

Dekodiranje zgodovinskih vzorcev / Decoding the Historical Patterns - Uvodnik / Introduction

Tematski del *Prispevkov za novejšo zgodovino* je tokrat posvečen senzorno oviranim otrokom in mladini, ki so bili osrednja tema mednarodne konference na Inštitutu za novejšo zgodovino 3. in 4. oktobra 2024 (Dekodiranje zgodovinskih vzorcev: raziskovanje dinamike segregacije in integracije v politikah in institucijah za otroke in mladostnike z različnimi ovirami v jugoslovanski državi 1919-1992 / Decoding the Historical Patterns: Exploring the Segregation and Integration Dynamics in Policies and Institutions for Children and Youth with Varied Disabilities in the Yugoslav Region 1919-1992). Konferenca je bila organizirana v okviru interdisciplinarnega projekta *Sistemi skrbi in izobraževanja senzorno oviranih otrok v prvi in drugi jugoslovanski državi* (J6-50289), ki ga financira Javna agencija za znanstvenoraziskovalno in inovacijsko dejavnost Republike Slovenije (ARIS).

Osnovni fokus raziskovanja so bili vzgojno-izobraževalni sistemi za senzorno ovirane otroke v obdobju od konca prve svetovne vojne do osamosvojitve Slovenije leta 1991. Namen je bil raziskati, kako so se ti sistemi spreminjali po obliki in vsebini, ter ugotoviti povezave teh sprememb z elementi širšega okolja in družbe ter njihov vpliv na življenjske poteke in družbeni položaj njihovih varovancev po zaključku šolanja. Osnovna premisa je bila opazovanje sprememb v vzgojno-izobraževalnih institucijah od segregacije senzorno oviranih otrok kot prevladujoče paradigme v času med obema svetovnima vojnoma do integracije kot paradigme, ki se sčasoma uveljavi po drugi svetovni vojni. Zanimanje je bilo usmerjeno v dve vprašanji: kako je bila ta sprememba paradigme povezana z družbenimi makrostrukturami – politikami, odnosom družbe do hendikepiranih, družbenim diskurzom o hendikepiranih in ali se je sprememba paradigme odražala tudi v življenjskih izidih uporabnikov. Pri končnih sklepih sta seveda potrebni velika previdnost in raziskovalna skrbnost, saj na življenjske izide ne vpliva zgolj segregacija ali integracija.

Slovenija kot del jugoslovanske države ni bila osamljen otok v sistemu skrbi za senzorno ovirane otroke in njihovo izobraževanje. Bila je del širšega jugoslovanskega sistema, ki do sedaj še ni bil natančno raziskan. Skupno delo članic projektne skupine in zunanjih sodelavk iz Srbije in celo z daljne Islandije, ki se jim ob tej priložnosti zahvaljujem, zlasti vodi projektne skupine dr. Jeleni Seferović, je pokazalo vso širino medsebojnih povezav, hkrati pa tudi razlike v razvoju kot posledico heterogenosti prve

in druge jugoslovanske države, čeprav ta vseeno ni bila ovira za sledenje evropskim tokovom sistema skrbi za senzorno ovirane otroke in njihovo izobraževanje.

Pričujoči prispevki to potrjujejo in umeščajo tematiko v evropski kontekst. S kritičnim znanstvenim pristopom razkrivajo večplastno naravo izključenosti in vključenosti, ki so jo doživljali senzorno ovirani otroci in sploh otroci s posebnimi potrebami v različnih političnih, družbenih in kulturnih sistemih. Raziskujejo medsebojno povezanost med oskrbo, izobraževanjem, zakonodajo in socialnimi politikami za omenjeno skupino otrok in razvoj institucionalnih mrež za ovirane otroke. Hkrati pa poudarjajo podobnosti in razlike v institucionalnih mrežah, ki osvetljujejo njihov razvoj v času in potrjujejo kontinuiteto v evoluciji sistema skrbi za senzorno ovirane otroke in njihovo izobraževanje med prvo in drugo jugoslovansko državo v kontekstu gradnje na temeljih, postavljenih v obdobju med obema vojnama, torej v obdobju prve jugoslovanske države.

