

THE FORMAL EMPLOYMENT OF DISABLED PEOPLE IS NOT SPECIFICALLY DETERMINED BY ECONOMIC FACTORS BUT BY DIRECT TECHNICAL ONES OR ULTIMATELY BY SOCIAL INTERESTS AND VALUES. A SOLUTION, NEUTRAL IN ECONOMIC TERMS AND ACHIEVABLE IN TECHNICAL TERMS, TO THE PROBLEMS HINDERING THE EMPLOYMENT OF PEOPLE WITH DISABILITIES AND HEALTH CONDITIONS WOULD BE A REALISTIC TECHNICAL SOLUTION AND ACTUAL EMPLOYMENT, BUT ONLY IF THE SOCIETY MAKING THE RELEVANT DECISIONS AND AIMING FOR THE INCLUSION OF DISABLED PERSONS. IN A PERIOD OF ECONOMIC UPTURN WITH A HUGE EXPANSION OF THE LABOUR FORCE, HIGHER EMPLOYMENT RATES APPEAR NOT ONLY AMONG NON-DISABLED PERSONS BUT ALSO AMONG PEOPLE WITH DISABILITIES AND HEALTH CONDITIONS. HOWEVER, ONCE AN ECONOMIC DOWNTURN OCCURS AND THE DEMAND FOR LABOUR FALLS WE SEE THE APPEARANCE OF GROUPS THAT 'CANNOT BE

EMPLOYED IN A PROFITABLE MANNER'. THESE GROUPS INCLUDE NOT ONLY PEOPLE WITH **DISABILITIES** AND HEALTH CONDITIONS BUT ALSO UNSKILLED WORKERS, LONG-DISTANCE COMMUTERS, WOMEN WITH NO MORE THAN SECONDARY SCHOOL GRADUATION, IMMIGRANTS, THE ROMA MINORITY AND OTHERS, IN OTHER WORDS, ALL GROUPS IN A WEAK SOCIAL POSITION, TO WHOSE DETRIMENT IT IS EASIER TO IMPLEMENT **DISMISSALS**, OR WHO CAN SAFELY BE BLAMED FOR ANY DECLINING EFFICIENCY OF COMPANY OUTPUT. AS FINDING A JOB IS INCREASINGLY DIFFICULT IN GENERAL SO THOSE LABOUR GROUPS THAT ARE UNABLE TO PROTECT THEMSELVES ARE EXCLUDED FROM THE LABOUR MARKET WHILE INTENSIVE EFFORTS ARE MADE TO SERVE THE INTERESTS OF THOSE WHO BENEFIT FROM THIS **EXCLUSION**, WITH THE SUGGESTION OF SOME IDEOLOGY. IN THIS CONTEXT, THE LOSERS IN THIS GAME ARE GIVEN A LABEL TO LEGITIMISE THE SITUATION OR FOR SOME IDEOLOGICAL PURPOSES. LABELS SUCH AS 'LAZY', 'DRIFTER', 'LUMPEN ELEMENTS', OR NEGATIVE PERCEPTIONS OF PEOPLE WITH **DISABILITIES** OR HEALTH CONDITIONS ALSO SERVE TO DISGUISE THE

FACT THAT UNEMPLOYMENT IS ROOTED IN MACROECONOMIC AND SOCIAL INEQUALITIES LYING BEHIND THE DIRECT CAUSES. IT IS OBVIOUS THAT ONLY THOSE IN A VULNERABLE POSITION ARE EXCLUDED FROM THE LABOUR MARKET OR ALLOCATED TO LESS PROFITABLE JOBS. FOR SOME OF THOSE EXCLUDED, DEVIANCE IS NOT ONLY A REASON FOR, BUT ALSO A CONSEQUENCE OF, THE FAILURE OF BOTH THE LABOUR MARKET AND THE INDIVIDUAL. TO THE SAME EXTENT. WHEN ACCOUNTING FOR LABOUR MARKET SUCCESSES AND FAILURES, PUTTING INDIVIDUAL EXCELLENCE OR FAULT TO THE FORE SERVES TO FACILITATE THE EXCLUSION OF SOCIAL GROUPS UNABLE TO DEFEND THEMSELVES WITHIN THE LABOUR ENVIRONMENT. THIS UPSIDE-DOWN LOGIC IS ALL THE MORE DANGEROUS AS MANY DISABLED PEOPLE, AND GENERALLY ALL THOSE IN A MARGINALISED POSITION, BELIEVE THAT THE FAULT LIES WITH THEM. THE RESULTING FRUSTRATION REINFORCES HARMFUL BEHAVIOUR SUCH AS ALCOHOLISM, CRIME AND VOLUNTARY DROPPING OUT FROM THE LABOUR MARKET. FOR DISABLED PERSONS, EMPLOYMENT MAY CONTRIBUTE TO A LOWER PUBLIC BURDEN IN THE SAME WAY AS WOULD THEIR BETTER SOCIAL INCLUSION. ARGUING FOR THE MANY-SIDED NECESSITY OF EMPLOYMENT, TEGYEY SUMMARISED HIS VIEW AS FOLLOWS: 'IN THE EMPLOYMENT OF THE DISABLED WITH REDUCED WORKING CAPACITY, IT MUST BE ENSURED TO GIVE THEM THE MOST APPROPRIATE JOB OPPORTUNITY DESPITE THEIR HANDICAP, THAT IS, SUCH A JOB WHERE WORKING CAPACITY REQUIREMENT COULD BE PROVIDED TO THE FULL-EST POSSIBLE LEVEL. SIGNIFICANT OUTPUT IS ACHIEVED TO ALLOW FOR THEM TO EARN THEIR LIVING ON THE BASIS OF THIS SUBSISTENCE, THAT IS, TO DEVELOP WORKING ABILITIES AND FINE-TUNING THOSE AS FAR AS POSSIBLE. ALL THE DISABLED PERSONS' SOCIAL

ft 2020
SPECIAL ISSUE



FOGYATÉKOSSÁG ÉS TÁRSADALOM

HUNGARIAN JOURNAL OF DISABILITY STUDIES & SPECIAL EDUCATION

ELTE BÁRCZI GUSZTÁV FACULTY OF SPECIAL NEEDS EDUCATION

FOGYATÉKOSSÁG ÉS TÁRSADALOM

HUNGARIAN JOURNAL OF DISABILITY STUDIES & SPECIAL EDUCATION

2020 SPECIAL ISSUE

Founders:

Eötvös Loránd University Bárczi Gusztáv Faculty of Special Needs Education • Eötvös University Press • Disability Knowledge Base Foundation

Hungarian Journal of Disability Studies & Special Education is a scientific periodical publishing only peer-reviewed articles and documents. All the articles are being published for the first time. Its primary language is Hungarian but certain papers occasionally get accepted and published in English or in German.

