Impact of the Education System on Social Development of People with Disabilities in Ukraine

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Abstract: The article is devoted to the influence of inclusive and boarding institutions on the formation of social competence of young people with disorders. The issue of inclusive education in Ukraine is topical and requires attention of the state and society.

The analysis of the results of an online survey of pedagogues on inclusion issues in Ukraine is provided; surveys, observation, and semi-structured interviews with young people with disabilities who were learned in conceptually different conditions are reviewed.

The article is focused on the need to evaluate the special and inclusive learning conditions and their influence on the formation of social competence of youth with disabilities. The factors that impede the successful development of the inclusive education system in Ukraine are identified and analyzed.

It is proved that inclusion is necessary for children with special needs as the alternative to boarding institutions and it is illustrated the real ways of inclusive education implementation into general educational process.

The experimental research consisted of two parts: a research among young people with disabilities and among pedagogues-practitioners. This was dictated by the need to clarify an objective picture of the development of inclusion in Ukraine and to determine the impact of national education systems on the social development of people with disabilities.

The assumptions were verified using the nonparametric method of mathematical statistics of χ^2 -Pearson's criterion of consent to compare the empirical distribution of features with the theoretical one, which would allow estimating the statistical significance of these differences.

Keywords: *education system; inclusive model of education; special model of education; youth with disabilities; social development of youth with disabilities.*

How to cite: Soloviova, T., Gladysh, M., Leshchenko, O., Zaveryko, N., & Matskevich, Y. (2020). Impact of the Education System on Social Development of People with Disabilities in Ukraine. *Revista Romaneasca pentru Educatie Multidimensionala*, 12(4), 411-430.

<https://doi.org/10.18662/rrem/12.4/354>

Introduction.

Recently, inclusive social policy has been actively implemented in Ukraine. The experience of the progressive countries of the world and national scientific and practical developments in the field of law and social work with people with special educational needs have allowed to develop a legal framework for inclusive education of children and youth with disabilities, which maximally protects the interests of this category and creates positive conditions for their integration into society. At the highest state level, the development of inclusive education is being supported: inclusive education institutions are being created; ordinary general secondary education institutions are being modernized to meet the needs of all categories of children. At the same time, a special education system, which is represented primarily by boarding schools, continues functioning in the country. In this research the factors that impede the successful development of an inclusive education system in Ukraine are identified.

The traditional special educational system for the country has a vertical and horizontal structure (Kolupayeva, Taranchenko, 2016). The vertical structure takes into account the age of the child; the horizontal one is based on the types of disorders of psychophysical development. The main state educational institutions in the system of special education are special boarding schools (the most popular), educational and rehabilitation centres and special classes in general educational institutions. The horizontal structure provided for the division of educational establishments into eight types: for children with hearing impairments, defective hearing, with vision impairments, defective sight, severe speech impediments, with impaired musculoskeletal system, for children with intellectual deficiencies and with mental retardation. In practice, a combination of “similar” irregularities often occurred and educational institutions were conditionally divided into institutions for children with intellectual, visual, hearing and musculoskeletal disorders. So, boarding schools of the last four types were the most popular.

Today in Ukraine, about 83-85% of young people with disabilities are people who have received mainstream education in special boarding schools. Only 15-17% of children currently receive education in inclusive schools (Gavrilov, 2018). In the research we analyze how the boarding school system affects the further social development and socialization of a person with a disability and compare it with the impact of other forms of education.

We note that scientific interest in inclusive education has increased significantly in Ukraine recently. The special education system is severely criticized for being created within the medical model of disability (Bondar, 2013). The obvious disadvantages of special education are its unification, social isolation of students (most educational institutions of closed (boarding) type), insufficient socio-practical focus on the learning process, lack of individualization of the educational process, etc. (Shevtsiv, 2016). At the same time, some scholars and practitioners find it inappropriate to replace one system (special) with another (inclusive). Thus, A. Kolupaeva, Taranchenko, 2016) notes that special education in Ukraine has certain achievements that cannot be ignored and “rejected”, but rather used in the process of implementing ideas of inclusion in education. According to the author, such achievements are “...the establishment of physical infrastructure in special educational institutions, the creation of conditions necessary for providing correctional assistance, the organization of vocational training, education and rest” (Kolupaeva, Taranchenko, 2016). It should be noted that proponents of special education mostly talk about the modernization and organic combination of special and inclusive education, considering the latter as an alternative form of education for children with special educational needs (Zasenko, 2007).

