

## DEVELOPMENT OF EDUCATIONAL AND SOCIAL INCLUSION IN CONDITIONS OF SOCIAL TRANSFORMATION OF UKRAINE

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### **Abstract**

In this article, the theoretical aspects of educational and social inclusion are considered. The level of educational services in Ukraine for children with disabilities is analysed. The basic problems of the successful implementation of educational and social inclusion into the educational process are specified. Practical recommendations for the development of educational inclusion in Ukraine are given. KEY WORDS: inclusion, integration, rehabilitation, treatment, people with special needs, education and social inclusion.

### **Anotacija**

Straipsnyje analizuojami teoriniai švietimo ir socialinės įtraukties aspektai. Pristatomas švietimo paslaugų vaikams su negalia lygis Ukrainoje. Įvardijamos pagrindinės problemos, kurios trukdo sėkmingai vykdyti švietimo ir socialinės įtraukties į ugdymą procesą. Straipsnyje pateikiamos praktinės švietimo integracijos plėtros Ukrainoje rekomendacijos.

PAGRINDINIAI ŽODŽIAI: įtraukimas, integracija, rehabilitacija, gydymas, specialiųjų poreikių turintys žmonės, švietimo ir socialinė įtrauktis.

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### **Introduction**

During the period of independence the child population decreased by 19 %. However, the total number of disabled children is increasing annually by 0.5 %. The number of disabled children at the beginning of 2014 reached 167,059 people, or 2.0 % of the total child population of the country (8 million.). The reasons that affect the disease status of children are: difficult economic conditions, environmental degradation, technological overloads, unfavorable working conditions for women, irregularities in existing health and social security system, increasing stress in everyday life. To realize the full-fledged life for youth with disabilities there are some problems and obstacles related to the access of quality education, including higher education, health care, habitation, rehabilitation, social protection, leading to the urgency of these issues studied.

Problems and faults in the organizing of work to guarantee the rights of children with disabilities to education, health and social protection related primarily to the fact that state support for the families where children with disabilities are

brought up, mainly include different payments, such as pensions and social assistance. Secondly, the possibility of rehabilitation of children depends on the socio-economic development of the region in which they live, and policies pursued in the region regarding the problems of children with disabilities. Thirdly, because of the low quality of services provided to children at their place of residence, the number of children integrated into schools is negligible. Fourthly, there is the problem of territorial accessibility of rehabilitation centers, which are mostly in big cities, for children with disabilities. Rural residents have very limited access to these centers. Fifthly, there is no developed system of day care for children with disabilities and others.

Object of the research: the process of identifying means and recommendations for educational and social inclusion in the terms of social transformation at the regional and state level.

The research methods: theoretical (study and analysis of philosophical, sociological, psychological and pedagogical scientific literature on the theme of study; comparison and synthesis of materials, scientific, legal and methodological sources; study and generalization of the establishments providing general education of different types operating experience; analysis of many years experience of Mykolayiv Interregional Institute of Human Development of Higher Educational Establishment University “Ukraine” as the establishment of a new type of comprehensive rehabilitation and education of children with limited educational needs, as well as the basis for training specialists in the field of inclusion). Also the methods of statistical data processing have been used.

## **Main results of the research**

Inclusive education: a strategy for collaborative study for all children, allowing for the equalization of starting conditions for each child to get education (J. Melnyk); a system of educational services, providing training for a child with special educational needs on the basis of educational institutions (S. Semak); based on the principle of guaranteeing the fundamental right of the child to education and the right to study at the place of residence by means of educational institutions providing general education (O. Kryvonosova); a process and outcome for students with special needs studying in a comprehensive educational environment according to special education schemes, creatively adapted methods and techniques of teaching (V. Bondar).

In our opinion, education and social inclusion is a process of real integration of children with special educational needs in an active educational community and public life, and the process of staff training and retraining to work with the

disabled. Educational and social inclusion can act as a tool to overcome exclusion (marginalization) of children with special needs and contributes to the vitality of the individual.

Research into the number of students with disabilities educated in higher educational institutions of Ukraine for the period 2010–2014 has shown a positive trend. Therefore, the total number of persons with special educational needs over the period increased by 2,210 persons or 13.3 %. The main precondition for the beginning of the educational inclusion realization was the introduction of a complex maintenance system: correction and rehabilitation, psychological, andragogical (?), social, socio-environmental, socio-cultural, medical, valeological (?), sports and athletic, legal, organizational, architectural and environmental, logistical, etc.

