



HOMESCHOOLING IN THE TEACHERS' OPINION. STRENGTHS AND WEAKNESSES IN INTERCULTURAL RESEARCH

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Key words: homeschooling, education, teacher, parent, pupil with special need

Introduction

The aim of homeschooling is to help children learn the core curriculum for a given stage of school education. Such teaching is designed for the students whose health condition makes it impossible or significantly hinders attending school or kindergarten. According to recent statistics, the percentage of children and young people whose parents apply for this form of education is constantly increasing. This phenomenon is clearly international. As a result, many initiatives are created that involve various environments to improve the quality of home education. One of them is the international Seshome project under the Erasmus + program, whose main goal is to support disabled students at the age of 6-10 in learning at home via research, needs

analysis and training programs. The coordinator of the project is a secondary vocational school in Turkey (Kemal Yurtbilir Special Education), while the other partners are: Altındag Centre of Research and Guidance (Turkey), Tüm Association - Special Education and Rehabilitation Centers (Turkey), Dost Center for Special Education and Rehabilitation (Turkey), University of Maribor (Slovenia), University of Economics and Innovation in Lublin - WSEI (Poland) and Polo Europeo Della Conoscenza (Italy). Achieving the project goal involves, first and foremost, developing methodical and substantive support for teachers and parents of students with disabilities taking part in homeschooling. The initial stage of its



implementation was the analysis of the current situation of homeschooling in particular countries, characteristics of needs, requirements and expectations. Therefore, research was undertaken to present the issue of homeschooling from the point of view of teachers and parents of children involved in this form of education. This article presents the issue of homeschooling from the perspective of a group of teachers from SESHOMÉ partner countries.

On homeschooling in Turkey, Slovenia, Poland and Italy

The right of children and young people with disabilities to education is now recognized internationally in legislation inspired by the Universal Declaration of Human Rights. International human rights conventions recognize the right to education without any discrimination, including disability, in addition to any form of individual diversity. The obligation to guarantee everyone's right to education lies with the school. Its duty to enable education to develop basic skills, to facilitate students' integration into their own area and to become a wealth for the whole community. If, due to disability (permanent or temporary), pupils cannot attend school, it is necessary to develop intervention programs taking into account the social

context; at home, in a hospital or other care and education institution.

That is why in each of the partner countries there are similar legal regulations ensuring the availability of homeschooling for students with various dysfunctions hindering mass education. Despite the cultural specificity of partner countries, there are some common phenomena when it comes to homeschooling. The number of students using home schooling is increasing. Of course, it is difficult to refer to specific figures here, because they - due to the large disproportion in the size of the population living in partner countries (even between Turkey and Slovenia) - will not always reflect the scale of the phenomenon.

Of course, the regulations, which guarantee the possibility of such education for children and young people with special needs are obvious. In all countries this regulations include children with disabilities of hearing, sight, movement, including aphasia, with intellectual disability, autism, including Asperger syndrome, and coupled disability. In Poland, this possibility also covers children at risk of social maladjustment.

In all of these countries there is an obligation to properly diagnose the abilities of the child's needs for homeschooling, prepare an individual curriculum, evaluate and verify it during implementation. Close cooperation with the student's family



members is also important. Broadly understood homeschooling also assumes the possibility of using psychological, pedagogical and medical support not only for the students themselves, but also for the immediate family (see also Appendix 1).

The laws of the partner countries also strongly emphasize the fact that - in addition to educational activities that must take place outside of school - it is important to create as many situations as possible to enable these students to integrate with their peers and the closest social environment. It also refers to inclusive education as an alternative or supplement to homeschooling at home

Presentation of own research results

The research was carried out in partner countries (Turkey, Poland, Slovenia and Italy) between April and June 2019.

The original questionnaire (Appendix 2) was prepared by a team of international experts in English and then translated into the national languages of all project partners. It addresses the economic, social and psychological issues of children and parents, as well as regulations regarding people with disabilities in individual countries, their rights and expectations related to additional facilities, educational problems as well as the requirements and needs for better implementation of teaching at home.

Research group

The survey was attended by 116 teachers, the vast majority of whom were women. The detailed characteristics of the group with regard to the gender of the persons surveyed in each country are presented in Table 1.

Table 1. Number (n) and structural percentage (%) of the respondents according to the answer about their gender

Gender	Italy		Poland		Slovenia		Turkey	
	n	%	n	%	n	%	n	%
Female	27	97	40	83	10	91	20	69
Male	1	3	8	17	1	9	9	31
Total:	28	100	48	100	11	100	29	100

Taking into account the age of the teachers surveyed, people in average adulthood usually dominated - from 36 to

55 years old (Table 2). A small percentage were young and definitely older teachers.

Table 2. Number (n) and structural percentage (%) of the respondents according to the answer about their age

Age	Italy		Poland		Slovenia		Turkey	
	n	%	n	%	n	%	n	%



25-35	1	4	4	8	2	18	4	14
36-45	10	36	24	50	5	45	9	31
46-55	11	39	20	42	3	27	15	52
56-65	6	21	0	0	1	9	1	3

Considering the pedagogical preparation of teachers, significant differences can be observed from country to country (Table 3). The most numerous group were teachers of primary education

(especially in Poland) and special education (Slovenia), followed by basic school subjects such as mathematics, foreign languages and support of the main teacher.

Table 3. Number (n) and structural percentage (%) of the respondents according to the answer about their branch

Branch	Italy		Poland		Slovenia		Turkey	
	n	%	n	%	n	%	n	%
High school	8	29	-	-	-	-	-	-
Educational Sciences (Pedagogy)	12	43	48	10	1	9	-	-
Science and technology	3	11	-	-	-	-	-	-
Liberal arts	1	3	-	-	-	-	2	9
Support teacher	3	11	-	-	-	-	-	-
Psychology	1	3	-	-	-	-	-	-
Special education	-	-	-	-	9	45	-	-
Foreign Language	-	-	-	-	2	18	7	24
Art	-	-	-	-	1	9	-	-
Primary School	-	-	-	-	2	18	6	21
Maths	-	-	-	-	-	-	9	30
Other	-	-	-	-	-	-	5	17

In the case of Italy, Poland and Slovenia, the vast majority of teachers surveyed had a master's degree and in the

case of Turkey a bachelor's degree (Table 4).

Table 4. Number (n) and structural percentage (%) of the respondents according to the answer about their educational level

Educational level	Italy		Poland		Slovenia		Turkey	
	n	%	n	%	n	%	n	%
Licence	8	29	0	0	0	0	24	82,8
Master degree	20	71	46	96	11	100	5	17,2
PhD degree	0	0	2	4	0	0	0	0

The largest proportion of Turkish teachers (about 79%) also had relatively short experience in homeschooling (under 1 year). Among teachers from Poland and Slovenia, those with experience

between 3 and 10 years of teaching dominated. Italian teachers are among the most experienced; 50% had more than 10 years of homeschooling experience.



Table 5. Number (n) and structural percentage (%) of the respondents according to the answer about their total experience at home schooling

Total experience at home schooling	Italy		Poland		Slovenia		Turkey	
	n	%	n	%	n	%	n	%
less than 1 year	5	18	4	8	5	45	23	79,3
3-5 years	2	7	29	61	4	36	1	3,4
6-10 years	7	25	11	23	2	19	2	6,9
10+ years	14	50	4	8	0	0	3	10,3

The data also shows that Italian teachers had contact with the highest number of students during homeschooling (more than 80% of the teachers surveyed

were teaching more than 10 students; Table 6). In the rest of the countries, almost all surveyed taught less than 10 pupils.

Table 6. Number (f) and structural percentage (f) of the respondents according to the answer about the total number of students they ever trained at home

The total number of students you have ever trained home	Italy		Poland		Slovenia		Turkey	
	n	%	n	%	n	%	n	%
Less than 10	4	14	41	85	11	100	28	97
Between 10-20	17	61	5	11	0	0	1	3
Between 21-40	6	21	2	4	0	0	0	0
More than 40	1	4	0	0	0	0	0	0

Table 7 contains the characteristics of the examined group, including subjects taught in homeschooling. Since this concerned mainly primary school teachers,

national languages, mathematics and natural sciences were among the leading subjects.

Table 7. Number (n) and structural percentage (%) of the respondents according to the answer about their course/courses at home schooling

Courses at home schooling	Italy		Poland		Slovenia		Turkey	
	n	%	n	%	n	%	n	%
Turkish – Literature / Mother tongue (L1)	22	78.5	40	83	8	73	15	52
Mathematics	23	82.1	32	67	8	73	15	52
Life science	11	39.2	40	83	0	0	10	35
Science and Technology	16	57.1	0	0	7	64	8	28
Social Studies	9	32.1	32	67	8	73	-	-
Foreign Language	-	-	-	-	-	-	3	11
Other	10	35.7	12	25	3	27	10	35

Specificity of homeschooling in the project partner countries

Certainly, in order to better understand teachers' opinions on homeschooling in different countries, it is



necessary to look at the specifics of the situation in which it takes place. As the results of the research show, the model of homeschooling in Italy and Turkey is slightly different from that of the other partner countries. As many as 86% of

Italians and 62% of Turkish teachers indicated that they have a teacher supporting homeschooling (Table 8). In Poland and Slovenia, in most cases there is no such teacher.