The tendency for inclusion and integration into society of persons with disabilities became notable in the early 2000s. This was due to the adoption of the international document “The Convention on the Rights of Persons with Disabilities” in 2006, which was ratified by Ukraine in 2009. According to Article 24 of this Convention, “the right of persons with disabilities to education ... without discrimination and based on equality of opportunity ... and the provision of inclusive education at all levels and lifelong learning” are emphasized.

This document has led to the evolution of the Ukrainian legal framework on inclusion. It was only after 2006 that a package of laws regulating the process of inclusive education of children with disabilities was adopted and updated in Ukraine. Since 2014, the law of Ukraine “The foundation of social protection of persons with disabilities in Ukraine” has guaranteed the right to receive educational services in educational institutions for persons with disabilities on an equal basis with other citizens by creating the necessary conditions that take into consideration the individual needs of persons with disabilities, in order to ensure their reasonable adaptation. The law of Ukraine “On Childhood Protection” introduced the definitions of “a child with disability” and “a person with

disability since childhood”, reflecting a change in attitude towards such a child to a more tolerant and non-discriminatory one.

The Law of Ukraine “On Education” defines the following definitions: “a person with special educational needs”, “inclusive education”, “reasonable accommodation”, “psychological and pedagogical services”, etc. According to Article 20 of the said law, the state guarantees: the creation of conditions and implementation of inclusive education for children with special educational needs; the right of parents to initiate, if necessary for their own child with a disability, the creation of an inclusive class at their place of residence; the psychologically-pedagogical support, the provision of psychologically-pedagogical and correction- and development-training services to persons with special educational needs, etc.

However, despite the strong legal framework, inclusive education is still being implemented very slowly in practice in Ukraine, and the segregation of children and young people with disabilities is continuing. This is due to a number of reasons, including the inaccessibility of architectural structures, insufficient funding, negative attitudes of the educational process participants to inclusion, and more (Ashytok, 2015). In addition, the author notes that a significant factor impeding the introduction of inclusion in education is the lack of studies and learning from foreign and domestic experience of pedagogical work with children with special educational needs (Ashytok, 2015; Andriichuk, 2016). Among the main problems, the Russian scientists point to the lack of qualified teachers ready to work in inclusive educational space and the socio-cultural reluctance of the society to implement inclusion (Husnutdinova, 2017); lack of a model of forming a positive attitude of teachers to inclusion (Yaraya, 2018), as well as the need of creating a common inclusive culture of the society (Chupanov, 2018). Israeli scholars draw clear parallels between the type of disability and inclusive education opportunities (Alaluf & Rusu, 2017). Mexican scholars say about the problem of visible acceptance and hidden stigmatization of people with disabilities (Vadillo, 2018; Reyes, 2019) and the need to unite of special and inclusive education. In their research, Australian researchers highlight the lagging behind the national inclusive education system and increasing segregation, despite progressive reforms in the system (de Bruin, 2019), and highlight the problems of implementing the rights of young people with disabilities to employment (Stafford et al., 2019). Thus, in countries where inclusion is only gaining momentum, similar problems and difficulties are identified. Of course, these difficulties have a negative impact on children with special educational needs and their families. At present, parents who are raising a child with a disability in Ukraine do not have a

clear idea of which education system is more promising: inclusive or special? Therefore, first of all, we were interested in the question of the formation of social competence of a young disabled person who has graduated from school and is entering or has already entered adulthood.

In this research it is also paid attention to the opinions of Ukrainian educators-practitioners on the issues of implementation of inclusive policy in education and the necessity to identify the “weak” points of readiness of the pedagogical system to work in inclusive educational space. We were interested in the issue of social development of a young person who graduated from school and is entering (or has already entered) adult life.

