

# Socio-Psychological Assessment and Management of Universal Inclusion Process Effectiveness

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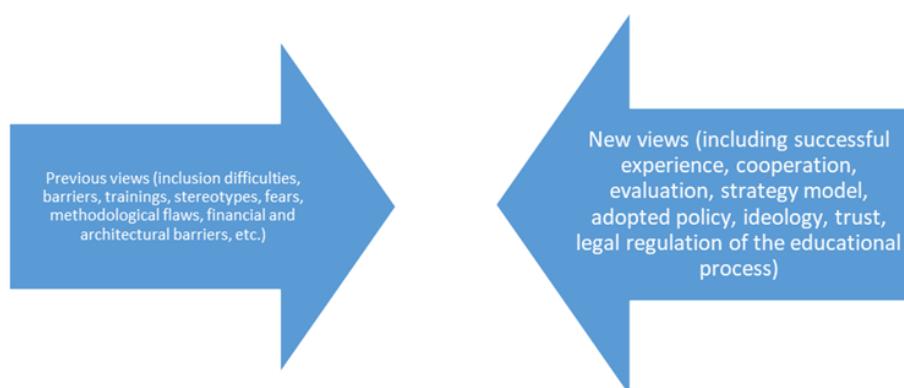
**Abstract:** *The prospect of universal inclusion and the fact that inclusive education is a developing process in our republic, we consider it necessary to refer to the social-psychological assessment of successful practice. The schools and universities which implemented the first inclusive education programs don't have clearly and effectively developed overall strategy yet and by sharing successful experiences and embracing effective models, it will be possible to contribute to the development of effective implementation models for universal inclusion in Armenia. Everywhere it is emphasized what obstacles exist, what are the possible solutions, but it is not taken into account the success and experience, which will become the basis for a common understanding of social perception, the adoption of ideology and effective implementation. Our research will provide a better picture of the overall inclusion process and will fill in the gaps that have hardly been discussed so far. The goal of our review is to study and to identify the main social-psychological mechanisms, approaches and factors in the process of universal inclusion that ensure the effectiveness of inclusion activities, and to make it accessible for all the structures.*

**Keyword:** Universal inclusion, inclusive education, socio-psychological assessment, management, successful experience, effective strategy, education insurance

The prospect of universal inclusion and the fact that inclusive education is a developing process in our republic, we consider it necessary to refer to the social-psychological assessment of successful practice. The schools and universities, which implemented the first inclusive education programs, do not have clearly and effectively developed overall strategy yet and by sharing successful experiences and embracing effective models, it will be possible to contribute to the development of effective implementation models for universal inclusion in Armenia. In the researches which were carried out in the Republic of Armenia in the past and now, it is emphasized what obstacles exist, what are the possible solutions, but it is not taken into account the success and experience, which will become the basis for a common understanding of social perception, the adoption of ideology and effective implementation.

Interdisciplinary cooperation with other professions related to the educational sciences, such as pedagogy, sociology, special psychology, speech therapy, law and programming can ensure a successful overall inclusion outcome.

Since the implementation of inclusive education, the problem of specialists training (psychological, professional, methodological) involved in education to work with children with various educational needs has become acute. In recent years, there have been many studies in this area that have only revealed difficulties and obstacles, but it is not taken into account the success achieved by the school, teachers or parents. The transition to an inclusive education system requires the participation of all specialists in the education system. Among the institutions implementing inclusive education, it has not yet created an educational environment that meets the social development needs of each child. The ideology of inclusive education does **not emphasize the “types” of children's problems, it does not applied to the child, it characterizes the school.** Special educational conditions are applied to the educational institutions (from construction, educational organization procedures, including an inclusive, multidisciplinary team, to financing), and not to a person.



**Figure 1:** A new strategy for resolving problems that arose in the past

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We have tried to extract the approaches for universal inclusion from the researches of recent years. These include interdisciplinary teamwork, own experience of individual educational complexes, experience of similarity in schools, ways of getting used to or adapting to school, experience of legislative and legal regulation of inclusive education, as well as experience of cooperation.

