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**PREGLED VO SOZDAVAWETO NA
INSTITUCIONALNI OTSISTEM
ZA ZAŠTITA, EDUKACIJA I REHA-
BILITACIJA ZA LICATA SO
INVALIDNOST VO REPUBLIKA
MAKEDONIJA VO PERIODOT
1946-1996**

Qup~o AJDI NSKI

Voved

Periodot od sredinata na XIX vek do polovinata na XX vek (1947), odnosno do donesuvaweto na Statutot na Svetskata zdravstvena organizacija, pretstavuva vreme vo koe e sozdavan i izgraduvan ne samo konceptot i odnosot, tuku i institucionalni ot sistem za zaštita, edukacija i rehabilitacija za lica so invalidnost vo svetot. Vo ovoj ednovekoven period se sozdavani institucionalni oblaci za socialna zaštita, specijalno vospitanie i obrazovane, za profesionalno osposobuvawe na ovie lica.

Kaj nas, za `al, nema `e takvo istorisko iskustvo. Mo `e da se ka `e deka op `estvoto ne be `e podgotveno da gi prifat novite ide i vo praktikata da gi vgradi sovremeni te koncepcii za odnosot i zaštitata na populacijata { to so vekovi bila dr `ena na margi ni te od `i votot.

Adresa za korespondencija:

Qup~o AJDI NSKI

Univerzitet „Sv. Kiril i Metodija“

Filozofski fakultet

Institut za defektologija

Bul. „Krstes Misirkov“ bb,

1000 Skopje, Republika Makedonija

Ajdinski@freemail.com.mk

presentations - arguments - reviews

**SURVEY OF ESTABLISHING
INSTITUTIONAL SYSTEM FOR CARE,
EDUCATION AND REHABILITATION OF
DISABLED PEOPLE IN THE REPUBLIC
OF MACEDONIA IN THE PERIOD
1946-1996**

Ljupcho AJDINSKI

Introducion

The period from the middle of the XIX to the middle of the XX century (1947), i.e., till passing the Statute of the World Health Organization, is a period in which not only the concept and the relationship was created and built up but also the institutionalized system for care, education and rehabilitation of disabled people in the world. During this one-century-period, institutional forms of social care, special education, professional training of disabled people were created.

Unfortunately, our country did not have such a historical background. The society was not ready yet to accept the new ideas and to implement in practice the contemporary concepts in regard to the social care of the population that had been for ages on the margins of life.

Corresponding Address:

Ljupcho AJDINSKI

University "St. Cyril and Methodius"

Faculty of Philosophy

Institute of Special Education and Rehabilitation

Bul. "Krstes Misirkov" bb,

1000 Skopje, Republic of Macedonia

Ajdinski@freemail.com.mk

Vo pvoeni te godi ni Republ i ka Makedo-
nija nema { e i nstituci onalna tradi cija i
prakti ka, kadri i nauka, { to se osnovni
preduslovi za edna op { testvena prakti ka.
(1)

Do 1946 godina na teritorijata vo Makedonija nemalo organizirana za { tita, edukacija i rehabilitacija za lica so invalidnost. I malo samo neorganizirani oblici od filantropsko i samarijansko zgri ` uvawe na nezna-i telen broj lica so telesni, setilni i mentalni problemi od razni verski organizacii i crkovni ustanovi. Po vospstavuvawe na op { testveno-pravni te temeli na na { ata dr ` ava, **vo 1946 godina se po-na so socijalno-za { titni ustanovi za zgri ` uvawe na "defektni # lica** (kako { to toga { se narekuvaa): gl uvi, slepi, mentalno retardirani i drugi. Del od niv podocna prerasnaa vo specijalno vospitno-obrazovni ustanovi. Vo me|uvreme se formiraa i ustanovi za rabotno osposobuvawe na lica od opredeleni kategorii i invalidnost.

Pove }e pri ~i ni ja nametnaa potrebata od po ~nuvawe so socijalnata za { titna komponenta. Zgri ` uvaweto na vozrasnite lica so invalidnost i ni vnoto osposobuvawe za rabota, pretstavuva po ~etok na instituci onalna za { tita na ovi e lica koga se otvori **"Dom za slepi #** vo Bitola vo 1946 godina, vo koj se vr { e { e rabotno osposobuvawe. Podocna ova a akti vnost se pro { iri so otvorawe **"Dom za gl uvi #** vo Skopje i **"Dom za vospitno zapu { teni lica #** vo Saraj, kraj Skopje, odnosno vo Kratovo, dodeka zgri ` uvaweto na licata so psi hi ~ka popre ~enost po ~na vo du { evnite bolnici vo Demir Hisar i vo Bardovci. Vospitno-obrazovnata komponenta se institucionalizira koga oficijalno, so re { enie na Ministerstvoto za socijalni gri ` i, vo avgust 1949 godina, se osnova **"Dom za gluvoneni deca #** (internat so u-ili { te) vo s. Petrovec, kraj Skopje, a vo 1950 godina **"Dom za slepi #** vo Skopje.
(2)

In the period after the war, there was no institutional tradition and practice, professional staff and a science as a basic precondition for social practice. (1)

Up to 1946 on the territory of Macedonia there was not organized care, education and rehabilitation of people with disabilities. There were unorganized forms of philanthropic and Samaritan care of insignificant number of people with physical, sensitive and mental problems by different religious organizations and church institutions. After establishing the social and legal foundation of our country, **institutions for social care of "defective" people** (as they were called then): deaf, blind, mentally retarded and others **were established in 1946**. Some of them later became special education institutions. In the meantime, institutions for training people with certain categories of disabilities were founded.