We accept articles, documents, papers submitted by e-mail as attachments at the following address:
ftszerkesztobizottsag@gmail.com

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HU ISSN 2060-8292

DOI 10.31287/FT.en.2020.2

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The Founding of a Service Centre

The Most Significant Results of the Content and Methodological Developments Conducted by the Kilátó Piarist Career Guidance and Labour Market Development Centre

INTRODUCTION

'Four hundred years ago, Saint Joseph Calasanz opened his extraordinary school in Rome. This was the first free-of-charge public school in Europe. He introduced classes as units within the educational system; students were able to enter higher levels based on their unique skills and pace of learning. He was the first to have a language textbook developed in the common dialect; he also started teaching Mathematics in the first class. He wished his staff of educators to receive the most up to date training. He knew well that any school that wishes to enable the steady and lasting progress of their students must never disregard the importance of maintaining contact with the parents. This is why he always sought a close relationship with them.

The Piarist Order believes that the key to their founder's success was his ability to recognise God's wishes for that age. He was always attentive to the needs of the children who surrounded him.

We, Hungarian Piarists, both clerical and secular members, would like to undertake the great task – just like Calasanz – to start focusing on the present day's characteristics, society and needs, and boldly review our educational activities, pedagogy, pastoral care and everything we would like to do to support children today and tomorrow, guiding them towards "a wholesome and happy life".'

The above quote from the document 'New union with Calasanz – Invitation to our process of rejuvenation' clearly communicates the wish to revitalise the Hungarian Province of the Piarist Order, which is a common goal of clerics, educators, parents, students, employees of different institutions and members of local communities. The foundation of the Piarist Kilátó Centre was intended to express a call to everyone. The institution aims to be a special place where this call brings people together in creative, productive and empathetic cooperation in the fields of career planning, equal opportunities and education reform (Katona, 2020). In 2019 the Piarist institutions pledged to make career planning the main element of their educational programmes.

The Hungarian Province of the Piarist Order designates an important role to the Kilátó Centre.

1. THE FOUNDATION OF THE PIARIST KILÁTÓ CENTRE

Plans to establish the Kilátó Piarist Career Guidance and Labour Market Development Centre in the city of Vác stem from the early 2010's. The intention was to found a multi-functional centre for complex development and career orientation which would also serve as a station for work ability screening, and as an institution for scientific research, methodological advancement and education.

The Kilátó Centre considers young people between the ages of 12 and 30 with high developmental and care needs to be its primary target group, with a special focus on career guidance, further educational services and support for young people with special educational needs and disabilities to have equal rights in making use of labour market services.

The career counselling services at the Kilátó Centre were preceded by developmental processes – service planning, content development and testing. Preparatory activities related to establishing the Kilátó Centre included career guidance services for 252 young people (primary and secondary school students and young adults currently neither in employment, education nor training) and their parents and teachers. Experience from these services were utilised in the development of the professional activities of the centre.

2. ACTIVITIES OF THE CONTENT AND METHODOLOGICAL DEVELOPMENT PROCESS (2017–2019) AND MAIN RESULTS

Starting in 2017, development was carried out by groups of specialists committed to inclusive services as described in the National Disability Programme (Országos Fogyatékosügyi Program (2015–2025.) szóló 15/2015. (IV. 7.) országgyűlési határozat – Parliament decree 15/2015. (IV. 7.) on the National Disability Programme (2015–2025). Through inclusive career guidance young people with special educational needs or disabilities have equal opportunities to use modern, high quality, mainstream services facilitating complex career-planning and transition to employment. These services help them build career-related competences, reach their goals, establish an independent life and become more included in society.

Experts responsible for content and methodological development outlined six main principles which then guided the preliminary work on the services. The first principle was the individualised nature of services, meaning that every young person shall receive the service that best suits their individual needs and condition. According to the second principle, activities should be organised for three age groups (primary school students, secondary school students and young adults), taking closer (parents, siblings, family) and broader (teachers, school, workplace) circles into consideration.

The third principle is that of accompaniment: one of the most important activities of the Kílátó Centre should be the continuous and personal accompaniment and support of young people who use the services of the center. The fourth principle calls for evidence-based services: real needs, local opportunities as well as research data and experience should serve as starting points for developmental processes. The fifth principle is the use of a participatory approach: focusing on work based on participation and cooperation through participatory research and development, inviting emancipatory and participatory actors, making (self) inclusion possible for SEN groups, also providing affirmation in their own decisions, helping them become the experts of their own lives and empowering them in the areas of research and development, services and training. Finally, the sixth principle is to build extensive partnerships: the complexity of the target group requires extensive alliances with both private and public sector actors and to this purpose, widespread local cooperation is needed.

Guidance documents used by experts while drafting the principles and providing a foundation for the developments:

1. A concept note by the European Union and the European Lifelong Guidance Policy Network (ELGPN) on lifelong guidance, in particular guidelines 17 and 18 which emphasise the support of disadvantaged groups, including children and young people with special educational needs and adults with disabilities;
2. The Hungarian version of the 2013 ELGPN Glossary for career guidance activities;
3. Act CXC 2011 on national public education 4 § (25) on SEN target groups;
4. Act XXVI 1998 on the rights of persons with disabilities and promoting equal opportunities in the definition of persons with disabilities;
5. Parliament decree 15/2015. (IV. 7.) on the National Disability Programme (2015–2025);
6. Publication by the Hungarian Province of the Piarist Order on the the identity of their service with regard to the vision of Saint Joseph Calasanz

Employees of the centre have set the following objectives in the organisation's documents and the documentation governing the establishment of the Kílátó Centre:

- Equal opportunities in accessing career counselling, continuing education and labour market services for young people (aged between 12 and 30);
- Preparing students needing special attention and care – including students with special educational needs and young people with disabilities – for independent life and career planning through providing career counselling services;
- Compiling knowledge about all target groups and types of disabilities and utilisation of this knowledge among the target groups in need of career counselling;
- Accompaniment of the learning and further educational processes;
- Improving the work-related identity and skills of those who need it;
- Removing obstacles to career-development caused by disabilities or other environmental factors;
- Encouraging successful transition to employment through individual accompaniment, using the most up to date tools and methodology available and utilising the conserving and strengthening forces of the community;

- Empowering the development of social and community engagement of young people using the services, as well as their parents and families;
- Developing the centre's own knowledge base to serve young people with typical development;
- Establishing cooperation with partner institutions;
- Designing and running projects to develop services out of the regular scope, utilising already existing practices and measuring their impact;
- Active participation in methodological development and research, as well as the education of professionals and organising of events in the field;
- Involving Piarist schools in the career support activities.

3. DEVELOPMENTAL ACTIVITIES RELATED TO THE FOUNDING OF THE KILÁTÓ CENTRE

In the establishment stage in the spring of 2017, as a result of the research and development qualification process, the processes of methodological development and the centre becoming an institution were all classified as research and development activities. A two-year pilot period was commenced, enabling the planning and testing of future services and examining their effectiveness. The author contributed to the planning of the research and development activities, the recruitment of experts and coordinated research, expert meetings and the processes of designing and testing the career diagnostic questionnaires as well as the compilation of the professional protocol.

As a first step, foreign and national research data on career counselling for SEN and other target groups with disabilities was gathered and reviewed, and research hypotheses and plans for involving the target groups were established. Experts contributing to the innovations reviewed relevant policy documentation, earlier research papers, and methodology developed for SEN target groups, and assessed the adaptability of currently existing diagnostic tools, after which they created the hypotheses, planned and scheduled the research activities.

Two major starting points set the course for the professional development strategy. One was a regional assessment (in Pest County where the services would take place), and a national assessment of members of the future target group. The other starting point was the development of the key concepts for the main service areas, based on the above mentioned assessments.

3.1. Assessment results

To be able to thoroughly plan the professional activities of the centre, it was important to map the expectations and opinions of organisations, experts and employers offering career guidance. This is why focus group interviews were conducted in the first phase of the research and development process. Later, members of the target groups (young people, parents and partners) were asked about their preferences for future services to be offered in the centre. Researchers also inquired about their level of satisfaction with the services already available. These results served as a base for the pilot programme.

The primary situation analysis and needs assessment took place with the participation of three groups of experts. The focus group interviews were conducted in June 2017 in the Vác region with a total number of forty participants, of whom twelve were counsellors, nineteen were educators and nine were representatives of respective companies. The central topics of the interviews were identifying the missing service elements and formulating an action plan to manage these shortfalls. Summarising the results of the focus group interviews, the following activities seem to be in the highest demand:

- Increasing the number of professional in the field, providing vocational training, forming expert working groups, appointing SEN coordinators;
- Providing employers with training and educational materials to overcome the lack of information in the areas of SEN and disadvantaged workers;
- Building a parental information system; creating a continuously updated database, listing the professions that can be performed by people with certain kinds of needs or disabilities – sorted by SEN target groups;
- Changing society's attitudes regarding SEN target groups, to ensure a higher level of acceptance (e.g. through media and film appearances);
- Establishing a mentoring system and on-the-go services;
- Finding market gaps and job opportunities in the region, providing part time or full time employment and specialised positions created by dividing and restructuring the multiple scopes of activities;
- Assuming the roles of mediator and coordinator, acting as a liaison between their clients and the employers and also between the actors of the concerned sectors;
- Organising a professional forum for interested employers and representatives to exchange experiences;
- Strengthening the system of career diagnostics and the assessment of professional competences, starting in primary school and continued in secondary school;
- Providing secondary school students and young adults with job trials, student jobs, internships and transit employment;

In the second phase (December 2017), a nationwide survey research was conducted with the participation of the SEN target groups (with regard to students, the parents were also invited). The surveys were filled out in person and six sub-samples were assessed:

1. Primary school students (classes 7 and 8, students with SEN and disabilities);
2. Secondary school students (classes 9 to 13, students with SEN and disabilities);
3. Parents (parents of the primary and secondary school student participants);
4. Young NEET people (young people between the ages 18 and 25, just entering the labour market, neither in employment, education nor training);
5. Currently unemployed people with disabilities (disadvantaged or disabled people, over 25 years of age, currently registered as job seekers);
6. Currently employed people with disabilities.

A total number of 543 people from the six groups took part in the survey. The sample was heterogeneous regarding the type and degree of disadvantages: the largest proportion of the sample comprised people with mobility challenges, concentration deficit disorders, behavioural disorders, visual and hearing impairments, intellectual impairment and certain learning disorders (dyslexia, dysgraphia, and dyscalculia).

Of the entire sample, 42% never used any services in connection with career choice. The greatest percentage of those who did not have any experience with career counselling were those of working age: the NEET sub-group and the employed and unemployed people with disabilities (over 80%). In contrast, the number of those who had never used career counselling was only 3% for SEN students in secondary school and 16% for SEN students in primary school, and 18% of parents remembered not availing of such services. The reasons for not seeking advice from career counsellors were mostly either a lack of knowledge or a low level of motivation.

Based on the results, the most useful services for primary school students would be those directly supporting career choice, involving personal interaction and directly including the respective families in the process. Secondary school students would prefer activities that improve their self-knowledge, independence and decision-making. The difference between the preferences of two age groups is clear: the secondary school students preferred indirect services aimed at improving skills while the primary school students mostly sought direct, personal support. At the same time, half the secondary school students were also open to individual counselling but in their case it was of the utmost importance that the counsellor had a strong professional background. Parents were open to different services in greater numbers than primary school students. Their first choice would be services for improving skills, but individual counselling and practical training would also be in high demand.

3.2. Supporting studies

As the second stage of the research and development process, the expert working group conducted studies in six areas, aiming to review the concepts of service development and utilising the results of the assessments. The experts identified those that would serve as a foundation for future service protocols regarding the three main target groups (primary school students, secondary school students and young adults). Furthermore, the following important guidelines for research and development activities were identified:

1. Adapting tools based on individual characteristics instead of SEN-specificities – SEN-based adaptations might be necessary in some cases and for certain activities, but the starting point for development should always be based on individual and environmental characteristics. In this complex system, SEN status is an important, but not necessarily the most determining factor;
2. Mentoring and accompaniment should be handled separately from the other activities within the range of the career counsellor's competences; a list of criteria should be set to determine whether a mentor and accompanying person should be involved in the development; moreover, creating a representation of the client journey is also appropriate;

3. Testing well-established practices during the pilot period. This way development activities are approached in a complex service frame, integrating social activities and the supportive power of social media in career building, which might also serve as an information base; it is important to involve role models in the information providing process.

The list of supporting studies included the following:

1. Developing the concept of service methodology for primary school students;
2. Developing the concept of service methodology for secondary school students;
3. Developing the concept of service methodology for young people neither in employment, education nor training;
4. Developing the methodology of mentoring and accompaniment;
5. Developing the methodology of career guidance services regarding the content of diagnostics and interventions for all target groups;
6. Preparing a study on the organisational operations and institutional model in relation to the activities aimed at supporting the clients' successful transition to the labour market.