Social orientation of economic activity is a sign of progressiveness and success of the national economic model. In this regard, the question arises as how to enhance socialization at each the macro-, micro- and meso-levels and this would be a display of the successful implementation of educational and social inclusion. However, despite 10 years of supporting various initiatives of inclusive education, the range of activities in the direction of inclusive education implementation in Ukraine has rather local characteristic: the number of educational institutions practicing inclusive education is limited and their experience is not enough studied, discussed and spread in professional circles.

The main problem is that the legislative and regulatory environment is not regulated enough. In Ukraine there are many laws, decrees and codes, which to some extent address the problems of children with special needs and their families. They regulate such issues as pensions, rehabilitation and education of children with disabilities. Analysis shows that the existing legislation in Ukraine as the means of inclusive education policy forming is sporadic.

The current state of specialists and experts training in Ukraine to work in the inclusive educational environment does not satisfy public demands and needs. There is a problem with school administration teaching staff management, because not every teacher is ready to work in the class with children with special educational needs and school Directors do not support inclusion programs willingly.

There is methodological and psychological unpreparedness from teaching staff, form masters and teachers, both in primary school and subject teachers for teaching some courses for children with certain disabilities. Provision of teaching materials for preschool and primary school is estimated at 30 %. Teaching materials for middle and high school are not worked out or exist only as achievements of individual teachers in pilot schools.

Following the full integration of educational and social inclusion into social life, we offer the activity of South Training and Methodological Center of Inclu-

sion based on Mykolayiv Interregional Institute of Human Development of Higher Educational Establishment «University”Ukraine “» (hereinafter referred to as the Center), because this Institute has been engaged in the provision of educational services to people with special educational needs longer than others in the region.

The purpose of the Center is further training, resources and methodological support of teachers, specialists and parents (training, consulting, etc.) in different types of educational institutions, including inclusive; coordination of regional centers; advice on legal, social, economic issues, etc.).

The main objectives of the center are:

- organization and implementation of informational and explanatory activity among the academic community, education on the basic principles of the philosophy of inclusive education;
- formation of informational, educational, scientific basis of printed matters, periodicals, electronic resources on the issues of inclusive education;
- working out and practical implementation of the modern psychological and pedagogical techniques into the Institute educational process in order to help students adapt successfully to their educational environment;
- organization of educational interaction and providing social and psychological assistance to students with special educational needs;
- retraining of specialists in the sphere of educational and social inclusion;
- holding master classes, workshops, scientific conferences and seminars on the problems of inclusive education;
- assistance in employment of people with special needs;
- coordination of regional centers' activity;
- consulting on legal, social, economic and other issues.

Therefore, we can see that with the help of the Center a number of problems at the regional and the national levels would be resolved.

The major role the Center plays is in “The Rehabilitation Area”, which allows students with special needs, as well as citizens who suffered during the war to perform sports, physical and rehabilitational activities under the guidance of the teaching staff of the Institute (Kramarenko, 2014).

An integral part of the Center is the idea of joint studying, which can be used in such forms of activity as communication clubs, creative laboratories, games collections, summer camps, groups of decorative-applied arts, artistic and literary workshops, children’s magazines, art competitions and festivals, library and other services.

One major problem occurs when a disabled child grows up. This is a problem of the future adult lives of the children and their place in society. In most cases, disabled children are able to perform a particular job. In our country officials talk

extensively, accept directions and orders of creating jobs for the disabled, and even assign money, but a relatively small proportion of disabled people do such jobs. There are many reasons for this situation. First of all is the unresolved problems of the architectural environment and the unfitness of public transport. Psychologically, it is very difficult for disabled to work with abled strangers, and efficiency is very low. Therefore, the main aim of the Centre is the introduction of productive and rehabilitational business for the families of disabled people. Such enterprises could be small cafe, photo studio or different workshops. All such businesses have long been in the hands of able businessmen.

Rehabilitational institutions should have a special niche – social, economic, legal – for the families with disabled children. The total number of employed disabled for today is about 731,000.