Many reasons imposed the need for the social care component. Taking care of adults with disabilities and their training for work was the beginning of the institutionalized care of these people when **"Home for blind"** was opened in Bitola in 1946. They were also trained for work there. These activities were broadened and **"Home for deaf"** in Skopje and **"Homes for upbringing neglected people"** in Saraj (near Skopje) and in Kratovo were opened, while people with psychic disabilities were hospitalized in mental hospitals in Bardovci and Demir Hisar. The educational component was institutionalized when the Ministry for Social Care with an official decision, in August 1949, founded **"Home for deaf - mute children"** (a boarding school) in Petrovec (near Skopje) and **"Home for blind"** in Skopje (1950). (2)

Klu-ni zaborovi: *institucionalen sistem, zaštita, edukacija, rehabilitacija, oštećen sluh, oštećen vid, psihika poprečnost, telesna invalidnost, govorna komunikacija.*

Zaštitenata i obrazovana, a pododna i rehabilitacionata komponenta vo sistemot ušte vo poštetokot bea kategorijalno institucionalizirani. Se po-nuva so otvorawe ustanovi za opredelena kategorijalica so invalidnost: gluvi, slepi, vospitno zapuštteni, a pododna i lica so psihika poprečnost. No, golem broj faktori nametnaa promeni vo pristapot i praktikata na institucionalizacijata. Moraše da dojde do fuzionirawe na novootvorenite ustanovi za gluvi i slepi vo edna zaednička ustanova koja, so rešenie na Ministerstvoto za socijalni grihi na Makedonija, vo 1950 godina prerasha vo "Zavod za defektni deca#. Vo uebnata 1950/51 godina Zavodot pretstavuva poštetokot i na institucionalna rabota so logopati, odnosno deca so govorni problemi i deca so psihika poprečnost.

"Zavodot za defektni deca#, koj vo 1951 godina se preseli vo Bitola, stana sloena institucija vo koja se obezbedija osnovni komponenti za diferencirano institucionalizirawe na edukativnata i rehabilitacionata komponenta za rehabilitacija na lica so invalidnost vo zemjata. (3) Zaradi obezbeduvawe uvid vo razvojniot proces nuone da se dade pregled na razvojnata hronologija. Ova go nametnuva i faktot što na kategorijalen princip e sozdavan institucionalniot sistem za zaštita, edukacija i rehabilitacija za lica so invalidnost vo zemjata.

1. Zaštita, obrazovanie, profesionalno osposobuvawe i rehabilitacija za lica so oštećen sluh (gluvi i nagluvi)

Prva ustanova za deca so posebni obrazovni potrebi vo Republika Makedonija, e "Zavodot za defektni deca# vo s. Petrovec

Key words: *institutionalized system, care, education, rehabilitation, impaired hearing, impaired vision, psychic disabilities, physical disabilities, speech communication.*

The components of care, education and later the component of rehabilitation in the system were even in the beginning categorically institutionalized. It started with the foundation of institutions for certain category of people with disabilities: deaf, blind, educationally neglected, and later people with psychic disabilities. Many factors imposed changes in the approach and practice of institutionalization. There was a need for merging with the newly opened institutions for deaf and blind in one joined institution, which with the decision of the Ministry for Social Care in Macedonia, in 1950, became "Institute for defective children". In the school year 1950/1951 the Institute started work with children with speech problems and psychic disabilities.

The "Institute for defective children", during 1951 was dislocated in Bitola, became a complex institution with basic components for differential institutionalization of education and rehabilitation components for rehabilitation of people with disabilities. (3)

In order to present an insight in the developmental process, it is necessary to provide a survey of the developmental chronology. This is also imposed by the fact that the categorical principle is used in institutionalized system for care, education and rehabilitation of disabled people in our country.

1. Care, education, professional training and rehabilitation of people with impaired hearing (deaf and hard-of-hearing)

The first institution for children with special education needs in the Republic of Macedonia, as mentioned above, is the "Institute for defective children" in Petrovec,

koj vedna{ potoa (1951) se preseluva vo Bitola. Pri "Zavodot za defektni deca" vo Bitola e sozdadena institucionalna osnova za za{tita, predumili{no i osnovno obrazovani e, profesionalno orientirawe, osposobuvawe i rehabilitacija za gluvi i nagluvi preku slednite organizacioni edini ci: **Gradinka za gluvi i nagluvi deca; Osnovno umili{te so oddel za gluvi i oddel za nagluvi; Stopanska edinica od otvoren i zatvoren tip; Zanaetiski pogon (modelarstvo, ~evlarstvo, drvodelstvo, kilinarstvo), zenjodelstvo, gradinarstvo, ~ivinarstvo; Dom internat so ambulanta za zdravstvena za{tita so izolaciono oddeleni e; Edinica za zanaetisko profesionalno osposobuvawe i Kabinetska edinica.**

Gradinkata za gluvi i nagluvi deca, vo koja istovremeno e ostvaruvan vospitno-obrazoven i habilitacisko korekcionen proces vrz sovremena rehabilitaciska i interdiciplinarna osnova, so maksimalna primena na pridobivkite od naukata. **Vo gradinkata se postaveni temelite na teoriskiot i primeniot del na surdologijata i audiologijata kako nau-ni disciplini za rehabilitacija na gluvi i nagluvi deca**. Strumiot tim na ovaa edinica go so-inuvaa defektolozii, psiholozi, lekari, neguvatelki i medicinski sestri.

Osnovnoto umili{te za deca so o{teten sluh go so-inuvaa tri organizaciski edini ci: Oddel za gluvi deca, Oddel za nagluvi deca i Kabinetska edinica. Vo oddel ite decata se rasporeduvaa vrz osnova na timska dijagnostika obrabotka, a za osnovni klasifikaciski kriteriumi se zemani: vozrasta, inteligencijata, sostojbata na sluhot i govorot, vremeto na nastanuvaweto na o{tetuvaweto na sluhot i vremeto na opfawe na deteto. Rabotata vo oddel ite be{e organizirana i sproveduvana vrz diferencijalna nastava i korekciono-rehabilitaciska terapeutska programa. Vo Oddelot za gluvi deca be{e formirana i rabote{e prvata paralelka za deca so psihika popre~nost.

which was dislocated in Bitola in 1951. At the "Institute for defective children" in Bitola, an institutionalized basis was created for care, preschool and elementary education, professional orientation, training and rehabilitation of deaf and hard-of-hearing through the following institutionalized units: **kindergartens for deaf and hard-of-hearing children; elementary school with departments for deaf and hard-of-hearing; commercial unit of opened and closed type; Trade section (model airplanes making, shoemaking, carpentry, carpet industry) agriculture, gardening, poultry raising; Boarding house with ambulance for health care with isolation section; Unit for vocational training and Cabinet Unit.**

The kinder-garden for deaf and hard-of-hearing children, in which education and habilitation-corrective process on contemporary rehabilitation interdisciplinary basis was carried out with maximal implementation of scientific achievements. **The fundamentals of the theoretical and practical part of surdology and audiology as scientific disciplines of rehabilitation of deaf and hard-of-hearing children were set in the kinder-garden.** The professional team was composed of special teachers, psychologists, doctors and nurses.