In preparation for the research and development process, there was a networking phase with regional service providers (from Budapest and Pest County), educational institutions, disability organisations and labour market actors. As a result, the Kilitó Centre initiated a partnership with 47 institutions for the pilot period, including 15 schools, where career diagnostic tests, work diagnostics and other services were tested.

4. MAIN OUTCOMES OF THE SERVICE DEVELOPMENT PROCESSES

Based on the outcomes of the primary situation analysis and needs assessment and supporting studies, six main service elements were developed.

As part of the career diagnostic service, self-assessment career guidance surveys for primary and secondary school students and young adults were developed, supplemented with assessments of the young person completed by their parents and professionals working with them (e.g. educators). The surveys were made available in paper and online format, the latter also available in accessible and easy-to-read versions for all target groups (with videos in sign language). As part of the work diagnostic service, methodology for computerised aptitude tests was developed and professional training for using the ErgoScope work simulator and tabletop aptitude testing tools was conducted. With the aid of psychological aptitude testing tools the students received feedback on their skills which may be of help in their studies. As a result of this activity, during the pilot (research and development) period, ergoscopic aptitude testing of 100 young people was conducted, as was aptitude testing of 50 young people with tabletop tools.

Content for individual counselling and group-based career guidance services were developed and these services were tested in the pilot period, besides which disability-specific adaptations of the above services were developed for six disability

types (e.g. Orientation Day). As a first step, syllabuses for the different age groups were created; later, individual aspects were integrated by experts in the fields of respective disabilities. These aspects cover techniques and methods to be used in cases of different disabilities, including unobstructed access of information.

As a result of the content development for services for educators and parents and the testing of these services during the pilot period, the Academy for Parents and Teachers Programme was established. This is a 90-minute interactive, experience-based workshop, containing thought-provoking and awareness-raising elements regarding potential career guidance services for young people with special educational needs. The service plays a significant role in addressing and motivating the supportive environment in order to strengthen the outcomes. 103 participants attended the academy for teachers, and 21 attended the academy for parents.

The methodology of workplace visits and test-workshops was designed in the following fields: computer science, agriculture, hospitality, logistics, engineering and the social sector. These services introduce different tasks and allow participants to try and practice them.

Finally, the development of career information materials produced introductory materials for 30 careers with regional relevance for Pest County, as well as 200 career-descriptions with respect to the characteristics of the SEN target groups. Twenty career-descriptions were also created in an easy-to-read version for young people with intellectual disabilities.

5. DEVELOPMENT OF THE CAREER DIAGNOSTIC SERVICE AND SURVEY RESULTS

As part of the content and methodological development process, career guidance assessment tools for primary and secondary school students and young people with special educational needs were compiled, prepared, tested and assessed for suitability. In his paper on survey design Orosz (2018) highlighted the correspondence between the factors; he also mentioned the differences between the individual sub-samples; furthermore, he discovered relationships between responses of counsellors and parents and responses of student participants. Additionally, he reviewed the aspects of instructions that require special attention and the optimal ways of setting the environment for data collection when working with young people with special educational needs (Goldberg et al., 2013).

5.1. A short introduction to the survey inventory

The survey inventory consisted of two parts, part 'A' and part 'B'. Part 'A' included demographic and other status variables, whereas part 'B' included scales measuring different psychological dimensions. Scales included in the survey inventory measured the following career choice-related dimensions:

1. Recognising strengths and challenges (the respondent's level of ability to recognise their own strengths and areas of improvement in relation to different tasks);

2. Self-efficacy in articulating one's disability (the respondent's level of ability to express their disability);
3. Adapting to changes and perseverance (the respondent's reactions to obstacles);
4. Perceived social support (the level of help and support the respondent can expect from others [in general, from family and friends] when needed);
5. Leading an independent life (the respondent's level of independence in pursuing everyday activities [e.g. transport, running administrative errands]);
6. Goal-setting and planning (the respondent's level of ability to set goals and make plans);
7. Academic motivations (the extent to which the respondent has intrinsic [e.g. gaining knowledge] and extrinsic motivation [e.g. for a reward] to learn);
8. Academic amotivation (the extent to which the respondent is amotivated to learn for different reasons [e.g. finding it boring]);
9. Competences (the respondent's competences in the main areas [personal, social, cognitive and special competences]);
10. Self-efficacy in career decisions (the level of the respondent's ability to successfully make decisions during the processes of career guidance and the career advancement, and pursue the activities pertaining to the decision);
11. Work motivations (the extent to which the respondent has intrinsic [e.g. bringing them joy] and extrinsic motivation [e.g. having a wish to prove themselves] to work hard);
12. Work amotivation (the extent to which the respondent is amotivated to work for different reasons [they are afraid they will not perform well in their job]);
13. Areas of interest (the fit between the respondent's personality and their expectations for the job);
14. Work style (the fit between the respondent's preferences and the material and personal circumstances of the job);
15. Career engagement (the amount of positive steps taken and behaviours shown by the respondent in order to build their career).

The teacher and parent versions of the self-assessment surveys followed the structure of the student versions, hence everyone assessed the exact same 15 dimensions (the ones listed above). The evaluation methodology for all the surveys was created based on the averages and standard deviations (Török, 2017):

- (a) High score: the services are not needed;
- (b) Medium score: services might be needed in the respective area; and
- (c) Low score: services are needed.

Scores were supplemented with written assessments, aiming to determine the content of the personal development plans, make suggestions for services and develop action plans based on the needs emerging from the survey results.

Respondents could also give text responses regarding certain survey dimensions (e.g. strengths and challenges, goals, career interests), which would provide a more detailed profile of the young person and enable qualitative analysis. For example, if a student specified that they would like to become a carpenter, it would be possible for them and the counsellor to assess whether the indicated areas of interest, skills and

work styles were a good fit for the desired profession. If there was a need to review other professions in order to find the best fit for the student's interests and skill set, that would be recorded in their personal development plan.

5.2. Introducing the young people in the sample

The survey was completed by 262 participants (100 female) with special educational needs. Participants were aged between 13 and 30 years, with an average age of 18.47 years (SD = 3.95). 37.4% of the participants (98 persons) were in primary school, 38.5% (101 persons) in secondary school, and 24.0% (63 persons) were young adults neither in employment, education nor training (Török, 2019b). 41.6% of the participants (109 persons) had prior experience of career choice-related services. Young people with the following disabilities and disadvantages participated in the survey research: visual, speech and hearing impairments, physical and intellectual disability, dysgraphia, dyscalculia, dyslexia, behavioural and attention deficit disorders and autistic spectrum disorders (Orosz, 2018).