The purpose of this article is 1) assessment of the attitude of teachers-practitioners to the implementation of an inclusive approach in education and prospects for the development of inclusion in Ukraine; 2) comparison of the impact of boarding school conditions and other conditions close to inclusive ones (home schooling or study in special classes of secondary schools) on the social development of young people with disabilities. Consequently, the following hypotheses have been made: 1) work experience, age of the pedagogue and the type of educational institution in which he/she works significantly affects his/her attitude to inclusive education; 2) boarding school conditions have a negative impact on the social development of young people with disabilities.

To test hypotheses the research was conducted among pedagogues-practitioners who worked in different types of educational institutions and educated youth with disabilities. Considering that in Ukraine there is very little experience of inclusive education, we have to determine the peculiarities of social development of young people who received general education in boarding institutions. For comparison, we will provide data from the online surveys and interviews of young people who have received general education in a more inclusive setting - in special classes of general education schools and in the form of individual education in mainstream schools.

Material and research methods

The research consisted of two parts: one research among young people with disabilities and other research among practitioners. This was dictated by the need to clarify an objective picture of the development of inclusion in Ukraine, its future prospects and to determine the impact of national education systems on the social development of people with disabilities. In addition, this research aimed to emphasize the importance of

the development of inclusion in Ukraine. The research was conducted during the second quarter of 2019.

The first research aimed to find out the state of development of inclusion in education and the attitude of pedagogues-practitioners to an inclusive approach to learning. The sample consisted of 151 pedagogues-practitioners from different regions of Ukraine (in particular, Zaporizhzhia, Kyiv, Dnipro and Kharkiv regions), of which 63.6% – teachers of secondary schools, 21.9% – teachers of special boarding schools, 14.5% – representatives of other educational institutions, including higher ones.

The survey was conducted online, using a Google survey form. This form contained ten questions with suggested answers and the opportunity to choose “other” and express their own opinion on each question. The questionnaire consisted of three blocks: the first one – general information about the respondents (age, place of work and seniority); the second block related to the peculiarities of the teacher’s attitude to different aspects of inclusion (general questions were proposed, such as “Your attitude to boarding / inclusive education institutions” and clarifying questions – “In your opinion, in what educational institutions should children with physical / intellectual development disorders learn?”, “Would you like to have a child with psychophysical development disorders in your class?”); in the third block, teachers were asked to identify the factors that could impede the development of inclusion in Ukraine and the conditions under which the ideas of inclusion would be acceptable in our society.

Results and Discussion

As a result, the data were received that the Ukrainian school is still not ready for inclusion. Thus, the online survey showed that to question where exactly children with physical disabilities should study, 31.1% of pedagogues answered that they should be in special boarding schools, and almost 40% of them are teachers aged 35 to 50. One may say they are already experienced professionals who will work for many years. Others chose such options as inclusion (48.3%) and general education institutions (16.6%) (Fig. 1).

Figure 1. The choice of pedagogues where to teach children with physical disabilities

That is, almost one third of all respondents are categorical in their opinion about teaching children with disabilities in special boarding schools. And when asked about children with intellectual disabilities, it is already 58.3% said that they should study only in special boarding schools (Fig. 2).

Figure 2. The choice of pedagogues where to teach children with intellectual disabilities

A small part of the answers to both of these questions was less categorical. Respectively 4% and 4.6% believed that much depends on the degree and severity of health impairment, so the respondents did not decide on the answers.