The elementary school for children with impaired hearing was composed of three organizational units: **Unit for deaf children, Unit for hard - of - hearing children and Cabinet Unit.** In this units, children were divided according to the diagnosis, but as a basic classification criteria the following was taken into consideration: age, intelligence, the condition of hearing and speech, the time when the impairment occurred and time of acceptance of the child. The work in the Units was organized and implemented with differential teaching and correction-and rehabilitation therapeutic program. The first class of children with psychic disabilities was formed and worked within the Unit for deaf children.

Kabinetska edinića so-inuva: audiološki kabinet sovebalni soauditoren tretman, fonetski kabinet soakustična fonetika i fiziološka fonetska vebalna i surdološko-audiološka ambulanta od otvoren tip.

Edinića za zanaetisko-profesionalno osposobuvawe ovozm`uwa e: radno vospitani e, preprofesionalno osposobuvawe, profesionalno orientirawe i osposobuvawe na u-enicite. Del od nejzina organizacijska struktura, kako i del od nejzina programa za radu, podocna stanava osnova na novata ustanova za rehabilitacija na gluvimladinci, koja vo 1955 godina se formira i po-na so radu vo Skopje, kako Ni`ostruno zanaetisko u-ili{te so praktična obuka za gluvimladinci.

Podocna (1953-1955), otkako od ova ustanova se izdvoija vo zasebni institucii za za{tita, obrazovanje i rehabilitacija za gluvimladinci, slepi i slabovidni deca i deca so psihika popre-enost, Zavod prerasha vo specijalizirana defektološka ustanova za rehabilitacija samo za gluvimladinci i deca logopati.

Vo 1955 godi na Oddelot za gluvimladinci i naglumi i oddelot za logopati pri Zavodot prerasha vo specijalizirana logopedisko-surdološko-audiološka ustanova so naziv "**Zavod za rehabilitacija i korekcija na govorot**" - Bitola, so slednata organizacijska struktura: **laboratorijski oddel, u-ili{te za logopati, ambulanta za logopati, gradinka za gluvimladinci i naglumi, u-ili{te za gluvimladinci i naglumi so kabinetska edinića, stacionar za logopati, internat za gluvimladinci i naglumi.**

So re{eni eto za formirane na Zavodot ostvarena institucionalizacija na logopedijata, surdologijata i audiologijata, kako podrazjaka na op{testvenata praktika vo Republika Makedonija. Navedeni te okolnosti nametnaa kvalitetno nova institucionalna struktura vo sistemot za za{titata, edukacijata i rehabilitacijata za gluvimladinci i naglumi. Se sozdade slednata mre`a ustanovi:

The Cabinet Unit was composed of: audiologic cabinet with drill session with auditory treatment, phonetic cabinet with acoustic phonetics and psychological phonetic cabinet with acoustic and physiological phonetic drills as well as surdological and audiological ambulance of open type.

The Unit for trade and professional training provided working education, pre-professional training, students' professional orientation and training.

Part of its organizational structure, as well as its working program, later became a basis for the new institution for rehabilitation of deaf youth, which was established in Skopje in 1955, as a Lower Vocational trade school with practical training of deaf youth.

Later (1953-1955), when institutional for care, education and rehabilitation of deaf youth, blind and with poor vision children and children with psychic disabilities set aside, the Institute became a specialized institution for education and rehabilitation only for deaf, hard-of-hearing and children with speech disabilities.

In 1955 the Unit for deaf and hard-of-hearing children and the Unit for children with speech disabilities at the Institute became a specialized logopedic and surdoaudiologic institution called "**Institute for rehabilitation and speech correction**" - Bitola, with the following organizational structure: **laboratory, school for children with speech disabilities, ambulance, a kinder-garden for deaf and hard-of-hearing, school for deaf and hard-of-hearing with cabinet unit, dispensary for children with speech disabilities, boarding house for deaf and hard-of-hearing.**

The Institute, with the decision for its establishing, started the institutionalization of speech therapy, surdology, and audiology as fields of social practice in the Republic of Macedonia.

The mentioned conditions imposed qualitatively new institutional structure in the system of care, education and rehabilitation of deaf and hard-of-hearing people. The following network was formed:

- "Specijalizirana ustanova za patologija na sluhot i govorot za rehabilitacija na gluvi, nagluvi i logopati # - Skopje;
- "Zavod za rehabilitacija na sluh, govor i glas# - Bitola;
- "Zavod za rehabilitacija na deca so o{ teten sluh# - Bitola;
- "Centar za profesionalna rehabilitacija na mladinci so o{ teten sluh# - Skopje;
- Paralelki za gluvi i nagluvi deca pri redovni u-ili{ ta vo Skopje i Ohrid (3)

2. Rehabilitacija za lica so patolo-gija vo govornat a komuni kacija

Po~etocite na rabota so lica so patolo-gija na govornata komuni kacija vo zemjata datiraat od 1950 godina, koga pri "Zavodot za defektni deca# vo Skopje po~na so rabota prvata logopedaska ambulanta. Logopedskata rabota se insti tucional izi ra pri Zavodot (koga se preseli vo Bitola vo 1951 godina) vo logopedaska organizaci ska edini ca so logopedsko u~i li { te, logopedski laboratorii i stacionar za logopati.