Table 8. Number (n) and structural percentage (%) of the respondents according to the answer if another teacher serves them in the student's home education process

Another teacher	Italy		Poland		Slovenia		Turkey	
	n	%	n	%	n	%	n	%
Yes	24	86	12	25	4	36	18	62
No	4	14	36	75	7	64	10	35
I don't know	0	0	0	0	0	0	1	3

In the case of Italy and Poland, almost half of the teachers claim that the situation (environment) in which teaching takes place does not meet the expected

requirements (Table 9). Turks and Slovenians, on the other hand, are definitely satisfied with the conditions in which teaching takes place in their countries.

Table 9. Number (n) and structural percentage (%) of the respondents according to the answer if the training environment is suitable for training activities

The training environment	Italy		Poland		Slovenia		Turkey	
	n	%	n	%	n	%	n	%
Yes	15	54	24	50	10	91	29	100
No	13	46	24	50	1	9	0	0

Italian, Polish and Turkish teachers generally claim that the classes take place

according to the schedule (Table 10). This is partly shared by the Slovenians.

Table 10. Number (f) and structural percentage (f) of the respondents according to the answer if the training activities are planned in accordance to the curriculum

The training activities ...	Italy		Poland		Slovenia		Turkey	
	n	%	n	%	n	%	n	%
Yes	21	75	40	83	2	18	24	82,8
No	1	4	0	0	1	9	1	3,4
Partly	6	21	8	17	8	73	4	13,8

As far as the individual curriculum for students is concerned, there is a high degree of consensus in all countries on the

preparation of an individual curriculum (Table 11).



Table 11. Number (f) and structural percentage (f %) of the respondents according to the answer if the Individualized Education Program (IEP) has been prepared

Individualized Education Program	Italy		Poland		Slovenia		Turkey	
	n	%	n	%	n	%	n	%
Yes	17	61	32	67	8	73	21	72,4
No	3	11	8	17	0	0	7	24,1
Partly	8	28	8	17	3	27	1	3,4

An important thing in homeschooling is the availability of appropriate educational materials, their quality and usability (Table 12). In Italy, Poland and Slovenia, the issue of appropriate educational materials adapted to teaching requirements is a significant problem. This concerns the issue of accessibility (especially in Italy and Poland) and coordination with the homeschooling

plan. Moreover, Italian teachers note the difficult economic situation of families who cannot always afford to provide adequate educational resources. For most teachers, the care and attention of families to their existing school materials was relatively positive. In all these aspects, the situation of homeschooling in Turkey is very positive, according to the teachers surveyed.

Table 12. Number (n) and structural percentage (%) of the respondents according to the answer if they are having problems with the study materials (books, notebooks, course material) during the training

problems with the study materials	Italy				Poland				Slovenia				Turkey			
	yes		no		yes		no		yes		no		yes		no	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
The materials I have are not enough for the student's need.	15	54	13	46	36	75	12	25	6	55	5	45	0	0	29	100
Materials are not associated with the class curriculum.	11	39	17	61	20	42	28	58	2	18	9	82	0	0	29	100
Individualized Training Plan does not match existing training materials.	11	39	17	61	22	42	28	58	5	45	6	55	0	0	29	100
I usually do not have the possibility to copy / the exercises / activities in the books I use.	12	43	16	57	16	33	32	67	0	0	11	100	1	3	28	97
I do not know where to get the materials.	9	32	19	68	20	42	28	58	3	27	8	73	0	0	29	100
The financial situation of the student's family is not sufficient to provide materials.	12	43	16	57	7	14	39	86	1	9	10	91	0	0	29	100
Family does not adequately protect educational materials.	11	39	17	61	8	17	40	83	0	0	11	100	1	3,4	28	97
Other: I prepare materials by myself.	0	0	28	100	-	-	-	-	2	18	9	82	1	3,4	28	97

An important issue in the implementation of homeschooling is the problems experienced by students themselves (Table 13). In this respect, there was a great consensus among teachers that the leading problem is tiredness, associated - as one can guess - with the weaker psycho-

physical condition of students, their state of health. An additional problem was pupils' behaviour, their overactivity, the specificity of functioning related to disability, and finally low motivation to learn. Possible positives can be seen in the role of family



members who do not interfere with the teaching process.

Table 13. Number (n) and structural percentage (%) of the respondents according to the answer if the students experience problems during the training

Problems during the training	Italy				Poland				Slovenia				Turkey			
	yes		no		yes		no		yes		no		yes		no	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Distinguishing	24	86	4	14	24	50	24	50	0	0	11	100	4	14	25	86
Learning motivation	13	46	15	54	28	58	20	42	6	55	5	45	2	7	27	93
Fatigue	20	72	8	28	20	42	28	58	8	73	3	27	7	25	22	75
Behaviour / hyperactivity	18	64	10	36	28	58	20	42	4	36	7	64	1	3	28	97
Family members distract the student	9	32	19	68	20	42	28	58	2	18	9	82	0	0	29	100
Health conditions	10	36	18	64	28	58	20	42	6	55	5	45	13	45	16	55
Other	0	0	28	100	28	58	20	42	-	-	-	-	1	3	28	97

However, a broader view of family involvement in homeschooling gives a slightly different picture (Table 14). On the one hand, there is a noticeable lack of family involvement and cooperation in the teaching process. On the other hand, some parents over-interfere with the teaching

process itself, which is perceived by the teachers surveyed as over-controlling and entering into their competences. Such problems are mainly observed in Italy, Poland and Slovenia, while they are marginal in Turkey.

Table 14. Number (f) and structural percentage (f %) of the respondents according to the answer if they have any problems arisen from family members during the training

Problems arisen from family members	Italy				Poland				Slovenia				Turkey			
	yes		no		yes		no		yes		no		yes		no	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Absence of the responsible adults	11	39	17	61	8	17	40	83	1	9	10	91	0	0	29	100
Lack of cooperation	9	32	19	68	20	42	28	58	2	18	9	92	0	0	29	100
Excessive control over training activities	7	25	21	75	8	17	40	83	4	36	7	64	0	0	29	100
In the education process, the family members enter and leave the training area	6	21	22	79	16	33	32	67	1	9	10	91	1	4	1	96
Ending education by the family	6	21	22	79	16	33	32	67	1	9	10	91	-	-	-	-
Control over training activities	6	-	22	-	20	42	28	58	3	27	8	73	-	-	-	-

Another issue is the general orientation of teachers on the overall learning process of a given student. It is about awareness of the weekly curriculum (type of subjects, number of hours), the

practices of individual teachers or the need for such knowledge. On these issues, the situation is satisfactory in general in all countries concerned.



However, the personal experience of teachers with homeschooling deserves special attention (Table 15). These experiences strongly influence the attitude of teachers, their involvement in the educational process and, as a consequence, determine its success considered by both the student and the teacher. Taking into account the specificity of the problems and situations in individual countries, it is also possible to look at this issue from such a perspective. The analysis of the results of the research indicates that for the Italian teachers studied, significant problems were the difficulties in obtaining professional information about the state of health of the

student and the coordination of educational activities with the expectations of the family, the school and finally the possibilities of the student himself/herself. In the case of Polish respondents, the greatest difficulty was the complications resulting from the specificity of the student's disability, his health and behaviour. In this respect, there was a consensus also in the opinions of teachers from Slovenia and Turkey. In addition, teachers from these countries emphasized the difficulties they faced in the lack of sufficient and appropriate educational materials.

Table 15. Number (n) and structural percentage (%) of the respondents according to the answer about what kind of problems have they encountered in the process of home schooling

Kind of problems	Italy				Poland				Slovenia				Turkey			
	yes		no		yes		no		yes		no		yes		no	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Partial / No collaboration with the family	15	54	13	46	20	42	28	58	0	0	11	100	0	0	29	100
Partial / No collaboration with the learner	14	50	14	50	16	33	12	67	2	18	9	82	0	0	29	100
Partial / No collaboration with the school	13	46	15	54	0	0	48	100	0	0	11	100	2	7	27	93
Complication due to the health conditions of the learner	15	54	13	46	22	67	16	33	7	64	4	36	19	65	10	35
Problems in the conformity of the educational activities and timing with the family requests, the school requests and the health condition of the learner	19	68	9	32	12	25	26	75	1	9	10	91	8	28	21	72
Inadequate educational material	15	54	15	46	12	25	26	75	5	45	6	55	4	13	25	87
Personal difficulties in the health condition of the learner	12	43	16	57	8	17	40	83	6	55	5	45	13	44	16	56
Difficulties in dealing with the family	12	43	16	57	0	0	48	100	3	27	8	73	0	0	29	100
Inexperience in disability type and health condition of the student	13	46	15	54	8	17	40	83	3	27	8	73	2	7	27	93
Difficulties in communicating with the health system professionals about the learner	20	71	8	29	4	8	40	92	0	0	11	100	2	7	27	93
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Discussion of results and final conclusions

The results of the research are based on a relatively small group of respondents (116 teachers) from four countries with very

unequal national populations. They are therefore only the basis for very general and indicative observations and conclusions. In all these countries, teachers were mainly women, which is obviously not surprising



when it comes to the teaching profession, the pedagogical profession. The groups studied were mostly represented by experienced teachers, taking into account their age and seniority in homeschooling, or the number of children involved in such teaching. All the surveyed were properly educated and prepared. These facts undoubtedly speak for the credibility of their opinions.