5.3. Main outcomes of the survey design process

The surveys had appropriate psychometric properties in terms of validity and reliability, hence they were suitable for use in the later phases of the research. Based on the research outcomes, the following pattern of relationship could be observed: goal-setting – self-efficacy in career decisions – career engagement. Through improving skills related to goal-setting – which is the basis for career choice – mental associations for goals become stronger, resulting in higher levels of motivation and better long-term performance (Oettingen and Gollwitzer, 2010). While pursuing goals, the area-specific self-efficacy of the students becomes stronger, leading to more adaptive behaviours and stronger career engagement.

Self-efficacy in career decisions is a sensitive indicator of career-related opinions and the probability of future steps, and is a good predictor of the necessity of career counselling. The level of self-efficacy in career decisions is connected to the behavioural factors of adaptability to educational and work environments, and a growing level of self-efficacy strengthens career engagement. Enhancing the level of self-efficacy in the career decisions of young people will have a great positive impact on academic performance, positive self-efficacy expectations and the proactive discovery of their life goals (Török, 2017).

Even if young people have a clear vision of their career choice, they are often less informed on how to attain it. This is why goal-setting plays an important role in predicting whether the growth in self-efficacy in career decisions would become manifest in tangible behaviour. Clear and specific objectives are more likely to lead to effective behaviour through self-efficacy. Those young people who make career-related decisions with self-confidence are more likely to set goals for themselves, and hence are more likely to make plans and discover career opportunities (Török, 2017). Materialisation of behavioural indicators can be measured through career engagement, indicated by the frequency of observable behaviours.

5.4. Conclusions and potential opportunities for practical use

In conclusion, the survey results show that in the case of groups in which self-assessment methods were effective, the introduced tools were able to provide a complete diagnostic view on career planning directions for young people with special educational needs:

- a) The chosen psychological constructs (15 dimensions) proved to be appropriate and informative regarding the career guidance of students;
- b) The chosen methods were effective in helping determine the focal points of counselling and consultations for each student;
- c) Surveys may be used with participants having most types of special educational needs, optimised for three age groups (ages 13–14, between the ages of 15 and 18, and young adults aged between 18 and 30);
- d) The tools are appropriate for conducting 360 degree assessments, besides collecting the opinions of parents and professionals working with the young persons;
- e) The final survey inventory is appropriate for use in multiple consequent assessments to determine important changes regarding the career orientation of young people, as well as the rate and pace of their improvement (Orosz, 2018).

6. IMPACT ASSESSMENT OF SERVICES

During the pilot period, self-assessment diagnostics for 262 young persons were conducted (with the participation of 54 parents and 88 educators), as well as the computerised aptitude testing of 100 young persons. Furthermore, the following services were provided: workshops for 48 participants, individual counselling for 11 participants, workplace visits for 7 participants and accompaniment for 11 participants.

Throughout the pilot period the Kilitó Centre examined the individual development of student participants with special educational needs that might have been induced by the services in the respective fields (positive adaptability to change, challenges in adaptation, perseverance, social support, support from the family, support from friends, or self-efficacy in career decisions and career engagement). The aim of individual and group counselling was to provide information tailored to the respective age group and type of special educational need, and to enhance positive attitude and self-efficacy. Both individual and group counselling sessions lasted 90 minutes.

Participants completed the scales before and after receiving the services. A total number of 41 young people (20 females) with special educational needs participated in the impact assessment. Participants were aged between 13 and 26 years, with an average of 17.20 years ($SD = 3.10$). 43.9% of the participants (18 persons) were primary school students, 51.2% (21 persons) were secondary school students and 4.9% (2 persons) were young adults neither in employment, education nor training. 53.7% of the participants (22 persons) had prior experience of career choice-related services. Three persons took part in individual counselling, 37 persons attended group counselling and one was in a job trial. Young people with the following disabilities and

disadvantages participated in the intervention: visual, speech and hearing impairments, physical and intellectual disability, dysgraphia, dyscalculia, dyslexia, behavioural and attention deficit disorders and autistic spectrum disorders.

During the impact assessment researchers compared the results of the participants on the bases of the following factors: positive adaptability to change, challenges in adaptation, perseverance, social support, support from the family, support from friends, self-efficacy in career decisions and career engagement. There was a significant rise in the level of self-efficacy in career decisions between the results of the pre-test and the post-test ($t(39) = -2.67, p = 0.011$), while no significant changes could be observed regarding the other assessed factors.

The results relating to self-efficacy in career decisions correspond with the content used in career counselling workshops, since there was a strong emphasis on this topic. Areas of self-efficacy – including self-efficacy in career decisions – are central elements in the system of career-management dimensions. Self-efficacy in career decisions plays a key role in behaviours related to career-building, and can be improved even in short interventions that utilise the power of various forms of self-efficacy information (e.g. learning from one's own success or the achievements of other people). The workshops at the Kílátó Centre use these methodologies (Török, 2019a).

7. INSTITUTIONAL PROFESSIONAL PROTOCOL

In the last phase of the development (in the summer of 2018), the institutional professional protocol and the activity-based description of the service process were finalised. The professional protocol summarises the main guidelines and tasks, including the role of the Kílátó Centre within the Piarist institutional system. The activity-based description addresses current definitions of career-planning and characteristics of target groups with special needs; in addition it introduces clientele with special educational needs and provides a detailed presentation of the institution's services in an activity matrix, organised by target groups. The matrix summarises the goals, process, outcomes and criteria of each service. The services are defined by the following activities:

1. Networking (obtaining information, contacting the target group);
2. Providing information (briefing on service content, contact);
3. Assessment of the situation and needs;
4. Complex diagnostics (diagnostics, skill- and aptitude-testing, and career guidance assessment);
5. Career guidance services (personal action planning, providing career information, individual and group consultation and counselling, job trials, and test-workshops);
6. Accompaniment: a professional relationship that supports personal and professional development through shaping the individual's attitudes, competences and personality;
7. Clearing of vacancies: individualised job opportunity mapping and placement;
8. Background activities related to the services.

The respective service units were described regarding each activity (19 activities in total), as well as the required methodology, resources (of staff and equipment), technology and time conditions, the administrative system and anticipated outcomes of the respective service (Galambos et al, 2018).

The activity-matrix provides help in planning, organising and executing each of the service activities, as well as setting the quality criteria in order to provide the client with the best possible service regardless of the location, time or provider (Török, 2019a).

8. THE CURRENT SITUATION OF THE KILÁTÓ PIARIST CENTRE

The mission of the Kilátó Piarist Centre is to support the career-planning of students and young people with a need for special individual attention, to conduct research in order to promote the development of their capacities in an educational setting, and to help their transition to employment through an individually accompanied process, using the most up-to-date evidence-based tools and methods, and utilising the conserving and strengthening forces of the community.