Zavodot za rehabilitacija i korekcija na govorot ne mo`e da go odr`i ~ekorot so vremeneto i mora{e da se transformira vo tri ustanovi:

- **Edukativna ustanova za gluvi i nagluvi vo Bitola;**
- **Logopedski edinic i pri edukativni ustanovi vo zemjata;**
- **Samostojna republi~ka audiolo{ka ustanova vo Skopje.**

Sozdadenite pretpostavki i potrebi nametnaa:

- **Institucionalizirawe na logopedaska praktika vo zemjata so { to dojde do presnuvawe na "Audiolo{kiot centar# vo "Fonijatrisko-audiolo{ki centar# na NRM vo Skopje;**
- **Podocna logopedskata edini ca pri Zavodot za rehabilitacija so o{ teten sluh - Bitola se pripojuva na "Fonijatrisko-**

- "Specialized institution of pathology of hearing and speech for rehabilitation of deaf, hard-of-hearing and people with speech disabilities" – Skopje;
- "Institute for rehabilitation of hearing, speech and voice" – Bitola;
- "Institute for rehabilitation of children with impaired hearing" – Bitola
- "Center for professional rehabilitation of youth with impaired hearing" – Skopje;
- Classes for deaf and hard of hearing children at formal schools in Skopje and Ohrid. (3)

2. Rehabilitation of people with pathology in speech communication

The beginning of work with people with pathology in speech communication in our Country dates from 1950 when the first speech therapy ambulance started work within the "Institute for disabled children" in Skopje. Speech therapy was institutionalized at the Institute (when it was dislocated in Bitola in 1951) as a speech therapy unit with speech therapy school, speech therapy laboratories and dispensary for people with speech disabilities.

The Institute for Rehabilitation and Speech Correction could not keep pace with time and had to transform in three institutions:

- **Education institution for deaf and hard-of-hearing in Bitola;**
- **Speech Therapy units at education institutions in the country;**
- **Independent republic audiological institution in Skopje.**

The assumptions and needs imposed the following:

- **Institutionalization of speech therapy in the country, which developed the "Audiological Center" into "Phoneatric-Audio Center" of People's Republic of Macedonia in Skopje;**
- **Later, the speech therapy unit at the Institute for Rehabilitation of Impaired Hearing in Bitola merged with "Phoneatric - Audio**

audiološki centar# - Skopje i prodol-
`uva da raboti kako dependans na toj cen-
tar;

- Dependansot podocna prerasna vo "Zavod za rehabilitacija na sluh govor i glas# - Bitola, za po nekolku godini da se osamstoi;

- Vo Skopje ostana da raboti kako samostojna ustanovata pod naziv "Zavod za rehabilitacija na sluh, govor i glas# pri Klini~kiot centar vo Skopje. (3)

Pokraj spomnatata specijalizirana dr-
`avna logopediska ustanova, bea formirani i logopedski ambulanti pri zdravstveni i edukativno-defektološki ustanovi vo Skopje, Veles, Bitola, [tip, Kavadarci, Negotino i Kumanovo.

3. Zastita, edukacija i rehabilitacija za lica so otktet en vid

Otkako se sozdadoa soodvetni prostorni uslovi vo Skopje (1954 godina) Izvrniot sovet na NRM otvoril "Uilitete za slepi deca#, kako obrazovna defektološka ustanova, za da ja izveduva edukativnata komponenta, odnosno osnovnoto obrazovanie, vo slo`eniot proces za rehabilitacija na ovaa populacija.

Potrebata za kompletirana rehabilitacijska praktika so slepi i slabovidni deca i mladinci dovede do formirana specijalizirana ustanova za rabotno i profesionalno osposobuvawe. Vo 1959 godina beše otvoren "Zavod za rabotno osposobuvawe na slepi mladinci# vo s. Dra~evo, kraj Skopje.

Funkcioniraweto na dvete ustanovi za slepi, odvoeni edna od druga, se pokazaneekonomi~no vo iskorištuvawe na stru~niskadar, opremata i organizirawepocesot na profesionalno osposobuvawe poradi oddale~enosta na dvete ustanovi. Trgnuvaj}i od toa, vo 1962 godina dvete ustanovi "Uilitete za slepi# - Skopje i "Zavodot za profesionalno i rabotno osposobuvawe# - Dra~evo se integrirawo

Center" – Skopje and continued work as branch of that center;

- The branch later became "Institute for Rehabilitation of Speech, Hearing and Voice" – Bitola and a few years later it became independent;

- The Institution called "Institute for Rehabilitation of Hearing, Speech and Voice" at the Clinical Center in Skopje continued to work as an independent one. (3)

Besides mentioned specialized state speech therapy institution, speech therapy ambulances were formed at the health and special education and rehabilitation institutions in Skopje, Veles, Bitola, Shtip, Kavadarci, Negotino and Kumanovo.

3. Care, education and rehabilitation of people with impaired vision

When appropriate facilities and conditions were created in Skopje (1954), the Executive Council of People's Republic of Macedonia opened "School for blind children" as special education and rehabilitation institution to carry out the educative component, i.e. elementary education in the complex process of rehabilitation of this population.

The need for completion of rehabilitation practice for blind and with poor vision children and youth imposed establishment of specialized institution for work and professional training. Thus, in 1959 "Institute for Work Training of Blind Youth" was opened in Drachevo, near Skopje.

The functioning of both institutions for blind, working separately, was uneconomical in exploiting professional staff, equipment and organization of professional training process, due to the distance of the two institutions. Thus, in 1962 these two institutions, "School for Blind" in Skopje and "Institute for Professional and Work Training" in Drachevo merged in one institution called "Institute for

edna ustanova pod naziv "Zavod za slepi deca i mladinci" - Skopje.

Otkako be{ e izgraden sovremen objekt, razrabotena organi zacijata i koncepcijata i se sozdadoa osnovni kadrovski i tehni-ko-tehnolo{ ki uslovi, ustanovata pre-rasna vo "Zavod za reabilitacija na deca i mladinci so o{ teten vid" - Skopje i po-na da gi vr{ i dejnosti te: **predu-ili{ -no vospitanie, osnovno obrazovanie, ni-`o mzi-ko obrazovanie, sredno-stru-no obrazovanie, korekciono-rehabilitacionen tretman na vidot, rabotno i profesionalno osposobuvawe.** (4)

Vo strukturata na koncepcijata za op{ tata postavenost na reabilitacijata za lica so invalidnost Zavodot be{ e proektiran kako ustanova { to treba da gi vtemeli i razvie osnovite za reabilitacijata na lica so o{ teten vid, odnosno osnovite na tiflolo{ kata teorija i praktika kaj nas.