Not all respondents could indicate support from the assisting teacher, which in case of teaching children with special needs may seem very important and helpful. Teachers from Turkey and Slovenia can undoubtedly be proud of the satisfactory conditions in which teaching takes place. A strong point seems to be the fact that the individual curriculum of children taught at home is prepared in advance. Together, its existence and necessity of its implementation has been confirmed. However, teachers were not always satisfied with its adequacy to the possibilities and real needs of the student. Here, too, problems with the availability of appropriate materials, necessary for the implementation of the curriculum framework, should be pointed out. This issue seems to be quite common.

A separate matter is cooperation with the student's family. Explaining the problem a little bit - one can see a certain

regularity: the positive thing is that family members do not interfere too much with education, and the negative thing is that they do not join in. Of course, there was no lack of opinions about excessive interference of some family members in the process of education, restrictive forms of control or even deciding for the teacher. It is noteworthy that the family takes proper care of measures supporting the education of the child.

Speaking about the most frequently encountered difficulties in the examined teachers, one should point out those resulting from the specificity of the student's development and functioning. Each disability has its own specificity, which is revealed, among other things, in the educational possibilities of the student, the pace and manner of assimilation of the material, possibilities and limitations of using scientific aids, the level and ways of establishing relationships with the teacher, family members, supporters. In this aspect, the uniqueness of teaching children and young people is most evident.

The following application conclusions can be drawn from the above mentioned aspects:

- the research carried out is preliminary, but at the same time it is an encouragement to continue it much more widely,



- the education of those preparing for homeschooling in the partner countries is generally good; however, attention needs to be paid to greater personal support in the very process of educating children and young people,

- introducing or improving appropriate mechanisms for the verification and evaluation of homeschooling programmes, taking into account the specificities of the often changing needs and abilities of children and young people with disabilities,

- developing tools and methods of cooperation between teachers and parents, especially in the understanding of educational goals, developmental and functional capabilities of children and young people, better communication between the school and the family home,

- developing and expanding methods of support for teachers in order to understand the specifics of children with different disabilities (both in terms of the stage of education of the teachers themselves and the time they work in home teaching)

- continuous modification of the ways and methods of teaching, especially emphasizing the activation of the student and stimulating their motivation to learn.

Final remarks

International cooperation is always an opportunity to take a fresh look at educational problems from a slightly different perspective than before, taking into account the point of view of each country individually. Undoubtedly, cultural diversity is visible in the organization system, and perhaps more in the implementation of the education program of each country. However, as this research has shown, there is a huge area for similar, sometimes even identical experiences and initiatives. The homogeneity or similarity of the tasks carried out is dictated by the purpose of the educational activities of each country - aimed at the best development of every child.

The implementation of the SESHOMÉ project involves the preparation of educational modules that focus only on the needs of children with disabilities, their parents and teachers. The modules are developed based on the results of the published report after a needs analysis and based on the syllabus for the course. Current regulations established by local and national institutions were also taken into account. They are partially a response to the postulates presented in this article. Undoubtedly, an important moment will be their adaptation to the cultural specificity of



each partner country. At the same time, it encourages their wider use and continuous

adaptation as the circumstances and needs of children, parents and teachers change.



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APPENDIX 1

HOMESCHOOLING SITUATION IN SELECTED COUNTRIES

(basic information and selected internet addresses)

INTERNATIONAL LAWS AND CONVENTIONS ON EDUCATION OF DISABLED PERSONS

The school have to guarantee to everyone the right of education and to offer training opportunities functional to the development of basic skills for all students to facilitate their inclusion process in their own territory and their becoming resources for the whole community. When due to disability (permanent or temporary) it is actually impossible for a student to attend school it is necessary to develop interventions focused on the social context, at home or in the hospital.

The right of disabled children to education is now recognized internationally in legislation inspired by the Universal Declaration of Human Rights. All relevant international conventions on human rights recognize the right to education without discrimination of any kind, including explicitly disability, in addition to any form of individual diversity.

According to the Resolution of the Council of Europe and of the ministers of

education gathered in the council, of May 31, 1990, on the integration of children and young people with disabilities into the mainstream school system, integration into the traditional education system had to be held a priority choice and all schools had to be able to meet the needs of disabled students.

The Resolution of the Council of Europe and the representatives of the Member State Governments of 20 December 1996 on equal opportunities for the disabled insisted that Member States encourage and support the full integration of disabled people into society through access to systems of ordinary education and training.

“The Convention on the Rights of Persons with Disabilities and its Optional Protocol (A/RES/61/106) was adopted on 13 December 2006 at the United Nations Headquarters in New York, and was opened for signature on 30 March 2007.[... It had]



the highest number of signatories in history to a UN Convention on its opening day. [...] The Convention entered into force on 3 May 2008.

The Convention follows decades of work by the United Nations to change attitudes and approaches to persons with disabilities. It takes to a new height the movement from viewing persons with disabilities as “objects” of charity, medical treatment and social protection towards viewing persons with disabilities as “subjects” with rights, who are capable of claiming those rights and making decisions for their lives based on their free and informed consent as well as being active members of society.”

<https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html>

The centrality of access to mainstream education for people with

disabilities has been formally included as a cornerstone of the objective on education within the new Sustainable Development Goals - United Nations SDGs. The fourth goal of the 2030 Agenda launched in New York in September 2015, sets as a goal to achieve that of “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”.

The Incheon Declaration which collects the main results of the World Education Forum held in Korea in May 2015, clearly states the need to root the "education goal" on the principle of equity and inclusion, establishing that no target in this sector should be considered achieved if it is not for everyone, implying the adoption of changes in the sector policies and a greater focus on the most disadvantaged categories.



NATIONAL STATISTICS AND REGULATIONS ON SPECIAL EDUCATION

ITALY

The data collected by school surveys - General data for the school year 2016/2017 (Ministry of Instruction, University and Research) show that the total number of pupils with disabilities has increased by 8.3%, compared to the last figure published relative to academic year 2014/2015; this increase appears to be decidedly noteworthy particularly in the face of the 1.6% decrease in the total number of students attending Italian schools, recorded between the two years. The percentage of students certified on the total number of attending students is approximately 2.9% on average, on all school orders.

Overall, it is evident that a process of growth in the inclusion of pupils with disabilities in the Italian school system has been underway for years; it must be found both in the increase in the number of

students with disability certification, and in the consistent increase in the number of support teachers, in particular with permanent contracts, engaged in Italian schools.

For the a. 2016/2017 pupils with disabilities attending Italian schools amounted to 254.366, 2.9% of the total number of students close to 8.7 million (Table 1). Going into the details of the individual school orders, the nursery school presents, with 28,138 pupils with disabilities, a percentage of the total attendants of 1.9%; in subsequent school orders the percentage of pupils with disabilities is higher: in particular in primary schools it is equal to 3.3% and in secondary school level I is 4%. With regard to upper secondary school, the percentage of students with disabilities stands at 2.5% of the total number of attending students.

School	Number of disabled students	% of disabled students
Pre-school	28138	1.9%
Primary school	90845	3.3%
First secondary	69470	4.0%
Upper secondary	65913	2.5%
Total	254366	2.9%

Table 1. Amount of pupils with disabilities attending Italian schools

96.1% of the total number of pupils with disabilities attending Italian schools, of all degrees, has a psychophysical disability: specifically, 67.9% have an intellectual disability, 3.4% a motor disability and 24.8% are carriers of another type of disability. 1.5% have a visual impairment and 2.4% a hearing impairment.

Pupils with intellectual disabilities represent the majority of pupils with disabilities, reaching 70.7% of the total pupils with disabilities in primary school and 71.6% in secondary school level I; in kindergarten and secondary school, they are on a smaller percentage, 58.3% and 64.2% respectively.