To achieve this, the centre provides career-enhancing services for both individuals and groups to help them make successful career-decisions and improve competences, thus promoting a successful career. Furthermore, the centre aims to establish and operate an inspiring, inclusive and accepting social space that contributes to professional dialogue and cooperation, while also providing a space for innovation and creativity by engaging all actors in the career-planning process in community experiences. Through its career-based research and development activities, by engaging students and young people with a need for special individual attention, and empowering the innovation by the professionals working with these young people, the Kilátó Piarist Centre will become a strong methodological centre (Katona, 2020).

From 2020 onwards, the fully renovated and accessible building of the old Franciscan Monastery of Vác will be home to the Kilátó Piarist Centre. Plans for utilising the garden attached to the centre have also been developed. The primary purpose of the garden is to create a space for outdoor activities, supplementing the professional activities taking place indoors. For example, in some areas, gardening and park maintenance tasks can be demonstrated or practiced; also, other areas can be used for certain elements of sensitisation programmes.

During the pilot period, between January 2019 and May 2020, the Kilátó Centre helped nearly 400 young people with their career-planning, while also building strategic partnerships with educational and service institutions in Pest County. The centre provided services to students of 19 institutions throughout this period.

Besides the individual and group versions of self-assessment career diagnostic services, the diagnostic tools for assessing work competences are appropriate for measuring and improving professional, vocational and job-related competences. The tools used for aptitude tests are able to assess fine motor skills, sensory and motor performance and several cognitive, individual and social competences.

Activities of the centre also include career-planning for local youth and supporting the career guidance services of the Piarist institutions.

Accompaniment is of central importance among the centre's activities. Through the process of personal attendance the Kilátó Centre's goal is to make the young people feel personally respected, and offers every possible tool to aid their educational, psychological and emotional, social and spiritual advancement. The Piarist concept of human nature shines through this mindset, as professionals in the centre regard the students as wholesome individuals – and as such, they experience constant and continuous change and improvement, and have a responsibility for this process.

The centre contributes to content development for career-planning, both as a curricular and extra-curricular activity, developing materials and organising career-planning sessions and programmes (guidance day, camps and creative workshops).

The centre has created sensitisation programmes for four areas of disability and for three age groups (primary school students, secondary school students and college students). From a variety of services offered to employers, the centre has launched the sensitisation programme first, to prepare the admittance of young people with disabilities and recognise their achievements. At the same time, these programmes also became available to educational institutions.

The centre has developed an educational programme for teachers who wish to play an active role in career-planning in the near future.

The Kilátó Centre conducts its scientific research in cooperation with university research laboratories. Among these partners are the ELTE Bárczi Gusztáv Faculty of Special Needs Education, the ELTE Faculty of Education and Psychology and the ELTE Faculty of Primary and Pre-school Education, with whom the centre collaborates on research and other service development programmes in order to improve the career-related competences of young people. The Kilátó Centre provides thesis research opportunities for ELTE students and doctoral students and will also start to admit students for professional internships. Furthermore, the mentioned institutions support the development and realisation of one another's training (e.g. mentor training).

Since April 2019, the ELTE Faculty of Education and Psychology has participated in the resumption of vocational training in Göd, and is the professional lead of the guidance training, contributing – with the Pious Vocational School, Secondary School and College and the Kilátó Centre – to the development of a vocational training programme in Hungary. The cornerstones of this joint initiative are the following: launching research projects both in Hungary and abroad, shaping the educational background of the career guidance training. One of the most important aspects of this programme was the development of the career-module for the guidance class that was launched in the vocational institutions two years ago, as well as participation in running the programme and monitoring its effectiveness.

The purpose of the cooperation agreement with the ELTE Bárczi Gusztáv Faculty of Special Needs Education signed in July 2019 were – among others – starting joint research and educational projects, and providing career-planning services to young people with disabilities. Furthermore, the faculty creates the conditions for the professional monitoring system and the steps of the quality assurance process at the Kilátó Centre, besides providing constant monitoring in accordance with the jointly set goals and methods of quality assurance. The quality assurance of services at the Kilátó Centre is ensured by a group of specialists delegated by the ELTE Bárczi Gusztáv Faculty of Special Needs Education – as requested by the Foundation for Improving Special Needs Education (Gyógypedagógia Fejlesztéséért Alapítvány) –

in cooperation with employees of the Kílátó Centre. Their focus is to provide equal opportunities for service users and adapt these services to different types of special needs, following the principle of ‘Nothing about us without us’.

SUMMARY OF THE RESEARCH AND DEVELOPMENT PROCESS

The data and experience compiled throughout the pilot period has served as a starting point for building the services, and future innovation will be based on continuous data gathering.

By means of this development a thorough, easy-to-access, evidence-based methodology has been created, which aims to support the career-building and employability of students and young adults with special educational needs; furthermore, it contributes to the social inclusion and transition to employment of young people with special needs (visual and hearing impairments, physical and intellectual disability, psychological developmental disorders and hyperactivity disorders) through easy, personalised access to related services.

The developed services and methodology put a special emphasis on accompaniment, as well as improving competences that contribute to the career-planning and career-building processes in the long run, rather than supporting one-off decision making. Services also include engaging the supportive communities, with a special focus on cooperating with the families throughout the service process.

ACKNOWLEDGEMENT

The publication is written in accordance with the document of SZASZIF / 90-4 / 2020-ITM_SZERZ, with the support of the Ministry of Innovation and Technology.

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As SEAMUS HEGARTY ELABORATED: 'IN AN IDEAL WORLD THERE WOULD BE NO SPECIAL SCHOOLS SINCE EVERY CHILD WOULD RECEIVE AN APPROPRIATE EDUCATION IN A LOCAL COMMUNITY SCHOOL. NO COUNTRY IS NEAR ACHIEVING THAT GOAL, APART PERHAPS FROM ITALY, AND IT HAS TO BE ASSUMED THAT SPECIAL SCHOOLS WILL FEATURE ON THE MAP OF SPECIAL EDUCATION FOR SOME TIME TO COME. BUT THAT DOES NOT MEAN THEY CAN CONTINUE UNCHANGED. SPECIAL SCHOOLS HAVE MANY ADVANTAGES — CONCENTRATION OF EXPERTISE IN TEACHING PUPILS WITH VARIOUS DISABILITIES, MODIFIED CURRICULA AND PROGRAMMES OF WORK, ADAPTED BUILDINGS AND EQUIPMENT, TRAINING OPPORTUNITIES FOR STAFF, AND LINKS WITH LOCAL EMPLOYERS AND POST-SCHOOL TRAINING AGENCIES. THESE ARE THE VERY THINGS WHOSE ABSENCE FROM ORDINARY SCHOOLS MAKES THEM INEFFECTUAL IN EDUCATING PUPILS WITH DISABILITIES. THE CHALLENGE TO SPECIAL SCHOOLS THEN IS TO FIND WAYS OF SHARING THEIR EXPERTISE AND RESOURCES, AND OF EMBEDDING THEM IN A WIDER EDUCATIONAL CONTEXT. SOME SPECIAL SCHOOLS HAVE ALREADY BEGUN TO DEVELOP OUTREACH PROGRAMMES. THIS CAN ENTAIL SETTING UP WORKING LINKS WITH NEIGHBOURHOOD ORDINARY SCHOOLS WHERE STAFF AND PUPILS ARE SHARED.'