4. Za{ tit a, obrazovanie i reabilitacija na telesno invalidni deca i mladinci

Do 1963 godi na nema{ e praktika za organizirana insti tucional na za{ ti ta, edukacija i reabilitacija za telesno invalidni deca i mladinci. Vo istata godi na Ortopedskata klinika pri Medi cinski ot fakul tet vo Skopje вовede vospitno-obrazovna rabota so deca od predu-ili{ na i osnovno u-ili{ na voзраст, { to bea na podolg medi cinski tretman. Isto taka, vo Bolni cata za koskozgl obni zabol uvawa vo Ohrid i vo Zavodot za medi cinska reabilitacija vo Skopje, se organizira izveduvawe nastava za hospi tali zi rani deca-u-`enici od I do VIII oddel enie vo podra-`ni paralelki, organizirani pri najbliski te redovni u-ili{ ta.

Vo 1971 godi na od Republi -ki ot organ za socijalna politika, Sobranieto na op{ tina Strumica i so materijalna pomo{ na Fondacijata "Sju Rajder" od Anglija, be{ e formirana **specijal izi rana ustanova za reabilitacija na telesno invalidni**

Blind Children and Youth" – Skopje.

Later, contemporary premises with developed technical and technological conditions, organization and conception, as well as qualified staff, enabled the institution to become "**Institute for Rehabilitation of Children and Youth with Impaired Vision**" – Skopje. This institution implemented the following activities: **preschool education, elementary school education, lower musical school education, secondary school vocational education, vision correction and rehabilitation treatment, work and professional training.** (6)

According to the structure of conception for general rehabilitation of people with disabilities, the Institute was designed as an institution aimed to develop basics for rehabilitation of people with impaired vision, i.e. basics of tiphological theory and practice in our country.

4. Care, education and rehabilitation for physically disabled children and youth

There was no practice for organized institutionalized care, education and rehabilitation for physically disabled children and youth before 1963. The same year, the Orthopedic Clinic at the Faculty of Medicine in Skopje introduced educational work with preschool and elementary school children who were hospitalized for longer period. The hospital for bone and joint diseases in Ohrid and the Institution for Medical Rehabilitation in Skopje organized teaching process for hospitalized school children from I to VIII grade as branch classes of the closest formal schools.

In 1971, the Republic organ for social policy, Assembly of the municipality of Strumica, financed by Foundation "Sue Ryder" from England, a **specialized institution for rehabilitation of physically disabled**

deca i mladienci vo Bawa Bansko - Strumi --ko. Koncepci skata, organizaci skata, tehni~ko-tehnolo{kata i kadrovskata postavenost obezbeduvaa uslovi za ostvaruvawe na dejnostite: **zgrit`uvawe i smestuvawe, osnovno i sredno obrazovanie, rabotno osposobuvawe i profesionalno okvalifikuvawe, rehabilitaciski tretman (psihomotorna terapija, hidroterapija, fizioterapija, elektroterapija, parafeterapija, balneoterapija) i zdravstvena za{tita.** (4)

5. Za{tita, edukacija i rehabilitacija za lica so psihi~ka popre-enost

Institucionalniot sistem za za{tita, edukacija i rehabilitacija za lica so lesna, umerena, te{ka i dlaboka psihi~ka popre-enost }e se prikak`e spored institucijite {to se osnovani za niv.

OSNOVNO OBRAZOVANIE ZA DECA SO LESNA PSIHI ^KA POPRE^ENOST

Oddelenijata za deca so psihi~ka popre-enost {to rabotea vo "Zavodot za defektni deca" vo Bitola, poradi nepostoewe soodvetni uslovi, a i poradi interesot vo gradot za {koluvawe na vakvi deca, vo u-ebnata 1953/54 godina **se otvori prvoto oddelenie za vakvi deca vo osnovnoto u-ili{te "Kole Kaninski", a vedna{ potoa i vo osnovnite u-ili{ta "Goce Delchev" i "Trifun Panovski" vo Bitola**

Neposredno so zgolemuvawe brojot na posebnite oddelenija pri spomnatite u-ili{ta i pritisokot za otvorawe posebni oddelenija, osobeno vo Skopje, bea formirani gol embroj posebni oddelenija i vo drugi gradovi:

Vo u-ebnata 1956/57 godina se otvori ja dve posebni oddelenija pri OU "Braja Ribar" #, a vo 1959/60 godina i pri OU "Jane Sandanski" # i edno posebno oddelenie pri OU "Stiv Naumov" - Skopje.

children and youth was established in Banja Bansko – Strumica. The conceptual, organizational, technical-technological, as well as personnel enabled implementation of the following activities: **board and lodging, elementary and secondary school education, work training and professional qualification, rehabilitation treatment (psycho-motor therapy, hydrotherapy, physical therapy, electrotherapy, paraffin therapy, spa therapy) and health care.** (4)

5. Care, education and rehabilitation for people with psychic disabilities

The institutionalized system for care, education and rehabilitation of people with easy, moderate, hard and severe psychic disabilities is presented according to the institutions.

ELEMENTARY SCHOOL EDUCATION FOR CHILDREN WITH EASY PSYCHIC DISABILITIES

Classes for children with psychic disabilities, which were part of the "Institute for Disabled Children" in Bitola, due to inappropriate conditions and interest in the town for education of such children, in the school year 1953/54 **the first grade class for such children was opened within the formal elementary school "Kole Kaninski" and later in the schools "Goce Delchev" and "Trifun Panovski" in Bitola.**

After the increased number of special classes at the mentioned schools and the pressure for opening special classes, especially in Skopje, such special classes were opened within other formal schools in different towns:

In the school year 1956/57 two special classes at the elementary school "Braja Ribar" and in 1959/60 one at the elementary school "Jane Sandanski", as well as one at the elementary school "Stiv Naumov" in Skopje was opened.

