



INTERNATIONAL
STEP by STEP
ASSOCIATION



WORLD
FORUM
ON EARLY
CARE AND
EDUCATION

9th ISSA Annual Conference

Active Citizenship: Democratic Practices in Education

**From Socially Responsive Classrooms
to Socially Responsible Societies**

Abstract Book

Budapest, Hungary, 9-12 October, 2008



The presentation shares the results of the several projects Ukrainian Step by Step Foundation implemented in 2007-2008 to reach the main actors, who can contribute in the development of inclusive education in Ukraine, including school directors, teacher training institutions, mass-media, special education representatives, and politicians.

Education for Children with Disabilities in Azerbaijan: Barriers and Opportunities

Ulviya Mikailova, Yusif Agayev, Almaz Akhmedova, Nigar Aliyeva, Ramiz Behbudov,
Ulkar Isazade, Elmina Kazimzade, Yulia Karimova
Center for Innovations in Education, Azerbaijan

In Azerbaijan the approach towards education of children with disabilities (CWD) has been usually associated with the education of CWD in special schools, separated from other children. 41% of 28,542 registered CWD in Azerbaijan are educated in special schools or at home, 0.5% is involved in inclusive education, and the rest do not receive an education at all. This research was conducted to study the level of educational provisions for CWD in Azerbaijan in terms of policies, resources, and teaching practices, and to provide recommendations to strengthen the capacity of the national government to bring about policy reforms, ensure adequate resource allocation, and promote programming that supports inclusive education. The methodology was designed to collect data on the provision of education through policies, legislation, resources, teaching practices, services, and family. Our research methodology combines a mixture of both qualitative and quantitative methods, such as structured and semi-structured interviews, focus group discussions, observation of teaching practices, and secondary data analysis. The survey was conducted in 13 regions of the country with the highest number of CWD and a wide range of available educational provisions for CWD, such as segregated special education, home schooling, and inclusive education. The main findings of the research related to the analysis of the national educational policy and legislation, education access, quality of teaching, and families' attitudes towards educational mainstreaming of CWD will be presented to the audience.

Life Worlds of Small Children with Severe Disabilities in their Homes

Lia Kalinnikova
Pomor State University, Russia

Magnus Magnusson
Stockholm University, Sweden

Investigations into a child's life world must be based on careful studies of the elements of children's daily life. A child's life is built upon the environment created by the social and physical realities around the specific child. One of the important realities (especially for infants and children of early age: 1-3 years old) is the environment, which a child occupies close to his/her elders in the home. Small children are not able to construct their life world independently yet, but they influence significant characteristics of this environment. An indicator of this influence on the construction of personal "life space" is its imprint on a home environment. The imprint of the "life space" of a child is created by images from the environment filled of meanings of children's day-to-day life in the home. This is a presentation of an ongoing family study of 15 families of infants with severe disabilities at an early age (1-3). The main focus is describing and understanding the meanings of a child's "life space" through its visibility in the home space.



K

Kagan, S. L.	12
Kalinnikova, L.	60
Kammenou, A.	113
Karimova, Y.	60
Kay, J.	39
Kazimzade, E.	43, 60
Kelley, B.	63
Keren, I.	28
Kertész, T.	61
Kiersey, R.	112
Kjaergaard, E.	77
Koblinsky, S. A.	64
Kohl, R.	33
Koke, T.	11
Kola, A.	99
Kools, M.	61
Kotorova, O.	106
Kraukle, S.	111
Krylova, N.	79

L

Langness, A.	85
László, Zs.	79
Lawrence, B. J.	51
Lee, L. E.	31
Lica, C.	68
Lombardi, J.	33, 47
Long, L.	80
Lorinczi, Cs.	86
Loyola, J. H.	92
Loza, K.	65

M

Magnusson, M.	60
Mahler, F.	82
Marx, L.	12
Marx, V.	12
Massey, I.	22
McDonald, C.	74
McGrath, E.	93
Mellag, T.	35
Mikailova, U.	60
Milligan, C.	47
Mitra, M.	64
Mkrtchyan, M.	105
Moran, M. A.	28
Myshbayeva, G.	106

N

Naida, J.	98
Nedelcu, A.	43
Neugebauer, B.	100
Neugebauer, R.	100
Nuccio, R. A.	16

O

O'Donoghue, B.	73, 112
Obukhova, L. F.	113
Ochieng, H.	80
O'Gara, C.	80
Oshio, T.	44
Osler, A.	15

P

Pandey, D.	24
Paolillo, V. M.	96
Parrish, H.	34, 50, 70, 87, 107
Paton, S.	65
Peeters, J.	24
Pentz, K. L.	35
Peterson, L.	82, 83
Piršl, E.	99
Popvianova, C.	100
Powers, L. E.	91
Powers, R.	40
Priebe, M.	58, 78

Q

Quigley, C. N.	14
----------------	----

R

Rabusicova, M.	66
Rima, M.	77
Rimkiene, R.	57
Romero, C. S.	114
Romero, M.	44
Royle, D.	67
Rutar, S.	94

S

Sabaliauskiene, R.	57
Sánchez-Igual, E.	93
Sanders, W.	56
Sarker, P. K.	64
Schneider, A.	40