'SOME SPECIAL SCHOOLS ACT AS RESOURCE CENTRES, PROVIDING INFORMATION AND CONSULTANCY TO LOCAL SCHOOLS, ORGANIZING SUPPORT SERVICES FOR FAMILIES AND CONTRIBUTING TO IN-SERVICE TRAINING ACTIVITIES. DISCHARGING THESE FUNCTIONS SUCCESSFULLY REQUIRES CONSIDERABLE CHANGES WITHIN SPECIAL SCHOOL STAFF. NEW SKILLS MUST BE DEVELOPED AND NEW ATTITUDES FOSTERED. TRANSMITTING A SKILL TO OTHERS IS NOT THE SAME AS EXERCISING IT ONESELF, AND OPERATING ACROSS SEVERAL SCHOOLS OR IN THE COMMUNITY IS VERY DIFFERENT FROM WORKING IN THE CLOSED CONFINES OF A SINGLE SPECIAL SCHOOL.'

'THE MOST IMPORTANT CHANGES REQUIRED ARE ATTITUDINAL: STAFF WHO ARE JEALOUS OF THEIR AUTONOMY AND INTENT ON MAINTAINING LINES OF PROFESSIONAL DEMARCATION WILL NOT SET UP EFFECTIVE COLLABORATION. THERE MUST BE A WILLINGNESS TO MOVE BEYOND EXISTING INSTITUTIONAL BASES AND ANY STATUS THAT MAY GO WITH THEM, AND

TO WORK CO-OPERATIVELY IN WHATEVER NEW STRUCTURES MAY BE ADVISED. THE UPSHOT OF ALL THIS IS THAT SPECIAL SCHOOLS OF THE FUTURE COULD BE VERY DIFFERENT FROM NOW. EMPHASIS WOULD MOVE AWAY FROM EDUCATING LIMITED NUMBERS OF PUPILS IN RELATIVE ISOLATION TOWARDS ACTING AS RESOURCE CENTRES. THE LATTER COULD ENCOMPASS CURRICULUM DEVELOPMENT, IN-SERVICE TRAINING, THE COLLECTION AND EVALUATION OF EQUIPMENT AND COMPUTER SOFTWARE, AND SPECIALIST ASSESSMENT, AS WELL AS ADVICE AND CONSULTATION ON ALL MATTERS RELATING TO THE EDUCATION OF PUPILS WITH DISABILITIES. THESE RESOURCE-CENTRE FUNCTIONS ARE IMPORTANT IN IMPROVING THE STANDARD OF SPECIAL EDUCATIONAL PROVISION REGARDLESS OF WHERE IT IS PROVIDED. BY CAPITALIZING ON AVAILABLE EXPERIENCE AND ESTABLISHING A BANK OF INFORMATION, MATERIALS AND EXPERTISE, THIS OFFERS A POWERFUL MODEL FOR MAKING BEST USE OF FREQUENTLY LIMITED RESOURCES. IF SPECIAL SCHOOLS HAVE TO MAKE CHANGES, ORDINARY SCHOOLS HAVE TO UNDERGO REVOLUTION. ORDINARY SCHOOLS HAVE GENERALLY FAILED PUPILS WITH DISABILITIES AND MAJOR SCHOOL REFORM IS NECESSARY BEFORE THEY CAN MAKE ADEQUATE PROVISION FOR THEM.'

'THIS REFORM MUST OPERATE AT TWO LEVELS: THE ACADEMIC ORGANIZATION AND CURRICULUM PROVISION OF THE SCHOOL AND THE PROFESSIONAL DEVELOPMENT OF STAFF. THE FORMER REQUIRES RETHINKING THE WAYS IN WHICH PUPILS ARE GROUPED FOR TEACHING PURPOSES, THE ARRANGEMENTS THAT SCHOOLS CAN MAKE FOR SUPPLEMENTARY TEACHING AND THE MODIFICATIONS TO THE MAINSTREAM CURRICULUM THAT TEACHERS CAN MAKE SO AS TO GIVE PUPILS WITH DISABILITIES ACCESS TO IT. ALL OF THIS FORCES MAJOR CHANGES IN TEACHER BEHAVIOUR. ATTITUDES, KNOWLEDGE AND SKILLS MUST ALL BE DEVELOPED TO CREATE AND SUSTAIN A NEW KIND OF SCHOOL WHERE THOSE PREVIOUSLY DISENFRANCHISED ARE GIVEN AN EQUAL SAY AND NARROW CONCEPTS OF NORMALITY ARE DISCARDED.' (HEGARTY, 1994, 16). HEGARTY CONTINUES: 'PREPARING PUPILS WITH DISABILITIES FOR ADULT LIFE IS A PARTICULAR CHALLENGE FOR ORDINARY SCHOOLS THAT RUN INTEGRATION PROGRAMMES. MANY SPECIAL SCHOOLS HAVE DEVOTED GREAT EFFORTS TO THIS AREA AND HAVE WELL-ESTABLISHED LEAVERS' COURSES. THEY ALSO BENEFIT FROM THE GREATER CONTROL THEY CAN EXERCISE OVER PUPILS' ENVIRONMENTS AND EXPOSURE TO THE OUTSIDE WORLD. ORDINARY SCHOOL STAFF HAVE TO FIND WAYS OF ENSURING THAT PUPILS DO NOT MISS OUT ON THE SYSTEMATIC PREPARATION THEY WOULD RECEIVE IN A GOOD SPECIAL SCHOOL, AND THEY MUST OFTEN DO SO WITH FEWER RESOURCES AND IN CONTEXTS THAT ALLOW FOR LESS CONTROL.' (HEGARTY, 1994, 45)