Thus, most of the teachers consider that inclusive education is categorically unacceptable, especially in the case of children with intellectual disabilities. In general, only 31.8% of those interviewees said it would be appropriate to establish and develop inclusive educational institutions in Ukraine. Others explained that this was not possible for a number of reasons, which were mentioned above. Among the educators' comments, there were such ones: "It would be a need to create the conditions first, create a learning environment, provide decent salaries for teachers and working conditions, beginning with the class fill rate, psychological comfort, not overload of papers and documents" (general school teacher, 15-year-work experience); "Special institutions should be for children who are difficult to adapt" (teacher of secondary school, 10-year-work experience); "In my opinion, children with special educational needs should study in special educational institutions. Our society is not ready for such changes, it is necessary to "re-educate" more than one generation so that inclusive culture in Ukraine reaches a higher level" (teacher of secondary school, 6 years of work experience); "We are trying to bring special children into the classes without adequate preparation of specialists and class staff. Trying to destroy boarding schools, it is not taken into account that the children in these institutions are quite difficult and require multidisciplinary work, which cannot be obtained in mainstream educational institutions, although inclusive ones" (teacher of a special boarding school, 10 years of experience); "The problem is that the situation can go to extremes. Inclusive institutions are needed, but that does not mean that special institutions should be abolished. Nobody has cancelled an individual approach" (teacher of a special boarding school, 12-year-work experience).

In view of the clearly discrimination against children with intellectual disabilities, we should identify a statistical dependence of this choice on age, seniority and the type of institution in which teachers work.

For this purpose χ^2 -Pearson's criterion of consent was used. The empirical values of the χ^2 criterion were less critical by all indicators. As a result, we can say that the choice of teachers did not depend on age, seniority and place of work. An even distribution of indicators once again highlights the unpreparedness of the pedagogical system. And, therefore, our hypothesis 1 proved to be wrong, we accept hypothesis 2.

There is a certain regularity of non-readiness of the education system in Ukraine – general regular education teachers against inclusion due to lack of conditions and personal non-readiness. As for special education teachers they believe in the inability of many special children to attend regular school and, of course, worry about their jobs. Thus, most of people, professionals, who, in fact, should provide inclusion in education, intentionally or unintentionally resist such changes.

At the same time, positive changes are definitely happening. Thus, the ranking of the factors that impede the development of inclusion in Ukraine was like this. In the first place – lack of preparedness of the pedagogues themselves (in our opinion, this indicates the growth of critical thinking and the beginning of understanding the need for a high-quality preparation for work with special children). The architectural inaccessibility is in the second place. And it is also important that teachers choose objective reasons. Further factors are arranged in this way: non-readiness of peers and their parents for adequate perception of children with developmental disabilities; the lack or inefficiency of a multidisciplinary team to accompany a special child; lack of funding from the state; lack of inclusive culture of society; and lastly, the non-readiness of special children and their parents to attend inclusive school.

Thus, we believe that pedagogues do not simply resist the progressive ideas of inclusion in education, but in reality, in practice, they feel the inability of the normal development of inclusion in modern conditions. At the same time, our survey also showed the readiness of teachers to make positive changes – 45.7% of teachers expressed their personal desires to study for special programs of preparation for work in inclusive educational space.

The second research was conducted among young people with disabilities and aimed to determine the connection between learning conditions and further social development of young people. It has been suggested that learning conditions affect the further social development of young people with disabilities; in particular, boarding schools have a negative impact on this process (hypothesis 2).

The method of the research was a survey which was conducted among youth with disabilities, partly in the form of an online survey (about 70%), partly in the form of personal communication. The latter is due to the fact that some young people have not been able to answer the questions themselves online (serious visual impairments, hearing impairments, autism spectrum disorders, problems with reading and writing, etc.). This rather wide range of the research is attributed to the complexity of the researched

group and the lack of unified diagnostic techniques for this category. We deliberately did not choose one specific group, for example, by type of impairments, because we take the views inherent in the social model, in which the research of disability-related issues gradually stop being nosologically-specific.

Thus, the sample consisted of young people (104 people) who had a disability from childhood and impairments of various types (physical, sensory, intellectual and complex impairments).

The online survey for young people with disabilities also contained ten questions with answer options and an opportunity to express their views on each question. As in the case of teachers, the questionnaire consisted of three blocks: the first one – general information (age, gender, type of education institution in which a person completed general secondary education); the second block included assessing their situations and attitudes of the individual to different forms of learning. The questions concerned opinions about their own form of education, success and comfort during their studies, further vocational training and employment. Furthermore, the question was asked whether a person would choose the same institution if he had the choice. The third block contained a somewhat provocative question about where, in the opinion of the respondents, children with special educational needs should study at all. Also in this block we tried to find out how people with disabilities feel in today's Ukrainian society.