V obdobju med obema vojnama sta segregirana vzgoja in izobraževanje omogočila integracijo v družbo v smislu zaposlitve in finančne neodvisnosti. To je bil v tistem času končni cilj vzgojno-izobraževalnih ustanov za otroke s posebnimi potrebami. Tako pojmovanje senzorno oviranih otrok in na splošno otrok s posebnimi potrebami je bilo prisotno tudi po drugi svetovni vojni, torej integracija v kontekstu prilagajanja družbi, pri čemer pa je vedno bolj stopalo v ospredje razvijanje pozitivnega odnosa družbe do omenjenih otrok. Povojna oblast je med ključne naloge postavila skrb za ogrožene osebe, med katere so sodili tudi otroci s posebnimi potrebami. Od tu naprej pa so mogoča različna razmišljanja v smeri vrednotenja institucionalizacije in deinstitutionalizacije, kar je prav tako predmet obravnave nekaterih prispevkov.

The thematic part of *Contributions to Contemporary History* is this time dedicated to children and youth with sensory impairments, who were the focus of the international conference at the Institute of Contemporary History on 3 and 4 October 2024 (Decoding the Historical Patterns: Exploring the Segregation and Integration Dynamics in Policies and Institutions for Children and Youth with Varied Disabilities in the Yugoslav Region 1919-1992 / Dekodiranje zgodovinskih vzorcev: raziskovanje dinamike segregacije in integracije v politikah in institucijah za otroke in mladostnike z različnimi ovirami v jugoslovanski državi 1919-1992). The conference was organised in the framework of the interdisciplinary project titled *Care and Education Systems for Children with Sensory Impairments in the First and Second Yugoslav States* (J6-50289), funded by the Slovenian Research and Innovation Agency (ARIS).

The research mainly focused on the care and education systems for sensory-impaired children from the end of World War I to the attainment of Slovenian independence in 1991. The aim was to explore how the form and content of these systems changed over time; identify how these changes were related to the elements of the broader environment and society; and determine how the systems influenced the lives and social position of their beneficiaries after their schooling. The basic premise was to observe the changes in the care and education institutions from the segregation of sensory-impaired

children as the dominant paradigm in the interwar period to their integration as the paradigm that eventually asserted itself after World War II. In this context, two questions were at the forefront: how this paradigm shift related to the social macrostructures – policies, social attitudes towards people with disabilities, and social discourse on people with disabilities; and whether the paradigm shift was also reflected in the users' life outcomes. Of course, great caution and due diligence in research are required when making final conclusions, as life outcomes are not only affected by segregation or integration.

Slovenia, as a part of the Yugoslav state, was not an isolated island in the system of care and education for sensory-impaired children. It belonged to the broader Yugoslav system that has not yet been thoroughly examined. The joint work of the project team members and external collaborators from Serbia and even from as far away as Iceland, whom I would like to thank on this occasion (especially the project team leader, Dr Jelena Seferović), has revealed the entire complexity of interconnections as well as the development diversity resulting from the heterogeneity of the first and second Yugoslav states. The latter was nevertheless not an obstacle to the implementation of the European trends in the care and education system for children with sensory impairments.

The present contributions confirm this and place the topic in the European context. Their critical scientific approach reveals the multifaceted nature of the exclusion and inclusion experienced by children with sensory impairments and children with disabilities in general across various political, social, and cultural systems. They explore the interconnections between care, education, legislation, and social policies for this group of children, as well as the development of institutional networks for children with impairments. The contributions also highlight the similarities and differences in the institutional networks, shed light on their development over time, and confirm the continuity in the development of the system of care and education for sensory-impaired children during the first and second Yugoslav states in terms of building on the foundations established during the interwar period, i.e. in the first Yugoslav state.

During the interwar period, segregated care and education in the institutions for children with special needs enabled the integration of these children into society regarding employment and financial independence, which was also the ultimate goal of these institutions at the time. Such an attitude toward children with sensory impairments and special needs – i.e., their integration in the sense of their adaptation to society – was also present after World War II, while the development of a positive social attitude towards these children was becoming more and more pronounced. The care for the vulnerable, including children with special needs, represented one of the crucial tasks for the post-war authorities. Various reflections are also possible regarding the evaluation of institutionalisation and deinstitutionalisation, which is also the focus of some contributions.

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