Inclusive education has been hardly accepted by executors in the way as it was designed to be implemented.

At the heart of our inclusive education policy is the idea that:

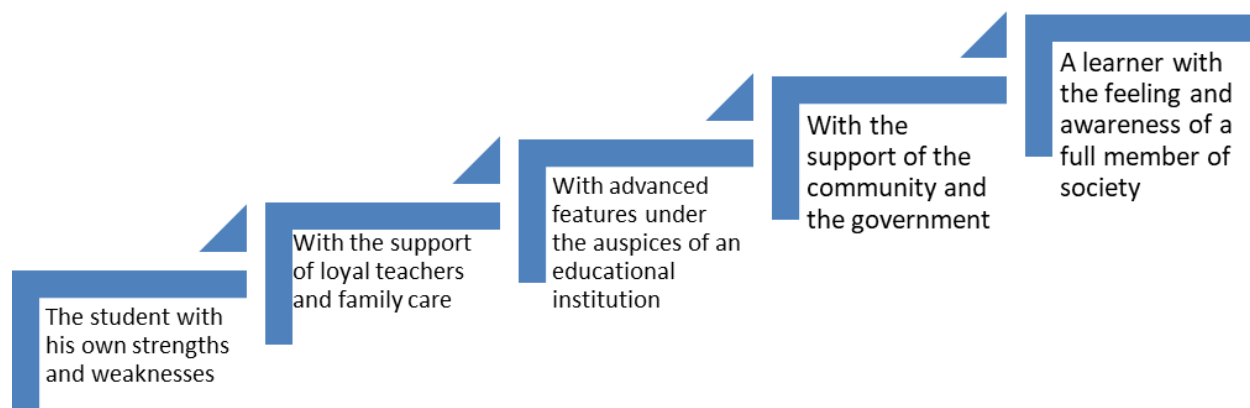
1. Universal inclusion is a learning process, and not a problem of some children.
2. In the process of universal inclusion, we are guided by the idea that the need for special education conditions extends to educational institutions.
3. The effectiveness of universal inclusion can be ensured by introduction an educational policy into it and by providing learners insurance.

The main psychological and social mechanisms, approaches and factors, which are studied and identified in the process of universal inclusion can ensure the effectiveness of inclusion activities, and to make it accessible for all the structures. Realization of this goal will provide an opportunity not only to observe and evaluate the weak and open aspects of the implementation of inclusive programs, but also strong and stable positions, on the basis of which we can more effectively organize the process of universal inclusion. In particular:

- Observing the world successful experience and models, evaluate the possibilities of their implementation, conduct comparative analysis with the system of educational conditions in our country with global experience.
- Assess the psychological and social changes and positive tendencies in the process of universal inclusion in educational institutions, , to fix an effective inclusion strategy and policy model.
- Develop and build strategic and new ideological steps on the basis of effective psychological and social factors.
- Publicize the educational strategy for the success of universal inclusion, effective psychological resources and social-psychological attitude and achievements.

Modern educational requirements dictate new challenges, and old approaches do not serve to overcome them. Solutions to problems related to educational programs for children, the involvement of specialists, and financial and engineering measures were more or less coordinated in the past. Despite of the reforms conducted in last years, there is still no universal basis for political legal, psychological and educational principles on which the process of universal inclusion will start. There are also many studies that have always criticized and mentioned the gaps in the inclusion process, without taking into account the stronger positions that emerged from a successful experience.

Opportunities for inclusion in education, the implementation of an inclusive society in Armenia for two decades, dictate their problems and expand opportunities. If inclusion meant the engagement of schools in the process of teaching children with special educational needs till now, universal inclusion implies a harmonious process of development and socialization of the individual.



**Figure 1:** The gradual process of universal inclusion of a person and the parties involved

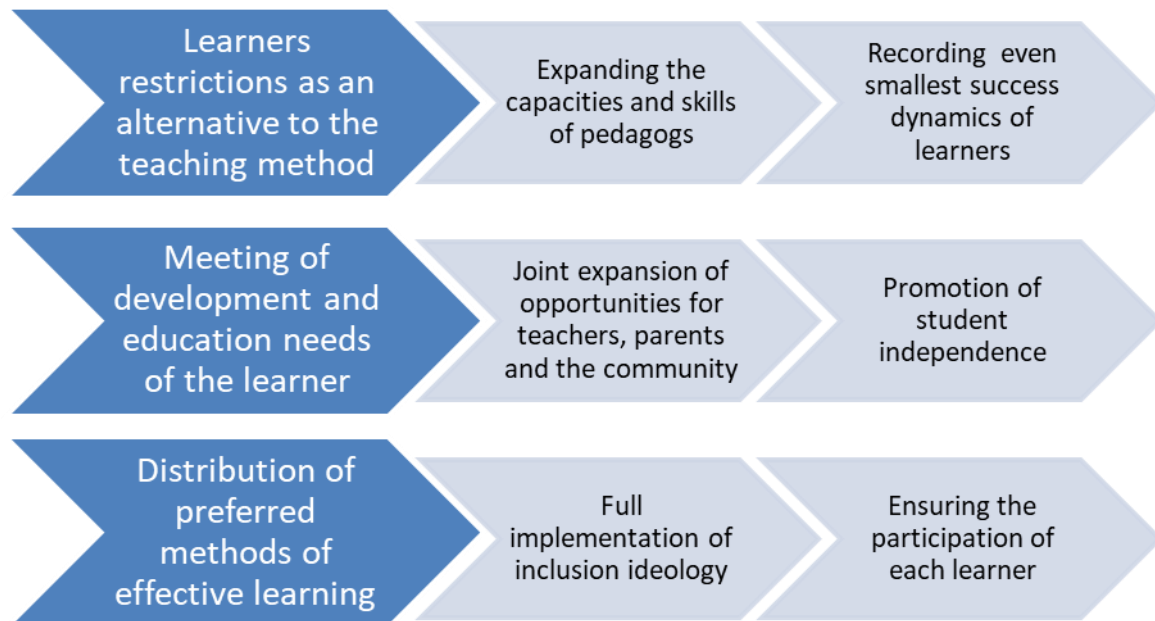
Nowadays the universal inclusion is not only understood as a school, but also any educational system, social institution, and psychological self-realization of a person. In the process of universal inclusion, the role of modern information technologies and the possibility of their application, especially in educational institutions, as effective tools cannot be ignored. The saturation of information and useful usage of it, will allow each person to develop their functional capabilities, social access, abilities and skills. The modern world has led to the situation, where a number of scientists, primarily

psychologists, who in the past insisted on the need to formation of an exclusively “adaptable person”, today speak of the need of createon of survival and conditions for the normal development of civilization, so that the "acting man" can develop himself, improve himself and find himself.

For the last 30 years, has been formed the idea that in addition to the "negative characterization" of people with special educational needs, a "positive characterization" should be formed and based on personal and intellectual

potential, to lead the individual to psychosocial development. If the problem is not solved or is solved with difficulty, then should be changed the way of thinking or approach, by offering new ideas. Still in Einstein's works, we find the realistic idea that it is impossible to solve the problem at the level of thinking where the latter arose.

Based on this principle, we propose to look at the process of universal inclusion from a new point of view and evaluate the effectiveness of this process with a new approach.



**Figure 2:** New idea, new strategic approach

These innovative ideas can be implemented by having the following information:

- Assessment of non-discriminatory treatment of educational subjects,
- Assessment of psychological readiness for the universal inclusion of subjects,
- Socio-psychological assessment of the readiness of specialists involved in the universal inclusion process,
- Evaluation, presentation and dissemination of successful experiences of universal inclusion by educational institutions,
- Assessment of knowledge of the legal framework for the organization of universal inclusive education for educational entities.

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