At the same time, a survey of young people with disabilities was conducted, in which 104 people took part. The average age of the respondents is about 30 years. There are 53.8% are girls (women), 46.2% are boys (men). Of these, 58.7% had graduated from boarding schools. Others – 26.9% from secondary schools (in some cases – home-schooled); 14.4% – educational and rehabilitation centres. The answers to the question about the comfort of education in the educational institution were as follows: 13.5% – rated the conditions of study as “excellent”; 32.7% – “good”; 31.7% – “average”; 22.1% said the conditions were bad. It should be noted that only those respondents who graduated from special boarding schools or educational and rehabilitation centres chose “bad conditions”. None of those who attended the secondary school chose this option.

Our next task was to find out which educational institution youth with disabilities would choose if there was a choice. And here we see the following results: 46.2% would like to study in a comprehensive school; and only 21.2% choose a special boarding school! Others chose home-schooled education. 34.6% of respondents did not continue their education after

school, and 12.5% completed only vocational training courses. There is a research on the issue where problems with learning interruption are being uncovered by Croatian scholars (Popovic & Buljevac, 2016), who talk about the social risks of young people with disabilities who discontinue their studies (Popovic & Buljevac, 2016). Continuing on the topic of special education, which still prevails at this time, the question arises - is it simply enough to get an education if there is no further vocational education and the prospect of employment? And, as a result, 69.2% of respondents do not have a job, of which only 16.3% consider themselves unemployed because of health reasons. The other 52.9% are simply not able to find a job. 10.6% are employed, but mostly are low-skilled, with a minimum wage. We consider it is relevant to pay attention to the fact that 10.6% of respondents have irregular earnings and all of them are related to hobbies.

In our research, it was important to determine which school graduates better adapt to adulthood. In particular, we were interested in the issues of vocational training and employment of graduates. All respondents were conditionally divided into those who had completed a special boarding school education and those who attended a general secondary school, by type of inclusive studies (including those who had individual education and lived with their family).

It has been hypothesized (hypothesis 2) that the type of educational institution influences further vocational training and employment of young people with disabilities. The obtained data were processed using the nonparametric mathematical statistics method of the χ^2 -Pearson's criterion of consent to compare empirical data with theoretical ones to determine whether employment of young people with disabilities is coincidental and independent despite the institution of education. To answer this question, the Pearson criterion χ^2 was calculated. The empirical value of the criterion χ^2 15,238 is more critical at the value $p \leq 0.05$ ($15,238 > 9,488$). This disproves the assumption that the employment of young people with disabilities is by chance and independence on the type of institution in which they were educated. And, therefore, we accept hypothesis 2, i.e. the type of education institution where a person with a disability studied affects his social development, in particular, boarding schools negatively affect the further possibility of young people to self-realization and employment.

The next question was where, according to youth with disabilities, children with special educational needs should study. And only 28.8% said it should be a mainstream or inclusive school. Others 39.4% chose a special boarding school; "it depends on the type of impairment" – 24.1%; and 7.7% of respondents chose "home schooling". That is, stereotypes of our society

significantly affect people with disabilities, creating a paradox. If they had chosen, they would have chosen a general inclusive school, and when it concerned the same kind of children, they would again choose segregated forms of education.

The last question provided for *ranking of factors* that affect the human condition and a status of a person with a disability in society. The following results were obtained:

1) The employment of people with disabilities is in the first place. That is, people with disabilities understand that a person's status depends directly on his or her ability to contribute to society and to be as independent as possible in everyday life.

2) The increase in disability pensions is in the second place (currently in Ukraine a minimum pension paid to a person with group 1 disability is 1564 UAH).

3) To support the activities of public associations of people with disabilities and their families. Currently, there are many organizations in Ukraine which are concerned with the problems of people with disabilities, but most of them need the help of society and the state.

4) To change the attitude of society to the problems of disability.

5) To provide an opportunity for children with disabilities to receive a quality education and to be further competitive.