THE DEBATE PERSISTS AND HAS GAINED NEW IMPETUS FUELLED BY THE CONTROVERSIAL FINDINGS OF FOLLOW-UP RESEARCH CONDUCTED ON CURRENT EXPERIENCE OF INTEGRATION IN SCHOOLS. A UNICEF INNOCENTI INSIGHT STUDY OF 2005 HIGHLIGHTS THE SITUATION IN CEE/CIS COUNTRIES AND THE BALTIC STATES: 'THE EDUCATION DEBATE IS STILL VERY ACTIVE. THERE ARE ARGUMENTS THAT INTEGRATION OF CHILDREN WITH DISABILITIES INTO MAINSTREAM CLASSROOMS CAN BE A DRAWBACK FOR SOME STUDENTS, BOTH DISABLED AND NON-DISABLED PERSONS. THAT MAY BE A QUESTION OF ADEQUATE RESOURCES — A PERSISTENT AND IMPORTANT ISSUE. THERE IS A CASE IN THE CEE/CIS REGION FOR LINKING SPECIAL EDUCATION SCHOOLS WITH LOCAL MAINSTREAM SCHOOLS TO HELP TO BREAK DOWN THE TRADITION OF SEGREGATION.'

'IN SOME WESTERN COUNTRIES, THERE IS A TREND TO CO-LOCATE SPECIAL SCHOOLS ON THE SAME SITE AS MAINSTREAM SCHOOLS IN THE BELIEF IT PROVIDES THE 'BEST OF BOTH WORLDS'. SERIOUS EFFORTS TOWARDS INTEGRATION ARE BEING MADE IN SOME COUNTRIES, NOTABLY BULGARIA, HUNGARY, ROMANIA AND MACEDONIA.

'WHERE INTEGRATION HAS OCCURRED, IT IS LARGELY ACCOMPLISHED BY BEING AT THE SAME LOCATION AS AND/OR MIXING WITH MAINSTREAM STUDENTS, RATHER THAN INTEGRATED OR INCLUSIVE CLASSROOMS. CURRICULAR INTEGRATION, WHERE CHILDREN WITH DISABILITIES LEARN TOGETHER IN THE SAME CLASSROOMS WITH THE GENERAL STUDENT POPULATION, IS STILL SELDOM SEEN IN THE REGION — AND WHERE IT IS, IT IS OFTEN UNPLANNED AND, THEREFORE, UNSUPPORTED. IN ALBANIA IN 1996, AS THE COUNTRY REPORT NOTES, FOR THE FIRST TIME 'THE INTEGRATION OF PUPILS WITH DISABILITY IN REGULAR SCHOOL' BECAME A DECLARED POLICY GOAL — ALTHOUGH THE DETAILS OF HOW TO DO THIS WERE NOT SPECIFIED. A RECENT SURVEY BY THE ALBANIAN DISABILITY RIGHTS FOUNDATION FOUND THAT THE INTEGRATION OF CHILDREN WITH DISABILITIES WAS QUITE LIMITED AND DONE LARGELY IN RESPONSE TO PRESSURE FROM PARENTS OF CHILDREN WITH MODERATE DISABILITIES. IN HUNGARY, WHERE THE SPECIAL SCHOOL SYSTEM WAS RETAINED, ENROLMENT OF CHILDREN WITH

DISABILITIES IN MAINSTREAM SCHOOLS STARTED SPONTANEOUSLY IN THE MID-1990S. HOWEVER, SCHOOLS 'DID NOT HAVE THE TECHNICAL, PEDAGOGICAL AND CONCEPTUAL CONDITIONS NECESSARY FOR THE INTEGRATED EDUCATION' OF CHILDREN WITH DISABILITIES.

'THE RESISTANCE OF ATTITUDES AGAINST THE INTEGRATION OF CHILDREN WITH DISABILITIES IN MAINSTREAM SCHOOLS CANNOT BE UNDERESTIMATED. IN ECHOES OF THE 'CHARITY' TREATMENT OF CHILDREN WITH DISABILITIES, PARENTS AND OTHERS MAY SUPPORT INTEGRATION ONLY CONDITIONALLY, E.G., THE PROVISIO THAT INCLUDING CHILDREN WITH DISABILITIES IN A REGULAR CLASSROOM DOES NOT DETRACT RESOURCES FROM NON-DISABLED STUDENTS. ADDITIONALLY, THERE IS SUBSTANTIAL PASSIVE RESISTANCE INCUMBENT IN EXISTING EDUCATION SYSTEMS AND OTHER SOCIAL SERVICES.' (UNICEF, 2005, 20).

IN THE LITERATURE WE CAN FIND SEVERAL EXAMPLES: 'ALTHOUGH PARENTS WERE HAPPY WITH THE PROGRESS OF THEIR CHILD AT THE SCHOOL, THEY WERE DISAPPOINTED ABOUT SOCIAL OUTCOMES. THIS WAS IN PART DUE TO THE FACT THAT MANY CHILDREN WITH DISABILITIES CAME BY BUS FROM OUT OF CATCHMENT: THEY HAD TO MAKE A NEW FRIENDSHIP BASE, AND AN OPPORTUNITY FOR CARRYING IT ON OUT OF SCHOOL HOURS.' (AVRAMIDIS, BAYLISS & BURDEN, 2002, 150)

THE UNICEF STUDY CONTINUES WITH A QUOTE FROM THE LITHUANIA COUNTRY REPORT OF 2002: 'POLICY, LAW AND PRACTICE HAVE BEEN LINKED IN LITHUANIA TO MAKE STRONG PROGRESS IN MEETING SPECIAL NEEDS EDUCATION. THE 1991 LAW ON EDUCATION RECOGNIZED THE RIGHT OF CHILDREN WITH SPECIAL NEEDS TO BE EDUCATED IN SCHOOLS CLOSEST TO HOME. SINCE 1991 SCHOOLS STARTED USING MORE RESTRICTIVE CRITERIA FOR ACCEPTING CHILDREN INTO SPECIAL SCHOOLS — A CRUCIAL GATEKEEPING FUNCTION. AMENDMENTS IN 1998 SAVED THE DEFINITIONS OF THE ROLE OF PEDAGOGICAL-PSYCHOLOGICAL SERVICES IN ASSESSING SPECIAL EDUCATION NEEDS AND GAVE PARENTS AND CHILDREN THE RIGHT TO CHOOSE THE FORM AND PLACE OF EDUCATION. THE LAW STRESSES INTEGRATED EDUCATION AND THE RIGHT OF PERSONS, EVEN THOSE WITH COMPLEX OR SEVERE DISABILITIES, TO BE EDUCATED.' THE UNICEF STUDY THEN REFERS TO STAFFING ISSUES: 'THE LACK OF TEACHERS WHO ARE ADEQUATELY TRAINED TO WORK WITH CHILDREN WITH LEARNING