Public organizations are a powerful source of inclusionary introduction support. It is essential to create a Public Council on the implementation of inclusive education as one of the departments of the Ministry of Education and Science. This Council should combine specialized non-governmental organizations (NGOs), representatives of medical and educational institutions. According to the survey, the NGOs do not want just to watch but to be active participants in the discussions about the steps of implementation of inclusive education in Ukraine, which the state intends to make or is already performing. The Southern Training and Methodological Center of Inclusion based on Mykolayiv Interregional Institute of Human Development of Higher Educational Establishment “University Ukraine” can be the regional office for the Public Council on the implementation of inclusive education.

In general, when analyzing the attitude of NGOs to the implementation of inclusion it is necessary to note that they actively support this initiative: 83 % of respondents said that they would like to carry out activities or projects in this sphere. An important motive for this is to cultivate in them human values and European achievements in this field.

28 % of NGOs see their role in performing the enlightening events. 23 % agree to provide consultative and rehabilitational assistance to children with disabilities. 12 % do not mind to have public examination of bills, and 11 % provided informational support to the implementation of inclusion. This distribution is due to the fact that most people believe that society, parents and school are not prepared enough informationally and psychologically for the implementation of inclusive education, so it is necessary to conduct an active educational and informational activity to prepare a wide range of teaching staff and public opinion in general.

Funding for the Center are: receiving grants, donations, and funds withdrawn from retraining.

In the system of people with disabilities social rehabilitation, just education and rehabilitation must become the most important because:

- in post-industrial times and in today's informational society, education and intellectual mastery of technologies occupy the main place in determining the role of the individual in the society;
- in education, provision of a profession is the fastest way for a society to reach its goal of social rehabilitation and integration of disabled people.

To overcome the obstacles that arise in the way of education and social inclusion, the representatives of government agencies and NGOs should mobilize public opinion, to ensure consensus, to analyze the situation, to support appropriate education and informational projects at their places.

## **Conclusions**

The study of theoretical foundations and practical implementation of educational and social inclusion enables us to make the following conclusions:

1. Education and social inclusion is a process of integrating children with special educational needs into modern educational space and active social life, and also the process of training and retraining staff for work with the disabled.
2. The annual number of children in Ukraine has been decreasing, but the number of children with special needs is increasing. Since getting the independence, the government has been making certain steps aimed to integrate people with disabilities into society. These steps are: introduction of inclusive education in kindergartens and secondary schools, and the establishment of special classes. However, today there are many unresolved issues. Although children with disabilities may gain pre-school and secondary education almost without difficulty, only 10 % of them can get a professional and higher education. And the reasons are: deficit of special equipment in the institutions; no special buses adapted for the disabled; teachers and students are not tolerant enough; all the members of the educational process are unskilled in educational and social inclusion; lack of support from social services and so on. Therefore, the majority of people with special needs after school regulate their lives as they can – someone is engaged in professional sports could be a coach, but our state law requires that to provide coaching services one should have higher education. We have vicious circle which must be immediately terminated to enable pe-

- ople with disabilities after finishing school to continue further integration into society.
3. Establishment of the Southern Training and Methodological Center of Inclusion based on Mykolayiv Interregional Institute of Human Development of Higher Educational Establishment University "Ukraine" (the purpose of which is the training, resources and guidance of teachers, specialists and parents (further training, resources and methodological support of teachers, specialists and parents (training, consulting, etc.) in different types of educational institutions, including inclusive; coordination of regional centers; advice on legal, social, economic issues, etc.) will speed up the integration of people with special needs into society.
  4. The principal divisions of the Southern Training and Methodological Center of Inclusion include "The Rehabilitation Area" (where people with disabilities will be able to undergo rehabilitation and treatment) and student public-volunteer organization "Light of Hope" (effective cooperation with interdepartmental bodies will intensify the search for financial resources, grants and charitable assistance for projects realization).
  5. The main objective of the Centre is the introduction of productive and rehabilitational businesses for the families of disabled and interaction in people with special educational needs employment. The main tasks of the Centre also include: retraining of specialists in education and social inclusion; working out and forming of informational, educational, scientific base of literature, periodicals, electronic resources on the issues of inclusive education. Funding for the Center are: grants, donations, funds withdrawn from retraining.

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