6) Psychological support for people with disabilities.

This ranking shows that young people with disabilities require respect for their dignity and they are ready to work. And the state and society must admit and respect their rights and interests.

Speaking of the education of children with disabilities in special boarding schools, we note that under key provisions of the UN Convention on the Rights of the Child, upbringing in boarding schools violates the right of the child to parental care and the right to grow up in a family environment, in an atmosphere of happiness, love and understanding that a child is needed for the full and harmonious development of his personality.

The role of the family in the process of rehabilitation, inclusion and integration of a child with a disability into society is very important. It is the family itself that has rehabilitation potential, which enhances the effectiveness of rehabilitation activities for the child. This potential minimizes the risk of re-maladjustment of the child and manifests in readiness on the part of family members to learn how best to create the conditions for the development, education and upbringing of a child with a disability in order to further integrate it into society. In our view, the

implementation of inclusive education intensifies the role of a family raising a child with a disability, while residential institutions minimize the rehabilitation potential of the family and the family environment, which is important for the support and successful integration of the child with special educational needs.

Thus, the theoretical analysis of the question and the results of the survey of educators and youth with disabilities made it possible to distinguish the main strengths and weaknesses of the two main systems of education: special boarding school (as the most common for children with disabilities) and general inclusive school (table 1).

Table 1. Comparison of basic education systems in Ukraine

Special boarding school		Secondary school (inclusive type)	
<i>Strengths</i>	<i>Weaknesses</i>	<i>Strengths</i>	<i>Weaknesses</i>
Specialists	Not the use of the family's potential	Compliance with the child's right to choose	Non-readiness of participants in the educational process to inclusion
Long-term experience	Social exclusion	Preservation of family ties	Lack of architectural conditions
Material and technical base	Risk of abuse against children with disabilities	Economic relevance for the state and society	Lack of inclusive culture in society
Socialization in "equal" conditions	Limited free choice	Universal accessibility	Insufficient funding
Possibility for the child to have high social status in the children's collective	Risk of rapid emotional burnout of staff	Socialization among peers; better social adaptation in society	Few opportunities for a child to have high social status in the children's collective

Of course, this is not a complete list of advantages and disadvantages of both educational systems, however, the main differences are noted here. During the research, we have drawn attention to some of the tendency of young people, especially those who were educated in boarding schools, towards social self-isolation. Our observation of the tendency to self-isolation is described in the work of other scholars (Olsen, 2018). And the question of the social status of the child in the collective attracted our attention. Obviously, a child with a psycho-physical disability is much more

likely to be popular with peers with similar disabilities. Conversely, among ordinary, normal-born children, a child with a disability is almost denied the chance to become a “star”, to have a high social status. In order to find out the intricacies of this issue, a semi-structured interview was conducted, for which we selected graduates of special boarding schools who were successful in their studies, were actively involved in self-government of the school, and had high status among peers. By comparison, the same interview was conducted with general school graduates, by type of inclusive ones.

Thus, the purpose of this research was to determine the impact of the conditions of the boarding school on the further social development of young people with disabilities, who were successful and active in boarding schools.

A semi-structured interview conducted with 16 respondents provided an opportunity to determine in more detail the current state of youth, to identify the consequences of various forms of education for the social development of young people with disabilities.

So, through interviews, we found out the connection of education with further social formation (advancement) of a person in the specific examples. We interviewed 16 young people (8 – with impaired musculoskeletal disorders, 4 – sensory disorders, 4 – complex speech disorders with mild mental retardation), half of whom were educated in a special boarding school (hereinafter – SBS) and the others – in a general school (hereinafter – GS), by type of inclusive ones (partially home-schooling education).

Among the indicative questions are: general identification questions; a kind of school where the person received school education; appropriate learning conditions; success of the learning; social status during study (role in the group); peculiarities of family upbringing (parental family); current status (having a job, relationships with others, etc.).