- **Vo isto vreme bea otvoreni posebni oddelenija pri OU "Kliment Ohridski# vo Prilep i vo OU "Trajko Andreev# vo Veles. Ne{ to podocna vo u-ebnata 1975/76 godina bea otvoreni posebni paralelki pri redovnoto OU "Manu{ Turnovski# vo Novo Selo - Strumi~ko.**

Nepodgotvenosta na redovnite osnovni u~ili{ tata za adekvatno prifa}awe, na decata so lesna psihi~ka popre~enost da u-at zaedno so decata bez pre~ki vo razvojt i neobezbedenosta na stru~no-def ektolo{ ki kadri, nu`no se nametna potreba od prezemawe merki za sozdavawe adekvatni uslovi za rabota so formirawe posebni u~ili{ ta. Be formirani **specijalnite osnovni u~ili{ ta za deca so lesna psihi~ka popre~enost "Marko Cepenkov# vo Prilep (1966/67), "Makarenko# vo Bitola (1967/68), "Idnina# (1971/72) i "Dr Zlatan Sremac# (1972/73) vo Skopje, "Maca Ovcharova# vo Veles (1971/72) i specijalno u~ili{ te so u-eni~ki dom za deca so lesna i umerena psihi~ka popre~enost "25 Maj# - sega "Sv. Kliment Ohridski# - (1985/86) vo Novo Selo - Strumi~ko, kako edinstvena ustanova vo zenjata za deca koi nemat uslovi da stekot osnovno obrazovane vo svoite mesta na `iveewe. (3)**

Specijalnite u~ili{ ta vo Prilep i Bitola se zatvorija. Namesto ni v prodol`ija so rabota posebni oddelenija pri redovni osnovni u~ili{ ta, dodeka drugite ~etiri specijalni u~ili{ ta vo Skopje, Veles i Novo Selo prodol`ija ponatamu so rabota.

Osnovni karakteristiki na sovremenata koncepcija i praktika za rehabilitacija na ovie deca vo ovoj period bea: racionalizacija na edukativno-habilitacioni proces so paralelno dejstvuvawe na def ektolo{ki ot, psiholo{ki ot i medicinski ot kadar; nastojuvawe da se kompletira tretmanot so neophodni te komponenti, maksimalna diferencijacija na ustanovite, klasifikacija na slu~ai te i popolnuvawe na ustanovite so potrebni ot def ektolo{ki kadar.

- **At the same time, special classes at the elementary school "Kliment Ohridski" in Prilep and the elementary school "Trajko Andreev" in Veles were opened. In the school year 1975/76, special classes were opened within the elementary school "Manush Turnovski" in Novo Selo, Strumica.**

Formal elementary schools were not ready for adequate acceptance of children with easy psychic disabilities to have classes together with children without developmental disabilities. Lack of professional special teachers imposed the need for undertaking measures to establish adequate conditions for work in special schools. Special elementary schools for children with easy psychic disabilities were formed: "Marko Cepenkov" in Prilep (1966/67), "Makarenko" in Bitola (1967/68), "Idnina" (1971/72) and "Dr. Zlatan Sremac" (1972/73) in Skopje, "Maca Ovcharova" in Veles (1971/72) and Specialized school with boarding house for children with easy and moderate psychic disabilities "25 Maj", now "Sv. Kliment Ohridski" (1985/86) in Novo Selo, Strumica, as unique institution in the country for education of children from different parts of the country where special classes could not be organized. (3)

Special schools in Prilep and Bitola were closed and special classes continued in formal elementary schools, while the other four special schools in Skopje, Veles and Novo Selo continued to work.

Basic characteristics of contemporary conception and practice for rehabilitation of these children during this period were: rationalization of education and habilitation process parallel to the activities of special education and rehabilitation, psychological and medical staff; trying to complete the treatment with necessary components, maximal differentiation of the institutions, classification of cases and equipping the institutions with special education staff.

SREDNO OBRAZOVANI E ZA MLADINCI SO
LESNA PSIHI^KA POPRE^ENOST

[ireweto na mre`ata na osnovni u~ili{ta, odnosno oddelenija za osnovno obrazovanje za decata so lesna psihi~ka popre~enost, kako i s pogolemiot broj u~enici { to go zavr{uvaa ova obrazovanie, go aktueliziraa problemot za srednoto obrazovanie. Poradi toa u~ili{tata za osnovno obrazovanie, dru{tvata za pomo{ na licata so psihi~ka popre~enost i stru~nite slu`bi pri nadle`nite organi na upravata vo zemjata, pravea napori da se re{ i ovoj problem. Se predlo`ija soodvetni re{enija od koi najpovolno be{e otvoraweto sredni u~ili{ta za mladinci so lesna psihi~ka popre~enost, vo koi }e se izveduva i teorskiot i prakti~niot del na nastavata. Organiziranoto sredno obrazovanie za ovi e mladinici po~na vo **Centarot za rehabilitacija i obrazovanie "Makedonija# - sega "Sv. Naum Ohridski #- Skopje i vo Centarot za sredno obrazovanie "Iskra# - [tip za lica so lesna psihi~ka popre~enost. (5)**

REHABILITACIJA ZA LICA SO UMERENA
PSIHI^KA POPRE^ENOST

Prvite razmisluvawa za organizirano po~nuvawe so za{tita i rehabilitacija za lica so umerena psihi~ka popre~enost kaj nas datiraat od 1957, odnosno od 1962 godina vo analizite i istra`uvawata { to se napravija od stru~nata slu`ba pri toga{niot republi~ki organ za socijalna politika.

