

STANDPOINT

From: Assoc. Prof. PhD Zdravka Toneva, m.d.

Subject: dissertation for awarding the educational and scientific degree „Doctor“ in the scientific specialty 05.11.01 „Sociology“ in the professional field 3.1. Sociology, Anthropology and Cultural Sciences.

Author: Stefano Cobello - Italy.

Topic of the dissertation: „Inclusive education for children with disabilities in a relational perspective“.

Grounds: Order № RD-09-543 / 17.11.2020

1. General characteristics of the presented dissertation

The dissertation is 271 pages long. It is structured as follows:

- Introduction of three main parts (Sociological introduction; Disability and socialization; Educational models),
- Five chapters:
 - Chapter 1. The sociological approach to disability: the medical model and the social model
 - Chapter 2. The social network and the socialization process
 - Chapter 3. The family as educational and relational model
 - Chapter 4. The school and the inclusion of the students with disability
 - Chapter 5. Three scholastic models in comparison
- Conclusion
- Bibliography including 382 Latin sources (Italian, French, German, and Spanish)
- Scientific contributions of the dissertation work.

2. Evaluation of the obtained scientific and scientific-applied results

Bulgarian science and education policy, and in particular the inclusive policies aimed at children with disabilities, have only been discussed more seriously in the last decade. This is clearly seen in the existence of single schools - boarding schools for children with sensory disabilities (blind and deafblind), established in the first half of the last century. There was no talk at all about the subsequent active inclusion of these children in the social and economic

life, about their full integration. From this point of view, the dissertation only once again reminds us of the country's lagging behind the modern tendencies of a holistic approach in the analysis of every social phenomenon. The use of such an approach in the specific case allows the scientific-theoretical and scientific-applied achievements in the dissertation to be undoubtedly positively evaluated.

3. Evaluation of scientific and scientific-applied contributions

The holistic approach used, although not explicitly formulated in the dissertation, permeates the other contributions like a red thread. Such a result in the multilateral analysis deserves to be appreciated.

4. Evaluation of the abstract

The abstract fully corresponds to the content and spirit of the dissertation and presents it correctly, logically and completely.

5. Critical remarks, recommendations and questions

The holistic approach successfully chosen by the author is known to view society as a whole, made up of interacting parts. These parts cannot be deduced and analyzed independently without compromising the essence of the whole.

In my opinion, the approach chosen by the doctoral student to analyze the inclusive education of children with disabilities in a relational perspective is a very good hit. However, the chosen approach also raises some questions:

- To what extent and how children from such, inevitably risk groups, should and can be successfully integrated into the education system, if they have not been diagnosed and included in preschool age in proactively oriented nurseries and / or kindergartens.
- In countries with a well-developed health care system, a policy has been adopted in recent decades to ensure the survival of premature babies weighing more than 500 grams. These babies spend the first weeks and months in an artificially organized environment (incubators), which unfortunately is not able to completely replace the mother's womb. Because of deficiencies in this environment - on the one hand - and the high degree of immaturity of the body (individual organs and systems) of premature infants and low birth weight babies began to increase the incidence of cerebral palsy (CP). These children need early diagnosis, treatment and rehabilitation for a long period of time and depending on the degree of

deficiencies found. What perspective policies does the doctoral student see in early childhood and how, according to him, the Montessori system can be used in such cases.

I would recommend to Mr. Stefano Cobello to orient his scientific interests to the analysis of the questions asked, which seek their analysis and answer.

6. Personal impressions of the candidate and other data not mentioned in the previous points.

I do not know the doctoral student personally, but the dissertation presented by him speaks of a scientist who knows well the material he analyzes, and not only from literary sources. His holistic approach, very rarely used in the social sciences in our country, has an innovative value.

7. Motivated and clearly formulated conclusion

Based on all that has been said so far, without any hesitation or reservations, I recommend to the esteemed members of the Scientific Jury for the present defense to unanimously award Mr. Stefano Cobello the scientific and educational degree „Doctor“ scientific specialty 05.11.01 „Sociology“ in the professional field 3.1. Sociology, Anthropology and Cultural Sciences.

Assoc. prof., PhD Zdravka Toneva, m.d.: