" and not "being beside", the possibility of not only protecting and supporting the weaker, but also mutual exchange between disabled and non-disabled people. The implementation of measures aimed towards this goal, due to its complex and processual character, require constant monitoring and a broad view of the quality of the social functioning of the entities participating in it.

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Колодзейчак Кароліна, Смотер Катажина. Інтегрована освіта в Польщі – юридичні аспекти та реалії. *Журнал Прикарпатського університету імені Василя Стефаника*, **6** (1) (2019), 107–112.

Інтегрована школа, як і будь-який заклад освіти, створює специфічне поле, що являє собою поєднання досвіду людей, які знаходяться на її території, взаємодії між ними, відносин і поведінки, які впливають як на "очевидні", так і на "приховані" вияви її функціонування. У цій статті автор виокремлює два аспекти: "інтегровані школи в Польщі – формальне припущення" та "інтегрована освіта в прихованому вимірі шкільної культури". Два різні погляди на проблему інтегрованої школи призводять до різних наслідків у розумінні цих тверджень. Ефективне інтегрування людей з особливими потребами в суспільство повинно ґрунтуватися на забезпеченні безперервної діяльності, що виявляється з моменту інвалідності, до самостійності; а також на організації системи широкої підтримки розвитку інклюзивної дитини. Дослідниця звертає увагу на невідповідності, які виникають між тим, як така інтеграція відображена в офіційних документах, і як зробити постулати більш реалістичними. Визначаючи концепцію інтеграції, в статті вказані як її індивідуальні, так і соціально-педагогічні аспекти.

Ключові слова: інтегрована освіта, інклюзивна освіта, прихований розмір, формальне припущення.