- **Vo 1962 godina Izvr{niot sovet na SRM donese re{enie za osnovawe ustanova za rabota so lica so umerena psihi~ka popre~enost, koja po~na so rabota vo adaptirane prostorii na porane{ata ustanova za slepi lica vo Dra~evo (1963 godina);**
- **Vo 1970 godina, otkako se izgradija novite namenski prostorii vo Skopje, ustanovata se preseli vo niv i po~na so rabota vrz nova sovremena koncepcija i organizacija pod naziv "Zavod za rehabilitacija na deca i mladinci #.**

SECONDARY EDUCATION OF YOUTH WITH EASY
PSYCHIC DISABILITIES

Spreading of the elementary school network, i.e. classes for elementary education for children with easy psychic disabilities, as well as bigger number of children completing this education initiated the issue of the secondary school education. The elementary schools, associations for assistance to people with psychic disabilities and professional services at the state organs in the country tried to solve that issue. Among the proposed appropriate solutions, the most convenient was opening of secondary schools for youth with easy psychic disabilities, including theoretical and practical part of the educational process. The organized secondary school education for those students started in: **Center for Rehabilitation and Education "Makedonija" – now " Sv. Naum Ohridski" in Skopje and Center for Secondary School education "Iskra" – Shtip for people with easy psychic disabilities. (5)**

REHABILITATION OF PEOPLE WITH EASY PSY-
CHIC DISABILITIES

The first thoughts for organizing care and rehabilitation for people with moderate psychic disabilities in our country date from 1957, i.e. 1962 in analyses and research made by the professional service of republic organs for social policy.

- **In 1962, the Executive Council of Socialistic Republic of Macedonia brought a decision for establishing institution for people with moderate psychic disabilities, which started work in adapted premises within the previous Institution for blind people in Drachevo (1963);**
- **In 1970, after the new premises were built in Skopje, the institution moved there and started work with new contemporary conception and organization as "Institute for Rehabilitation of Children and Youth".**

Toa be{ e prva specializirana ustanova za vakvi li ca za za{ tita, edukacija i rehabilitacija vrz sovremena nau~na osnova vo na{ ata zemja so izveduvawe na: **opservacija, dijagnostika i klasifikacija, evidencija i statistika; preventiva na podra-jeto na psihi~kata popre~nost; terapevtski (korektivno-habilitaciski) tretman; edukacija, odnosno elementarno osnovno obrazovanie; rabotna orientacija, rabotno osposobuvawe vo industrijska, zanaet~iska, zenjodelska i `ivinarska nasoka; zgri`uvawe, vospituvawe i smestuvawe; zdravstvena za{ tita; sovetodavna rabota so roditelite na vakvite deca i mladinci.**

Za izvr{ uvawe na ovie dejnosti Zavodot gi ima{ e slednive organizaciski edinici: **opservaciono-dijagnosti~ka edinica so sovetovali{ te; edinica za habilitaciono-korekcionen tretman; laboratorisko-istra`uva~ka edinica so biohemijska i citogenetska laboratorija; edinica-gradinka za predri~ili{ no vospituvawe; edinica-u-ili{ te za elementarno osnovno obrazovanie; edinica za edukacija, odnosno za habilitaciono-korekciona rabota so umereno psihi~ki popre~eni deca i so pote{ ki rastrojstva vo sluhot i govorot; edinica-u-ili{ te za rabotna orientacija, kako i za rabotno osposobuvawe vo odelni rabotni organizacii vo industrijska i zanaet~iska rabota; edinica za rabotno osposobuvawe vo zenjodelstvoto (gradinarstvo, ovo{tarstvo i `ivinarstvo); stacionar so kabinet za doma}instvo, ambulanta i izolaciono odlelenie.**

Organizacijata na ustanovata, a osobeno izveduvaweto na rehabilitacioni ot proces, be{ e postaveno vrz sovremeni osnovi od steknatoto iskustvo, od napravenite specializacii vo svetot i koristej}i gi sovremenite dostignuvawa pri sposobeni na na{ i te uslovi.

That was the first specialized institution for such people in our country for care, education and rehabilitation on contemporary scientific basis, implementing the following: **observation, diagnosis and classification; evidence and statistics; prevention in the field of psychic disabilities; therapeutic (correction and habilitation) treatment; education, i.e. elementary school education; work orientation, work training in industry, trade, agriculture and poultry raising division; care, education and lodging; health care; consultations with parents of such children and youth.**

For performing these activities, the institution had the following organization units: **observation and diagnosis unit with counseling service; unit for habilitation and correction treatment; laboratory and research unit with biochemistry and cito-genetic laboratory; kindergarten with preschool education unit; elementary school education unit; unit for habilitation and correction treatment of children with moderate psychic disabilities and with severe impairments of hearing and speech; unit - school for work orientation, as well as work training in different work organizations in industry and trade; unit for work training in agriculture (gardening, fruit growing and poultry raising); dispensary with cabinet for household, ambulance and isolation section.**

The organization of the institution and especially implementation of the rehabilitation process was set up on contemporary basis and gained experience, specializations in the world and contemporary achievements adapted in our environment.

ZA[TI TA, HABI LI TACI ONEN I KOREK-
CI ONEN TRETMAN ZA LI CA SO TE[KA I
DLABOKA PSI HI ^KA POPRE^ENOST

Prvite razmislavawa za posebno organi-
zira na za{ tita na lica so te{ ka i dlabo-
ka psihi~ka popre~enost gi zabele`uvame
vo izgotveniot materijal od stru~nata
slu`ba pri republi~kiot organ za soci-
jalna politika vo 1957 godina. **So re{e
nie na I zvr{niot sovet na NRM vo 1958
godina be{e formirana ustanova za lica
so te{ka i najte{ka (dlaboka) psihi~ka
popre~enost, so naziv "Specijalen zavod
so sedi{te vo Demir Kapija** So toa prv-
pat vo na{ata zemja be{e po~nata organi-
zira na insti tucional na defektolo{ka
za{tita i tretman za takvi lica kako dej-
nost vo oblata na socijalnata za{tita,
koja raboti i denes. **Prvite korisnici vo
Zavodot bea prezemeni od du{evnite bol-
nici od Bardovci i Demir Hisar i od se-
mejstvata kade {to tie pretstavuvaa te-
`ok socijal en problem**

Vo po~etniot period ustanovata ima{e
prete`no azilski karakter, a podocna se
izmeni so podobruvawe na uslovi te za ra-
bota i anga`irawe stru~ni kadri od raz-
li~ni profili: **lekari, terapeviti, medi-
cinski sestri i negovatelki, defektolo-
zi, instruktori za rabotno osposobuvawe,
socijalni rabotnici i drugi**.