Particularly interesting is, for the upper secondary school, to analyze how students with disabilities are distributed in

different types of school. In high schools, the percentage of students with disabilities out of the total number of students is just 1.2%, a low percentage compared to the average of upper secondary schools of close to 2.5%. It is evident that pupils with disabilities are more present in technical institutes with a percentage of 2% of the total number of pupils, and even more in professional/vocational institutions where the percentage of students with certification even reaches 6.1% of the total number of attending students.

http://www.miur.gov.it/documents/20182/0/FOCUS_I+principali+dati+relativi+agli+alunni+con+disabilit%C3%A0_a.s.2016_2017_def.pdf/1f6eeb44-07f2-43a1-8793-99f0c982e422

2018/2019 SCHOOL YEAR DATAS

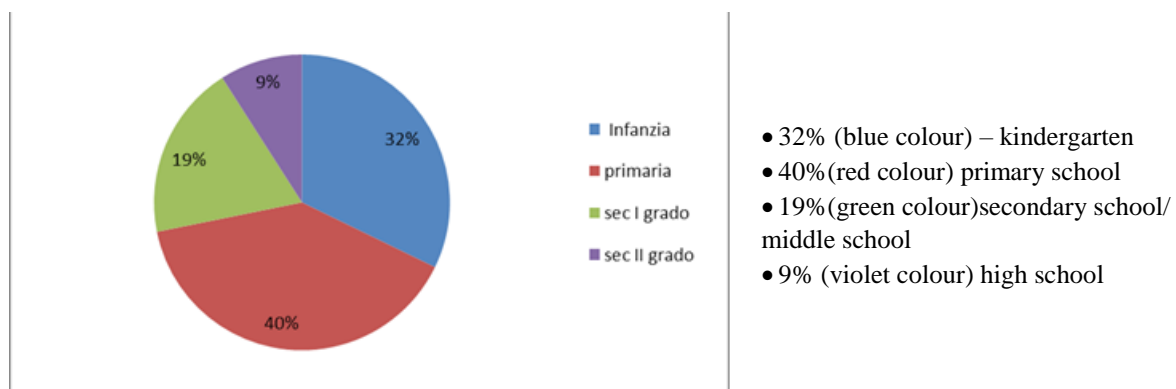


Figure 1. Distribution of the students attending homeschooling

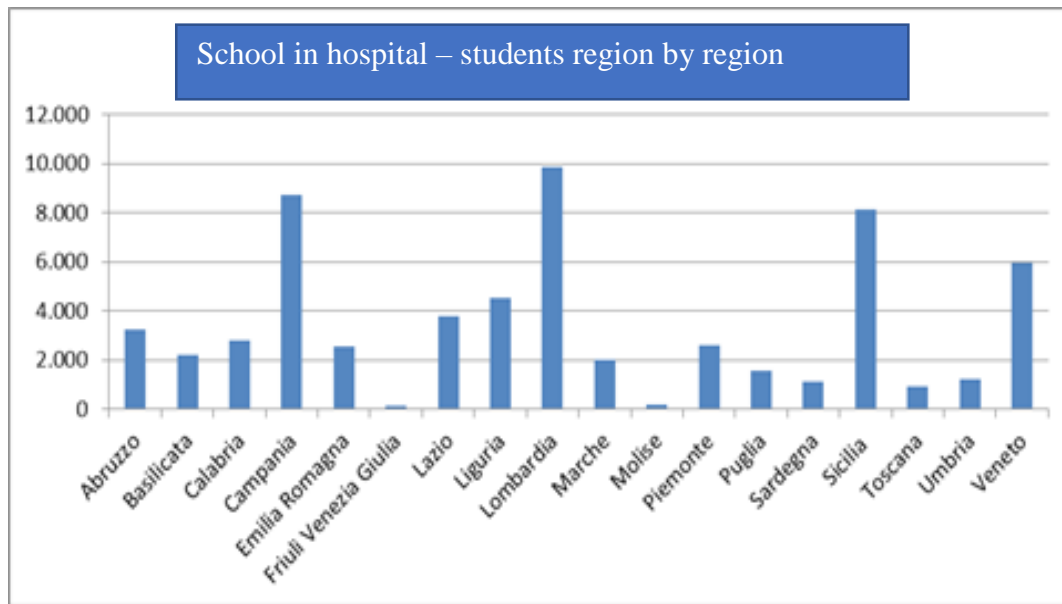
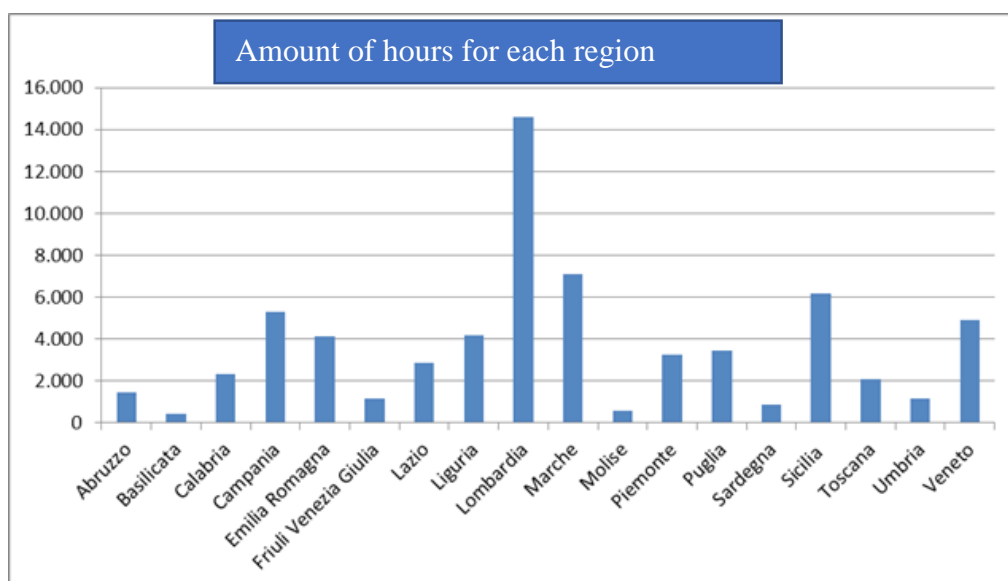


Figure 2. School in hospital – students region by region

Many are the teachers who take part in hospital lessons, both part time and full time, and are 870 distributed in 214 hospitals. The regions hosting the highest amount of students are Lombardia (9849), Campania (8725), Sicilia (8142)

Homeschooling

During the 2018/2019 school year there have been 1396 projects for a total amount of 66.024 hours of learning . In general, each student had 4/5 hours of lesson for primary school; 6/7 for secondary school and high school in according to their special needs. Also tecnology is used if possible for a better learning.





Organized by Office IV - Directorate General for students, integration and participation - MIUR

LEGAL REGULATIONS

The law of 5 February 1992 n. 104 is the legislative reference for "assistance, social integration and the rights of disabled people" (Article 2); the main recipients of the law are the disabled: "a person with a physical, mental or sensorial, stabilized or progressive disability is a disabled person, which causes learning difficulties, relationships or work integration, and such as to cause a social disadvantage and of marginalization" (art.3 - paragraph 1). In the law there are also references to their families; the prerequisite in fact is that autonomy and social integration are achieved by ensuring adequate support for the disabled person and the family. This support is in the form of personal or family help services, but also as psychological, psycho-pedagogical and technical aid.

The article 8 named "Inclusion and social integration" declares and underlines that, in order to realize the real integration and the true social inclusion of the disabled person it is necessary to provide socio-pedagogical, social and health assistance interventions also to domicile, domestic and economic aid (paragraph 1 – a) and have adequate teaching and technical facilities, programs, specialized languages, assessment tests and the availability of

specially trained and qualified personnel to guarantee the person the right to study (paragraph 1 – d). The law considers it necessary, then, to extend the educational activity with extracurricular proposals in continuity and coherence with the school (paragraph 1-m).

Article 12 "right to education and education" reiterates that education must be a protected right starting from kindergarten to university (paragraph 1 and 2) since "scholastic integration has as its objective the development of the potential of the person ... in learning, communication, relationships and socialization" (paragraph 3) and since "the exercise of the right to education cannot be prevented by difficulties of any kind" (paragraph 4).

It is expected that for each student a PDF (Dynamic Functional Profile) will be created to complete an IEP (Individualized Educational Plan). The profile, created by health professionals together with the school's specialized staff in collaboration with the family, based on the pupil's physical, mental, social and affective characteristics, highlights both learning difficulties and the possibility of recovery in addition to the abilities individual that must be supported and strengthened (paragraph 6).



For school-age students forced to be absent because they are hospitalized, ordinary classes are organized as separate sections of the school: "In hospitals, clinics, ... goals ... can also be pursued through the use of personnel with specific psycho-pedagogical training ..." (paragraph 10).

The service of the school in the hospital has become a continuous and structured reality that allows sick children to exercise their right to study during periods of hospitalization, starting from kindergarten. This service, aimed at countering early school leaving (due to illness and hospitalization), contributes to the humanization of hospitalization and is an integral part of the therapeutic path and takes place through the acceptance of the student in the hospital, the personalization of the training paths, the use of technologies, the connection with the school of origin, the involvement of the family, the collaboration of health workers, and with all the subjects connected with the protection of the right to study.

Article 13, "scholastic inclusion", reaffirming the importance of coordination between school, health, social assistance, recreational and cultural services, also mentions inclusion in nursery schools and universities (paragraph 1 – a).

School inclusion must be carried out through "the provision to schools and universities of technical equipment and

teaching aids ... functional to the effective exercise of the right to study ..." (paragraph 1 – b). Moreover, must provide for "the university's planning of appropriate interventions both to the needs of the person and to the peculiarity of the individual study plan" (paragraph 1- c) and define "professional assignments to interpreters to facilitate the attendance and learning of deaf students "(paragraph 1 – d).

