

## REVIEW

of official opponent **Fert Olha**, doctor of pedagogical sciences, docent, professor of Ivan Franko National University of Lviv, Dr. researcher of Leibniz University of Hannover for the dissertation of **Kaltsouni Paraskevi**

**“Integration of Children with Special Educational Needs into Inclusive Classes of General Schools in Greece”** submitted for the Philosophy Doctor Degree of 011 – Educational, Pedagogical sciences, Field of knowledge 01 – Education

Nowadays the development of society, trends toward the globalization, new challenges with adaptation of refugees and other features that emphasize people's diversity make us find new ways of global integration to satisfy the needs and rights of all despite nationality, religion, cultural and health issues.

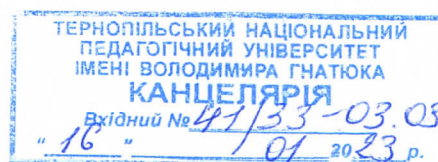
Today the appropriate educational system is extremely important, there is a need to improve the school environment on the base of development inclusive educational policy according to social and legal models of disability.

The most important issues of organizing appropriate conditions for inclusion in schools are in accordance to the principles of universal design for learning, appropriate readiness of the common schoolteachers for work in inclusive educational environment, consistent and comprehensive support of children with special needs are among them.

All the above aspects are closely related to the process of training and retraining of teachers, because the formation of competence, understanding of the basic principles of the educational process for children with special educational needs should be formed at the stage of teachers' education.

Also, very important part of educational success is constant and consistent work with the family of a child based on trust, respect and productive cooperation. Experience of different countries in resolving all mentioned issues is very important for Ukraine, especially because of challenges associated with the war.

Today we are witnessing a new reality where best practices and experience matter more than ever.



According to all mentioned the thesis of Kaltsouni Paraskevi is relevant for pedagogical theory and inclusive educational practices.

The work consists of an introduction, three chapters, conclusions, a list of literature and appendices. The list of used sources contains 376 titles, all of them are in English. The total volume of the thesis is 249 pages. The main content of the dissertation is laid out on 210 pages. The work contains: 39 tables, 41 figures, 1 appendix.

The object, subject and purpose of the study are related to the field of 01 – Education.

In the introduction of the dissertation the relevance of the research topic is substantiated, the goal, task, object, subject and research methods are defined, its theoretical and methodological basis is revealed, the scientific novelty, theoretical significance and practical significance of the research results are determined, information about the implementation of the results is given, also mentioned their approval, etc. It should be noted that all the specified positions are written clearly and convincingly.

Each section of the dissertation carries its own content and is a logical, integral component of the entire work.

In the first chapter “Inclusive and Special Education: Approaches to Understanding” author analyzes historical aspects of inclusive education establishment, characterizes modern learning theories, considers notions of disability and special educational needs, emphasizes that pedagogical inclusive practices as well as applications of inclusive education can ensure equal access for all to the general school, admits the teachers’ role as dominant in the implementation of inclusive education by effectively applying pedagogical inclusive practices.

In the second chapter “Education of Children with Special Educational Needs in Greece” author finds that despite the recognizable progress made in Greece, especially in recent decades, much remains to be done to get to the point of equal participation of people with disabilities in the education system and society in general. Although the school integration of children with special needs is supported



by the current institutional framework, the relevant legal regulations are characterized as deficient and with low educational and social support. Author concluded that children with special educational needs should have access to the general school and general schools should respond to the needs of children with disabilities through the application of child-centered pedagogy from which all students benefit.

In the third chapter ‘Research of School Teachers’ Perceptions on Interaction of Children with Special Educational Needs into Inclusive Classes” the integration practices that teachers use in special education, their concern about the integration of all the children and their opinions about the schools’ conditions for the implementation of integration are analyzed by the empirical research.

Concluded that the more the teachers support that they are effective on daily activities, the more they worry that they will be anxious when teaching students with disabilities and special educational needs, while they agree less that their workload will increase because of those students, the more ready the school is valued from the participants as to implement an environment of integration, the less they are anxious about teaching children with disabilities and special educational needs.

The conclusions logically summarize the results of the dissertation work and the achievement of the goal, the implementation of tasks, the vision of the author of the dissertation on possible prospects for further development of the problem.

The reliability and validity of the conclusions and scientific propositions formulated in the dissertation is ensured by the logic of the presentation of the material, the diversity of the used source base and, of course, the results of experimental research.

Analysis of the dissertation certifies the presence of scientific novelty, in fact, that component for the sake of which the research is carried out. In particular: for the first time, a study is conducted to study teachers' opinions regarding: organization of integration of children with special educational needs into inclusive classes of general school as a process; the influence of various factors on the effectiveness of everyday

educational activities aimed at creating a positive microclimate in the classroom (for example, expectations regarding the behavior of students with special educational needs, cooperation with parents); satisfaction of the needs of children with special educational needs in the inclusive class schools; cooperation and cooperation of teachers and the administration of educational institutions to promote the social development of children with special educational needs, facilitating the process of integrating these children into educational institutions; recommendations are offered for the purpose of more effective integration of children with special educational needs into inclusive classes of general schools, etc.

Evaluating the dissertation research of from the standpoint of compliance with the stated requirements, the integrity and expediency of its structure and the adequacy of the research methods for the stated purpose should be noted.

The author demonstrated expertise in conducting the experimental stage of the work, which contributed to the achievement of positive results.

Therefore, there is every reason to be sure that the work was performed at the appropriate scientific and organizational level, and its essential characteristics are completeness and independence.

But some comments and suggestions should also be made:

1. A theoretical analysis of the sources on the issues of the study should have been more fully presented in the first section of the dissertation.
2. The subsection 1.1. "The inclusive education of children with special educational needs" formulated too broadly, it implies a deeper analysis
3. In our opinion, the questionnaire "Conditions for the Implementation of Interaction" (Ap. 1C.) should be supplemented with the item "Quality of supervision in the work of a teacher" Appropriate supervision including self-supervision is extremely important in teachers' work, it increases its effectiveness and reduces burnout, this is especially important during work with children with special needs. The presence of this item would make the study more complete.



4. The conclusions are too long, they should have been formulated more concisely. This would facilitate a perception of the results of the study.

The expressed comments and suggestions don't reduce the overall positive assessment of the dissertation research of Kaltsouni P., which is a completed scientific work with a successful combination of theoretical and experimental research work.

Dissertation research of Kaltsouni P is characterized by the validity of provisions and conclusions. The dissertation outlines further prospects for the study of the problem, emphasizes the importance of the development of the system of assistance to children with special needs and the further improvement of inclusive educational system

In general, in terms of its relevance, degree of novelty, formulation and method of solving the tasks, theoretical and practical basis, as well as the validity of the results, the dissertation Kaltsouni Paraskevi on the topic "Integration of Children with Special Educational Needs into Inclusive Classes of General Schools in Greece" fully meets the requirements points 5-8 "The procedure for awarding the degree of Doctor of Philosophy and annulment of the decision of the one-time specialized academic council of the institution of higher education, scientific institution on awarding the degree of Doctor of Philosophy", approved by Resolution of the Cabinet of Ministers of Ukraine dated January 12, 2022 No. 44, and requirements for the preparation of dissertations, approved by the order of the Ministry of Education and Sciences of Ukraine dated January 12, 2017 No. 40, and its author, Kaltsouni Paraskevi, deserves to be awarded the scientific degree of the Doctor of Philosophy in the field of knowledge 01 – Education, 011 – Educational, Pedagogical sciences.

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