Sodr`inata na tretmanot se z bogatuvaw
e so sovremeni soznani ja od oblata na so-
cijalnata, zdravstvenata i defektolo{ka
tata praktika, pri {to sevkupniot proces
primi humanitaren, za{titen i habilita-
cionen karakter. Toa osobeno mo`e{e da
se zabele`i so otvorawe na Depandans pri
ovoj Zavod za lica so te{ka psihi~ka po-
pre~enost vo 1970 godina, kade {to se or-
gani zira: **vospitni grupi spored vozrasta
i stepenot na preostanatite psihofizi-
~ki sposobnosti za steknuvawe elemen-
tarno vospitatie i obrazovanie i rabotni
grupi od mladinci za opredeleni rabotni
oeracii vo rabotilnici (tkawe, plete-
we, vezewe, {iewe i dr.) i vo zenjodel-
stvoto (gradinarstvo, lozarstvo, `ivinar-
stvo, sto~arstvo i sl.).**

CARE, HABILITATION AND CORRECTION TREAT-
MENT OF PEOPLE WITH SEVERE AND DEEP PSY-
CHIC DISABILITIES

The first thoughts for special organized care for
people with severe and deep psychic disabilities
are noticed in the material prepared by profes-
sional service at republic organ for social policy
in 1957. **With decision of the Executive
Council of People's Republic of Macedonia
in 1958, an institution for people with severe
and deep psychic disabilities called "Special
Institute "in Demir Kapija was formed. That
marked the beginning of organized institutional
special education and rehabilitation process for
such people in the field of social care.**

**The first beneficiaries in the Institute were
brought from mental hospitals in Bardovci
and Demir Hisar and from families where
they presented a difficult social problem.**

At the beginning, the institution had mostly
asylum character and later it changed and im-
proved its conditions of work and engaged pro-
fessional staff from different profiles: **doctors,
therapists, nurses; special teachers, instruc-
tors for work training; social workers and
others.**

The content of the treatment was enriched with
contemporary knowledge in the field of social,
health and special education and rehabilitation
practice, and the process itself acquired hu-
manitarian, protective and habilitation charac-
ter. That was noticeable when the Branch at the
Institute for people with severe psychic dis-
abilities in 1970 was opened implementing the
following: **education group according to the
age and the level of the left psychic abilities
for elementary education and work group for
youth for determined work operations in
workshops (weaving, knitting, embroidering,
sawing and other) and in agriculture (gar-
dening, wine growing, poultry raising, cattle
breeding etc.).**

Vo 1970 godina tretmanot i za licata so dlaboka psihi~ka popre-enost be{ e organiziran na pohumani i posovremeni za{ titni osnovi. Se vovede: **zdravstvena za{ tita (internisti~ka, ginekolo{ ka, stonatalo{ ka, rentgenolo{ ka i drugi zdravstveni slu` bi); pravilna ishrana i samposlo` uvawe i habilitacisko-terapevtska rabota (rabotna okupacija, fizioterapija, muzikoterapija i dr.).** (3)

Institucionaliziraweto na za{ titata, edukacijata, osposobuwaweto i rehabilitacijata za licata so psihi~ka popre-enost vo Republika Makedonija pretstavuva vtemel uvawe i razvoj na oligofrenologijata kako avtenti~na nau-na disciplina na defektologijata.

Professionalno orientirawe, rabotno osposobuwawe, profesionalna kvalifikacija i vrabotuvawe za lica so invalidnost

Ako se napravi analiza na organizacijskata postavenost, kako i na dejnosti te na site defektolo{ki ustanovi kaj nas, }e se vidi deka socijalnata komponenta na predmetot na defektologijata e zastapena u{ te vo nivni ot nikul ec. **Vo niv bea zastapeni: profesionalnata i rabotna orientacija, profesionalnato okvalifikuvawe i rabotnato osposobuwawe.**

Sostojbata na psihofizi~kite sposobnosti, karakterot napopre-enosta i stepenot na osposobenosta za rabota, ja nametnaa potrebatata od prezemawemerki za adekvatno vkluvawe na licata so invalidnost vo rabotni ot proces. **Po~na vrabotuvawe vo stopanski organizacii, vo organizacijski edinici od zatvoren tip i grupno i pojedine~no vkluvawe vo otvoreno stopanstvo.** Be{ e sozdadena mre`a od specijalizirani rabotni organizacii "za{ titni rabotilnici #i "za{ titni rabotni organizacii #koi sozdadoa praktika i pomognaa kvalitetno da se izmeni javnoto mislewe za mo`nosti te, vakvata populacija da bi devkluv~ena vo proizvodstveni ot proces i da se integri ra vo socijalnata sredi na. (4)

In 1970, the treatment for people with deep psychic disabilities was organized in more human and more contemporary conditions. The following was introduced: **health care (internal medicine, gynecology, stomatology, X-ray and other health services); healthy nutrition and self-service and habilitation-therapeutic work (work occupation, physical therapy, musical therapy etc.).** (3)

Institutionalization for care, education, training and rehabilitation of people with psychic disabilities in the Republic of Macedonia is the foundation and development of oligophrenology as an authentic scientific discipline of special education and rehabilitation.

Professional orientation, work training, professional qualification and employment of people with disabilities

If analysis for organizational structure is made, as well as the activities of all special education and rehabilitation institutions in our country, it will be noticed that the social component of special education and rehabilitation was present even in their beginning. **These institutions implemented: professional and work orientation; professional qualification and work training.**

The condition of psycho-physical abilities, the character of disabilities and the level of work qualification imposed the need for undertaking measures for adequate inclusion of people with disabilities in the working process. **Employment in working organizations, in organizational units of closed type and group and individual inclusion in the open economy started.** Special working organization network was established: "shelter workshops" and "shelter work organizations" with practice which qualitatively changed public opinion

about the possibilities such population to be included in the process of production and in social environment. (4)

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