Scholastic inclusio is achieved through the adaptation of the organization of the operation of nursery schools for the needs of children in order to foresee the recovery, socialization, inclusion and provide for the assignment of the specialized support teacher and specialized operators and assistants "(paragraph 2); as well as "through the assignment of specialized teachers" (paragraph 3)

If a child presents particular pathologies that prevent him from attending school regularly and thus fulfilling the compulsory education, it is possible to request a home education. This is a school service designed to guarantee compulsory school education for all those children with serious pathologies or disabilities who make it impossible for them to go to school or attend classes in accordance with the law of 18 December 1997, n. 440 "Establishment of the Fund for the enrichment and expansion of the training offer and for equalization interventions"



and the circular of the Ministry of Education n. 56 of 4 July 2003 which has as its object: "The school in the hospital and the home education service. Financial year 2003 Law n. 440/97 - Initiatives aimed at strengthening and qualifying the school integration offer of students admitted to hospital or followed up in day hospital.

The home-based education service, which for the law is and remains temporary, moves from the constitutional principle of the realization of the right to education for all; it is activated for pupils who are unable to attend school for more than 30 days due to the disease and is aimed at ensuring the pupil's reintegration into the class to which s/he belongs; it is characterized as a particular way of exercising the right to education that allows already hospitalized students to continue their learning process at home, taking advantage of forms of flexibility and personalization.

The school in the hospital and at home represents one of the new frontiers of education, a new formative offer, with an organization and methods that are certainly very different, if it occurs outside the walls of the class, but with the same purpose: to educate the man and the citizen of tomorrow.

Home Education provides that all educational institutions must organize home teaching for all pupils of schools of all levels (excluding nursery school), who are

subject to therapies that do not allow them to go to school for periods longer than 30 days or have been hospitalized. This type of education must be guaranteed even if hospitalization or therapies are periodic, as long as they are over 30 days.

Home Education must be guaranteed in the presence of hospitalization resulting from the following pathologies:

- Onco-hematological disorders;
- Chronic disabling diseases, which involve the periodic removal from the school;
- Temporarily invalidating diseases or acute traumas;

Pathologies or therapeutic procedures that require prolonged immunosuppressive therapy, beyond the period of hospitalization, such as to prevent a normal relationship life, due to the increased risk of infections.

The aforementioned pathologies must be certified by the hospital in which the student has been admitted, with the specification of the period of impediment to school attendance.

Home Education is managed by the competent regional school offices.

To obtain home education, the family must present the request to the reference school, accompanied by the specific medical documentation. The School will prepare a training project for the



pupil indicating the teachers and the hours of lessons provided. This project must be approved by the Academic Board and by the Council of the Institute and then presented, with all the medical documentation, to the Regional School Office.

In the event that the student is admitted to a hospital with a school section, to speed up the procedure, it will be preferable for the teacher of the hospital school section to contact the student's institution of origin. If, on the other hand, the hospital does not have a school section, it will be the sending school that will have to contact the hospital for information on hospitalization and therapy.

It should be noted that the teachers who will carry out the lessons at home will be teachers of the reference school who have given their willingness to carry out paid lessons at home with the fund of the educational institution.

Home education is very different from parental education. If parents choose parental education for their disabled child, according to current Italian legislation, without exception, parental education can replace school attendance and guarantee the fulfillment of the obligation under two conditions:

a) the parents, or those who take their place, who intend to provide directly for the education of the obliged, must demonstrate that they have the technical or economic capacity and give notice, at the beginning of each school year, to the competent authority (head teacher of one of the state schools of the territory of residence) that provides the appropriate controls (art. 111 Legislative Decree n. 297/1994; art. 1, paragraph 4, Legislative Decree April 15th 2005, n. 76) (CM 35710)

b) Every year it is compulsory to take the exams. It is however possible that the examination tests are adapted to the situation of the individual disabled pupil and that they take into account the starting level and the possibilities of the child.

It is important to note that according to the Judgment n. 226 of 2001 of the Italian Constitutional Court, for students with disabilities the institution of paternal education does not count as scholastic inclusion, even if it is an exercise of their right to study. Indeed, the Court maintains that pupils with disabilities do not have only a generic right to study, but expressly the right to inclusion into a mainstream class.



POLAND

Special education in Poland

The education system covers the education of students with a certificate of need for special education in kindergartens and other forms of pre-school education, primary and secondary schools, upper secondary and post-primary schools (including 3-year special preparatory schools for work). Special education is organized for disabled and unadapted students socially or at risk of social maladjustment, requiring the use of a special organization learning and specific working methods. It takes place in special schools and mainstream schools, in which special, integration and mainstream departments are created or in the form of individual education at home or at school.

Special education in primary schools

- Individual teaching was provided to 2.7 thousand disabled students, representing 2.3% of people with special educational needs.

Special education in lower secondary schools

- Individual teaching was provided to 0.7 thousand disabled students, representing 3.9% of people with special educational needs.

Special education in secondary and post-secondary schools

Special education in lower secondary vocational schools

- Individual teaching was provided to 143 people, which constituted 1.1% of all students with special educational needs in first level industry schools.

Special education in general secondary schools

- In the school year 2018/19, there were 88 pupils with disabilities in general secondary schools for adults. The individual course of study covered 1.7 thousand people, i.e. 36.0% of disabled pupils.

Special education in technical fields

- Individual teaching was used by 0.8 thousand disabled people (479 fewer than in the previous school year), i.e. 17.3% of all students with special educational needs.

Special education in post-secondary schools

- The individual teaching course was used by 7 disabled people.

LEGAL REGULATIONS

In Poland, education is compulsory until the age of 18 (Article 15.1 of the Act on the Education System).

Special education should be understood as an organized process, adjusted to the needs of a disabled student and student, for whom - due to significant disorders or dysfunctions in various spheres of development (motor, senses, intellect,



psyche) significantly disturbing his mental, physical, social functioning and learning opportunities - it is necessary to have a specialist didactic, educational and revalidating influence, directed at his comprehensive development. Qualification for special and integrative education is provided by psychological-educational counselling centers, which, as a result of appropriate specialist examinations, issue certificates on the type and degree of disability, specifying each child with disabilities an appropriate form of education (Regulation of the Minister of National Education of 11 June 1993 on the organisation and principles of operation of public psychological-educational counselling centers and other public specialist counselling centers). Dz. U. [Journal of Laws]. No. 67, item 322).

The possibility of extending compulsory education to 16 years of age at primary school level, 21 years of age at lower secondary school level and 24 years of age at secondary school level is offered to students with various disabilities (Article 15 of the Ordinance of the Minister of National Education of 4 October 1993. (Dz. Urz. MEN Nr 9 poz. 36) on the principles of organizing care for disabled students, their education in public, generally accessible and integrated schools and institutions, the principles of organizing special and integrated education).

Pursuant to Article 127, section 19, subsection 2 of the Act of 14 December 2016. - The Education Law shall be administered as follows:

§ 1. The regulation defines the conditions for the organization of education, upbringing and care for children and young people with a certificate of special education:

- 1) disabled: deaf, hard of hearing, blind, visually impaired, with motor disability, including aphasia, mild, moderate or severe intellectual disability, autism, including Asperger's syndrome, and conjugated disabilities,
- 2) socially inadequate,
- 3) at risk of social maladjustment,
 - requiring special scientific organization and working methods.

§ 2.1 Education, upbringing and care for disabled students shall be organized in:

- 1) kindergartens:
 - a) generally available,
 - b) open to the public with integrative sections,
 - c) integrative,
 - d) open to the public with special sections,
 - e) special;
- 2) pre-school units in primary schools;
- 3) other forms of pre-school education;
- 4) schools:



- a) generally available,
 - b) open to the public with integrative sections,
 - c) integrative,
 - d) open to the public with special sections,
 - e) special schools, including special schools preparing for work;
- 5) youth education centers;
 - 6) youth social therapy centers;
 - 7) special school and educational centers;
 - 8) special educational centers;
 - 9) revalidation and educational centers.

Separate legal regulations apply to children who cannot attend kindergarten or school due to health reasons. They are offered so-called individual teaching, which is carried out entirely at the student's home.

Individual teaching is organized by the headmaster of a kindergarten or school attended by a child. When organizing this form of education, its scope and duration shall be determined by the Headmaster in consultation with parents or a student, if the student has reached the age of 18 in the course of education.

The basis for organising this form of education is a decision on the need for individual one-year kindergarten preparation (applies to 6-year-old children, who in the Polish educational system are covered by the mandatory one-year kindergarten preparation) or a decision on the need for individual teaching (applies to

children and adolescents aged 7 to 18). These certificates are issued by psychological-educational counselling centres, after prior diagnosis of the child, including medical diagnosis. The certificates are issued for a specified period of time. If the student needs further individual support and education at home, further certificates are issued.

In the case of pre-school education, the education of a pupil in his/her home is provided by one or two teachers of the pre-school attended by the child, appointed by the headmaster of the institution. The teacher comes to a child's home at hours agreed with the parents every day or several times a week (at least twice a week), conducting educational classes on the core curriculum for this stage of education. The total weekly number of hours that a teacher implements in a child's home may not be less than 4 and more than 6. The specific number of hours is decided by the headmaster of the kindergarten.

In the case of school education, classes are taught by teachers of particular subjects, and in classes I-III (early school education) by one or two teachers.

Individual teaching at the student's home includes all subjects that are obligatory for students at a given stage of education. Teachers implement the content of the core curriculum for individual subjects, but adapt it to the specific needs of



students. The principal, in consultation with parents and teachers, agrees on a weekly timetable for the student. The total number of hours per week, as specified in the regulations, for pupils in grades I-III is from 6 to 8 hours, in grades IV-VI from 8 to 10 hours; in grades VII and VIII of a primary school from 10 to 12 hours; in secondary schools from 12 to 16 hours. These limits may be increased by the principal if the local authority that runs the kindergarten or school agrees to do so. The principal may also reduce the number of hours of study for a student on the basis of his or her health. These hours must be appropriately divided by the principal between the different subjects. During the week, classes are held for 2 days (classes I-III) or 3 days (other educational stages). Students are classified in mid-year and annual grades.

Teachers educating a child in his/her family home are obliged to observe the functioning of the child/ pupil in terms of

the possibility of his/her participation in pre-school or school life. If the state of health of the child allows it, the Head of a kindergarten or school should ensure that the child has contact with other pupils and participates in the life of the school, e.g. in activities developing interests and talents, pre-school or school celebrations and events, as well as in selected pre-school or educational activities. If the health of the child improves, the principal will, upon application by the parents and the appropriate medical certificate, discontinue individual teaching and the child will return to kindergarten or school and continue education with the other children/students.

The regulations governing individual teaching are contained in the Regulation of the Minister of National Education of 9 August 2017 on individual obligatory annual pre-school preparation of children and individual teaching of children and adolescents.



SLOVENIA

The collected data, obtained from the Ministry of Education, Science and Sport, indicates that the number of students with special needs has increased over the years. Compared to the share of students not assessed as having special needs, 0.16% more children with special needs were detected in 2015 than in 2012 with regard to

the preschool period, 0.64% more were detected in the school year 2018/2019 than in 2015/2016 with regard to the primary school period, and 1.29% more children with special needs were detected in the school year 2018/2019 than in 2015/2016 with regard to the secondary school period.

Table 1. Number of students with special needs in preschool

Year	Intellectual	Blind	Deaf	Physically	Emotional	Ill	Multiple	Total	% of disabled students
2015	131	20	574	117	45	128	364	1.379	1,61
2014	117	34	510	114	43	134	371	1.323	1,56
2013	167	28	444	124	50	144	289	1.246	1,48
2012	298	27	483	168	49	176	-	1.201	1,45

Key: Intellectual – children with intellectual disabilities; Blind – blind and partially sighted; Deaf – deaf, hard of hearing, and children with speech and language disorders; Physically – physically impaired children; Emotional – children with emotional and behavioural disorders; Ill – children with long-term illnesses; Multiple – children with multiple disabilities.

The data shown in Table 1 indicates that in the school year 2015/2016 there was a total of 85,701 children who attended kindergarten, and 83,107 in the school year 2012/2013. The data indicates that the number of children has increased over the years (SY 2014/2015 – 84,957, SY 2013/2014 – 84,020), and that the share of children assessed as having special needs has also increased (0.16%). Among the data, the number of children with

intellectual disabilities is a clear outlier, it was reduced by more than half in three years. The number of deaf and hard of hearing children has increased by almost a tenth. With respect to other disabilities, there has been a decrease in the number of children who are physically impaired and have long-term illnesses, as well as a decrease in the number of blind and partially sighted persons.



Table 2. Number of students with special needs in primary and secondary school

School	Year	Mental	Deaf	Linguistic	Blind	Physically	Emotional	Long	Learning	Autistic	Multiple	Total	% of disabled students
Primary school	2018/2019	57	171	1.138	68	149	326	1.264	5.084	189	3.608	12.054	6,55
	2017/2018	33	172	1.056	61	159	283	1.223	4.726	168	3.196	11.077	6,18
	2016/2017	10	182	992	63	179	208	1.161	4.371	126	2.780	10.072	5,75
	2015/2016	10	238	1.180	70	293	324	1.416	4.619	105	1.836	10.091	5,91
Secondary school	2018/2019	141	74	110	23	57	115	650	2.532	69	1.280	5.051	6,90
	2017/2018	138	68	101	22	61	97	647	2.495	72	1.067	4.768	6,48
	2016/2017	113	58	88	23	62	69	597	2.273	49	833	4.165	5,63
	2015/2016	132	87	135	38	113	95	680	2.373	41	527	4.221	5,61

Legend: Mental – children with mild intellectual disabilities; Deaf – deaf and hard of hearing children; Linguistic – children with speech and language disorders; Blind – blind, partially sighted and children with impairment of visual function; Physically – physically impaired children; Emotional – children with emotional and behavioural disorders; Long – children with long-term illnesses; Learning – children with specific learning disabilities; Autistic – children with autistic disorders; Multiple – children with multiple disabilities.

Table 2 shows that, just like in the preschool period, the number of children in primary school has increased (2015/2016: 170,683, 2016/2017: 175,176; 2017/2018: 179,186; 2018/2019: 183,892), as well as the number of students with special needs. In the school year 2018/2019, the number of students with special needs was higher by 0.64% than in the school year 2015/2016. The number of children with mild intellectual disabilities has increased by almost 600%, the number of children with multiple disabilities by approximately 50%, and the number of students with specific learning disabilities by one tenth. The number of deaf and hard of hearing students, physically impaired students and

students with long-term illnesses, has decreased significantly.

In the period of secondary education, too – where the number of students has been decreasing, before rising again in the last year (2015/2016: 74,831, 2016/2017: 74,012, 2017/2018: 72,462, 2018/2019: around 73,200) – the number of children with special needs has increased (indeed, without fluctuations, as in the case of secondary school students with special needs), namely by 1.29%. The major differences in the years shown include a rise mainly in the field of autism spectrum disorders, by just over half, and for students with multiple disabilities, by almost a tenth. In the period between the school years 2015/2016 and 2018/2019, the number of



students with the following disabilities has decreased: physically impaired students (by half), students with emotional and behavioural disorders (by more than a half), and students with multiple disorders (by almost a tenth).

It is interesting that the preschool period notes the greatest number of deaf and hard of hearing children and children with

multiple disabilities, while primary- and secondary school periods note the largest number of students with specific learning disabilities and students with multiple disabilities. The number of deaf and hard of hearing learners decreases considerably with the transition from kindergarten to school, and also with the transition from primary to secondary school.

School year 2019/2020 – Statistical data, Ministry for education and science. Homeschooling in Slovenia

In the school year 2018/19: 332 children were educated at home.

In Slovenia the number of students, educated at home is growing.

The following table shows data till the year 2018/2019. Data for the next school year (19/20) are not available.

School year	1. grade	2. g.	3. g..	4. g..	5. g..	6. g..	7. g..	8. g..	9. g.	Total
2010/11	25	17	17	6	7	10	7	3	5	97
2011/12	15	21	11	14	5	7	8	4	4	89
2012/13	38	10	24	11	10	9	7	10	4	123
2013/14	39	29	15	26	13	12	9	9	11	163
2014/15	42	41	30	19	18	15	6	12	7	190
2015/16	44	41	31	34	18	16	10	11	6	211
2016/17	85	43	41	30	35	17	9	7	12	279
2017/18	67	64	27	33	25	30	17	8	7	278
2018/19	83	66	54	27	33	27	22	13	7	332

LEGAL REGULATIONS

In Slovenia, the field of education for children with special needs is governed by the PLACEMENT OF CHILDREN WITH SPECIAL NEEDS ACT, which identifies children with special needs as

children with intellectual disabilities, blind and partially sighted or children with impairment of visual function, deaf and hard of hearing children, children with speech and language disorders, physically impaired children, children with long-term



illnesses, children with specific learning disabilities, children with autistic disorders, and children with emotional and behavioural disorders, who need adjusted implementation of education programmes with additional expert assistance or adjusted educational programs, i.e. special education programmes.

Article 4 of this Act defines the objectives and principles for the education of children with special needs:

- the education and training of children with special needs is based on objectives and principles defined by laws for individual areas of education, and on the following objectives and principles:
- ensuring the child's best interests,
- integrity and complexity of education,
- equal opportunities and respect for the diverse needs of children,
- involvement of parents, adoptive parents, foster parents and guardians (hereinafter referred to as parents) in the placement process and forms of assistance,
- an individualized approach,
- interdisciplinarity,
- maintaining the balance between different areas of a child's physical and mental development,
- directing children to a suitable education program as soon as possible,

- immediate and continuous support and professional assistance in education programs,
- vertically integrated programs,
- organizing education as close to the place of residence as possible,
- ensuring adequate conditions that enable optimal development of each child.

In Slovenia, the training and education of children with special needs is carried out by the following programs:

- adapted preschool programs with adjusted implementation and additional expert assistance,
- adapted program for preschool children,
- education programs with adjusted implementation and additional expert assistance,
- adapted education program of an equal educational standard,
- adapted education program of a lower educational standard,
- special education programs for children with moderate, severe or profound intellectual disabilities and other specialized programs (hereinafter: special education programs),
- tutoring programs.

Education programs with adjusted implementation and additional expert assistance and adapted education programs of an equal educational standard must



guarantee to children with special needs the opportunity to obtain an equivalent educational standard, as is provided by education programs for elementary, vocational and professional education and general secondary education.

For those children with special needs, who, according to the type and degree of their disability, disorder or deficit, are unable to achieve the educational standard according to the elementary school education program, an adapted education program of a lower educational standard is accepted, and a specialized program for children with moderate, severe or profound intellectual disabilities.

For those children with special needs, who are directed towards a program with adjusted implementation and additional expert assistance for preschool children, the organization and manner of implementing the preschool program can be adapted, and these children can be provided with additional expert assistance, depending on the type of special need or disability. Organization of the program, examination and assessment of knowledge, level of progress, and class schedules can be adapted to those children with special needs, who are directed towards education programs with adjusted implementation and additional expert assistance, depending on the type and degree of their disability, disorder or deficit.

Additional expert assistance is provided for children with special needs who are directed towards preschool programs with adjusted implementation and additional expert assistance, or towards education programs with adjusted implementation and additional expert assistance, and, in exceptional cases, for those directed towards other education programs for children with special needs. Additional expert assistance can be carried out as:

- assistance in overcoming a disability, disorder or deficit,
- advisory service, or
- learning support.

Learning support is provided only in primary schools and in lower and middle vocational education programs, in the case of a long-term illness, due to which the child was absent from school for two months or more, as well as in other secondary education programs.

Additional expert assistance is carried out individually or collectively in the department or outside of the department in the educational or social service institution. If additional expert assistance cannot be provided in accordance with the preceding paragraph, it may also be offered to the child at home. As a rule, additional expert assistance is carried out on a weekly basis. If established by appropriate expertise, additional expert assistance may



also be carried out in a concentrated form and occasionally under the conditions laid down by the minister responsible for education (hereinafter: the minister). The total number of hours of additional expert assistance may not exceed five hours per week, of which at least one hour of advisory services should be provided. For blind and partially sighted children or children with multiple disabilities referred to in Article 2 of this Act, a greater number of hours for overcoming deficits may be apportioned, but no more than three additional hours per week, generally during the early education period. The scope and method of implementing additional expert assistance is determined by the decree on placement in accordance with the rules adopted by the minister, while the manner of implementing additional expert assistance is defined in more detail by the individualized program of education (hereinafter: individualized program).

Article 10 of the Placement of Children with Special Needs Act defines the material conditions for implementing special needs education. Thus, the law provides that:

- for children with special needs, who are directed towards preschool programs and education programs with adjusted implementation and additional expert assistance as well as adapted programs and specialized programs for children

with moderate, severe and profound intellectual disabilities, it is necessary to adjust the space and aids in accordance with instructions for an adjusted implementation of programs, and in accordance with adapted programs; aids, without which children with special needs cannot be integrated in the education program, are provided by the founder of the public institution, if they are not provided for by other regulations, and if the child cannot use the same aid at home and in the educational institution due to objective reasons;

- severely physically impaired and blind children, who are directed towards preschool programs and education programs with adjusted implementation and additional expert assistance, may be appointed a permanent or temporary escort for physical assistance during the implementation of educational activities;
- children with long-term illnesses, partially sighted children or children with impaired visual function, children with autistic disorders and children with emotional and behavioural disabilities may exceptionally be appointed a temporary escort on the basis of criteria determined by the minister.

According to the Placement of Children with Special Needs Act, children



with special needs (Article 21), have the possibility of being homeschooled. The placement committee can direct the child with special needs, at the request of the parents, to homeschooling, provided there are reasonable grounds for such a decision, and provided that certain conditions are met, which are defined in the Regulations on Homeschooling of Children with Special Needs at the Level of Primary Education. A child with special needs who is homeschooled is also entitled to certain funding, according to the law.

Homeschooling of children with special needs is governed by the Regulations on Homeschooling of Children with Special Needs at the Level of Primary Education (Official Gazette of the Republic of Slovenia Nr. 10/2012). The regulation says that the right to homeschooling is granted to those children with special needs, who are directed by the placement committee into:

- education programs with adjusted implementation and additional expert assistance,
- adapted education programs of an equal educational standard,
- adapted education programs of a lower educational standard, or
- special education programs.

The grounds on which the placement committee may propose the

homeschooling of a child with special needs are laid down in Article 4 of the Regulations, which says that a child can be homeschooled if he/she is unable to attend classes due to their disability, disorder or deficit, and if he/she can achieve the goals or standards of knowledge defined by the curricula more easily due to an individualized approach.

According to Article 5 of the Regulations, parents must meet two conditions in order to perform homeschooling:

- to provide an operator who meets the conditions for the implementation of education programs for children with special needs in accordance with the law governing the organization and financing of education and other regulations. This means that the homeschooling of children with special needs can only be performed by someone with appropriate education (teacher qualifications and special pedagogical education) and the status of a private teacher
- to provide the equipment or didactic tools necessary for achieving the objectives and standards of knowledge defined in the curricula.

Parents have to submit their application for homeschooling to the regional unit of the Institute of Education of the Republic of Slovenia for at least six



months before the start of the school year. You can read about the entire process of exercising the right to homeschooling in the Regulations, where you can also find detailed information about the testing and assessment of knowledge.

The Placement of Children with Special Needs Act states that a child will also be provided with financial funds in the amount equal to that, which the state or

local community provide to a school for the education of one child. The Ministry of Education shall monthly indicate the amount to the school in which the child with special needs is enrolled, and the school must conclude an agreement on the financing of homeschooling with the provider or providers of a publicly valid program that is being implemented at home.



TURKEY

Education Year	Homeschooling Students
2014-2015	5.783
2015-2016	7.196
2016-2017	8.504
2017-2018	9.157
2018-2019	11.734

Table 2. Number of students receiving Homeschooling Education in Turkey

LEGAL REGULATIONS

Turkish Constitution forms the basis of domestic education service. In the Article 42 of Turkish constitution it is stated that nobody shall be divested from education and training rights and necessary measures would be taken for the individuals, who need special education.

Regulation of Special Education that was published in the Official Gazette, which was dated 31.05.2006 and Numbered 26184 and defines the rules for the implementation of the education in case of special needs.

The special education is the training, which is to be executed in appropriate places on the basis of all developmental qualifications of the individuals and their sufficiency in academic disciplines, specifically trained staff to respond educational and social needs of the student,

specifically developed training programs and methods. For the students with disabilities and special needs the most appropriate training environment with minimum problem and with supportive education services are provided in order to maintain education about being social, self-care, speech and communication competences.

The student in need of special education is defined as the individuals, who reflect significant difference from his/her peers in terms of individual and developmental qualities. It means the education and training process, which starts in preschool years until middle school.

The Educational Evaluation and Diagnosis is the process to define education service and minimum limited environment by identifying capabilities and educational needs or development qualifications of the



individuals. It is made through tests and measurement tools, which are appropriate for individual specifications, and objective standard tests, the Rehberlik ve Araştırma Merkezlerinde oluşturulan öz (RAM) are applied by a committee established in Guidance and Research Centers

The special education is aimed at the following subjects for the individuals, who are in need, in line with basic aims and principles of Turkish National Education:

To raise them as citizens, who realize their roles within the society, maintain good relations with others, work in cooperation, adapt with surrounding conditions, and who are productive and happy. To let them develop basic living skills, which is directed towards living independently and self-sufficient.

To prepare them for upper living scales, business and vocations and education by using special methods and tools, in regards to their educational needs, skills, and talents.

Basic principles of special education are as follows in line with the general aims and basic principles of Turkish National Education;

- a) All individuals, who need special education may benefit from special education services in line with their educational needs, interests, skills and talents.

- b) The education of the individuals, who need special education, starts in their early ages.
- c) Special education services are planned and executed not to distinct the individuals, who need special education, from their social and physical environment.
- d) It is prioritized to educate the individuals, who need special education, with their peers by making adaptations in the aims, contents, and education process.
- e) Cooperation shall be established with the institutions, which provide rehabilitation services, in order to sustain education at every level without any cuts.
- f) Individualized education plans shall be developed and individualized education programs shall be conducted by considering personal characteristics in academic discipline and personal capabilities.
- g) Families shall be involved in every scale of the education actively and shall be trained.
- h) Cooperative Works shall be conducted with NGO's, which are active in terms of special education needs of individuals, in terms of developing policies about Special Education.



- i) Special education needs shall be planned to cover interaction and adaptation of the individuals, who

need special education, within society.



HOMESCHOOLING LEGAL STATUS: COUNTRIES COMPARED

Albania Illegal, public education is mandatory without known exceptions.

Andorra Illegal, public education is mandatory without known exceptions.

Armenia Illegal, public education is mandatory without known exceptions.

Australia Legal as alternative to the mandatory public school system.

Austria Legal under restrictive conditions, homeschooling is allowed as long as the instruction is at least equal to that of the state school.

Azerbaijan Illegal, public education is mandatory without known exceptions.

Belarus Illegal, public education is mandatory without known exceptions.

Belgium Legal under restrictive conditions, Homeschooling is a constitutional right in Belgium.

Bosnia and Herzegovina Illegal, public education is mandatory without known exceptions.

Brazil Illegal, public education is mandatory without known exceptions

Bulgaria Illegal, public education is mandatory. Only children with special needs may be homeschooled under strict government control.

Canada Legal under regulating conditions (Alberta – regulation, British Columbia –

registration, Manitoba – permit, Newfoundland – permit, New Brunswick – permit, Northwest Territories – regulation, Nova Scotia – regulation, Ontario – regulation, Prince Edward Island – regulation, Quebec – permit, Saskatchewan – permit, Yukon – regulation)

Colombia Legal. Regulated by the Ministry of Education and the ICFES (Colombian Institute for the Promotion of Higher Education). The student would have to present a Public Validation Test and a State Test (Similar to SAT) if he/she wants to go to College.

Croatia Illegal, public education is mandatory without known exceptions.

Cuba Illegal, public education is mandatory without known exceptions.

Cyprus Illegal, public education is mandatory without known exceptions.

Czech Republic Legal under restrictive conditions by temporary experimental law for children aged 5–12. Law currently under negotiation with homeschoolers.

Denmark Legal as alternative to the mandatory public school system.

El Salvador Illegal, public education is mandatory without known exceptions.

Estonia Legal under restrictive conditions, only allowed for exceptional cases.



Finland Legal as alternative to the mandatory public school system. Written and oral examinations to check on progress are mandatory.

France Legal as alternative to the mandatory public school system. Inspections are mandatory every year.

Georgia Illegal, public education is mandatory without known exceptions.

Germany Illegal, public or approved private education is mandatory with the only exception being where continued school attendance would create undue hardship for an individual child.

Greece Illegal, public education is mandatory without known exceptions.

Greenland Illegal, public education is mandatory without known exceptions.

Guatemala Illegal, public education is mandatory without known exceptions.

Holy See (Vatican City) No indication for educational laws to exist were found.

Hungary Legal under restrictive conditions.

Every homeschooled child must be supervised by an authorized school and pass annual exams. Homeschooled children received diplomas from supervising school.

Iceland Legal only for holders of teaching certificates, in other cases public education is mandatory.

India Legal as alternative to the mandatory public school system.

Indonesia Legal as alternative to the mandatory public school system.

Ireland Legal, homeschooling is allowed by the constitution.

Italy Legal, homeschooling is allowed by the constitution.

Kazakhstan Illegal, public education is mandatory. Door to door checks. Legal for non-residents.

Latvia Illegal, public education is mandatory without known exceptions.

Liechtenstein Illegal, public education is mandatory without known exceptions.

Lithuania Illegal, public education is mandatory without known exceptions.

Luxembourg Legal, for primary school age.

Malta Illegal, public education is mandatory without known exceptions.

Mexico Legal, compulsory attendance laws unclear.

Moldova Illegal, public education is mandatory without known exceptions.

Montenegro Illegal, public education is mandatory without known exceptions.

Netherlands public education is mandatory, with some exceptions.

New Zealand Legal as alternative to the mandatory public school system.

Norway Legal

Peru Prior registration with the Ministerio de Educación is required.

Poland Legal under restrictive conditions. Every homeschooled child must be supervised by an authorized school (can be a private school) and pass annual exams.



Homeschooled children received diplomas from supervising school.

Portugal Legal.

Republic of Macedonia Illegal, public education is mandatory without known exceptions.

Romania Legal under restrictive conditions. Children with disabilities, special needs or whose condition does not allow them to be physically present in a school may be home-schooled, under the supervision of an accredited teacher.

Russia Legal since 1992, law sometimes ignored and not made legal.

San Marino Illegal, public education is mandatory without known exceptions.

Serbia Illegal, public education is mandatory without known exceptions.

Slovakia Legal, under restrictive conditions.

Slovenia Legal.

South Korea Prohibited by law but law is unclear and the cause is supported by business leaders, therefore homeschoolers do not generally experience issues with authorities.

Spain Neither legal nor illegal, as Constitution recognises freedom of education, but national education law stipulates that compulsive education must be met through school attendance.

Sweden Illegal, as of June 2010; supposedly allowed under special circumstances such as student health reasons or family travel, but virtually never approved. Officials often ignore legally permitted appeals.

Switzerland Legal in about three quarters of the cantons, with many being restrictive to very restrictive.

Trinidad and Tobago Illegal, public education is mandatory without known exceptions

Turkey Illegal, public education is mandatory without known exceptions.

Ukraine Legal and expressly allowed for in Articles 59 and 60 of Ukraine's Education Law.

United Kingdom Legal as alternative to the mandatory public school system.

United States Legal under regulating conditions, varies by state.

Source:

"All countries compared for Education > Homeschooling legal status"

http://en.wikipedia.org/wiki/Homeschooling_international_status_and_statistics.

Aggregates compiled by NationMaster.

Retrieved from:

<http://www.nationmaster.com/country-info/stats/Education/Homeschooling-legal-status>



APPENDIX 2

Dear colleague,

Homeschooling Teacher Questionnaire was prepared to gather info about parents' homeschooling practices and to determine their needs via the Strategic Partnerships Project, **Supporting the Education of Students with Disabilities at Homeschooling (SESHOME)** 2018-1-TR01-KA201-059459 that was carried out under the coordination of Altındağ Kemal Yurtbilir Special Education Vocational High School.

Your answers to the questions will make significant contributions to the work. The data obtained in this direction will not be used outside the scope of the research. Thank you for your contributions.

2018

SESHOME PROJECT TEAM

PERSONAL INFORMATION

1. Gender:

1. () Female 2. () Male

2. Age: _____

3. Branch: _____

4. Education Level:

1. () Graduate

2. () Master degree

3. () PhD degree

5. Total experience at homeschooling: year / month

6. The total number of students you have ever trained at home: _____

7. Courses / courses at homeschooling:

1. () Turkish - Literature

2. () Mathematics

3. () Social Life Skills

4. () Science and Technology

5. () Social Studies

6. () Other (Please write):



8. Does another teacher serve you in the student's home education process?

1. () Yes 2. () No 3. () I don't know

Information on homeschooling process;

9. Is the training environment suitable for training activities?

1. () Yes
2. () No. [Please explain. You can select multiple options]
- 2.1 () Conflicts due to external causes
- 2.2 () The difficulties of teacher and family in planning the time of training activities.
- 2.3 () Working in a common room / lack of a separate room
- 2.4 () Over intervention of the parents on [] training activities
- 2.5 () The study area is not suitable / environment is not suitable for the disabled student
- 2.6 () Physical condition of the room (heating / cooling, light)
- 2.7 () Other (Please explain _____)

10. Are the training activities planned in accordance with the curriculum?

1. () Yes 2. () No 3. () Partly

11. Has the Individualized Education Program (IEP) been prepared?

1. () Yes 2. () No 3. () Partly

12. Are you having problems with the study materials (books, notebooks, course material) during the training?

1. () Yes - What kind of problems do you have? [You can select multiple options]
- 1.1 () The materials I have are not enough for the student's need
- 1.2 () Materials are not associated with the class curriculum
- 1.3 () Individualized Training Plan does not match existing training materials
- 1.4 () I usually do not have the possibility to copy / the exercises / activities in the books I use.
- 1.5 () I don't know where to get the materials
- 1.6 () The financial situation of the student's family is not sufficient to provide materials
- 1.7 () Family does not adequately protect educational materials
- 1.8 () Other (Please explain _____)

2. () No



13. Do the students experience problems during the training?

1. () Yes - (You can select more than one option)

1.1 () Distinguishing

1.2 () Learning motivation

1.3 () Fatigue

1.4 () Behaviour / hyperactivity

1.5 () Family members distract the student

1.6 () Health conditions

1.7 () Other (Please explain _____)

2. () No

14. Have any problems arisen from family members during the training?

1. () Yes (You can tick one or more)

1.1 () Absence of the responsible adults

1.2 () Lack of cooperation

1.3 () Excessive control over training activities

1.4 () In the education process, the family members enter and leave the training area

1.5 () Termination of home education by the family

1.6 () Other (Please explain _____)

() Over control on the educational activities

() Invasion of the spaces used for the educational activities

() Interruption of the educational agreement (refuse the intervention)

() Other (Please explain _____)

2. () No

15. Do you know which courses the student is responsible for?

1. () Yes 2. () No 3. () Partly

16. Do you have information about how the weekly course hours are organized?

1. () Yes 2. () No 3. () Partly

17. Do you know how many hours of training a week is given to the student at home?

1. () Yes 2. () No 3. () Partly

18. Do you know about homeschooling practices?



1. () Yes 2. () No 3. () Partly

19. Do you need more information about homeschooling practices?

1. () Yes 2. () No 3. () Partly

20. Do you think that homeschooling is contributing to the student's academic development?

1. () Yes 2. () No 3. () Partly

21. What kind of problems have you encountered in the process of homeschooling?

() Partial / No collaboration with the family

() Partial / No collaboration with the learner

() Partial / No collaboration with the school

() Complication due to the health conditions of the learner

() Problems in the conformity of the educational activities and timing with the family requests, the school requests and the health condition of the learner

() Inadequate educational material

() Personal difficulties in the health condition of the learner

() Difficulties in dealing with the family

() Inexperience in disability type and health condition of the student

() Difficulties in communicating with the health system professionals about the learner

() Other (Explain _____)

22. If you have any suggestions for a healthier implementation and more useful homeschooling, please write below.