The interview with young people with disabilities was held in the university (among students with disabilities who studied by correspondence) and in the local centres of social services for people with disabilities. The observation during the interview showed that young people graduating from a mainstream school are more confident, willing to contact, answer the questions in more detail. It turned out that among 8 young people who had graduated from a boarding school, only one had a full-time job (a labourer in the factory), and another had a temporary job. The other six people are not employed for various reasons (2 – for health reasons, 4 – claim that their employers are refusing them). Among those who have graduated from a

general school (home-schooling education), 3 are employed. Two more have the opportunity to earn extra money, thanks to the hobby. Three are not currently employed, but two have had some work experience. That is, we can conclude that young people who have completed general school education are more successful in employment.

Among the problems related to the comfort of the learning environment were the respondents' answers as follows:

- 1) Boarding school graduates:
 - Six boarding school graduates spoke about appropriate learning conditions,
 - Two spoke about average conditions.

These boarding school graduates were less satisfied with their study conditions.

- 2) General school graduates:
 - Five reported on abuse from classmates.
 - Three almost did not know their classmates, but there was no harm done.

The question of the success of the learning showed approximately the same results in both groups of respondents, except that graduates of general schools who were more likely to continue their education after school. One of the graduates of the general school graduated (although not working in the specialty), three studied in the vocational school (college), working in the specialty. Among the surveyed graduates of the boarding school, two attended vocational training courses (one is employed); one person has a university degree (not employed). Again, we see the advantages of a general comprehensive school.

The following question concerned the status of the school community. And here there were significant differences. Six graduates of general schools replied that their status was low; at best they were hardly noticed by classmates. The two had average status and friends among classmates. They did not participate in school self-government. Instead, three of the special school graduates spoke about their high status among their peers, a large number of friends, and happily recalled their school years. Four had average status and a fair number of friends. Only one of the graduates of the special school had a low status, which was associated with significant speech impairment.

The answers to the questions regarding the parental family were as follows: 5 of the graduates of the special school had and have serious problems in the parent-child relationship. Other 3 rate the relationship with

their family as normal. As for graduates of the general school, 7 of them, by contrast, talk about having a good and normal relationship with their family, including their mother. Another 1 person is talking about mother's hyperopia (by the way, the mother was present during our interview, despite the fact that the young man is already 30 years old).

As we can see from the interview, young people who were educated in general school, seem to be more successful on all issues. The exception is the question of social status in the class. We need to delve into this contradictory question. We give fragments from an interview of two young people aged 28 and 29, one of whom studied in a special boarding school and the other in a general school, on an individual schedule (home-schooling).

The interview of a 28-year-old fellow with disorders of the musculoskeletal system, studied in a special boarding school: "... I don't understand what happened to my life? I was very popular in the boarding school, had many friends, studied well, I was the president of school self-government for two consecutive years. But after graduation, my mother said we needed money, so enough to study. Go to make money. I had to go to the factory without having a specialty. That is a worker assistant. Two years later, I was fired ... For absenteeism ..." (from observing and personal confession this fellow has alcohol addiction). According to him, most of his friends, who were "stars" in the boarding school, also drank alcohol. Half do not work, live for retirement, and even beg.

The following is the story of a 29-year-old fellow (also a musculoskeletal disorder) who studied at a general school individually (home-schooling). "... I even remember school badly, I only remember some classmates. They almost ignored me. It was very offensive. But I did not study very well. I wanted to go to a boarding school where everyone was the same as I was... But my mother did not want to. Eventually school was over; I studied for a locksmith, but lost my job for health reasons. And now I make some money online. And I also have friends and family - a wife whom I met online. We live with my mom. The wife is a seamstress and works at home. Now I am grateful to my mother for not sending me to a boarding school...".

As we see two directly opposite stories that emphasize the positive and negative sides of both systems of learning. And, in our opinion, the negative sides of boarding school education are more serious. Therefore, we affirm that an inclusive education system needs to be actively implemented in our country. We consider that an inclusive school, unlike a general school, will deal with the issue that concerned our last respondent. Of course, these

are only individual cases, but the full interview confirms this tendency – after boarding school education, young people adapt worse, have a lower level of social competence.

In our opinion, these researches complement each other and allow us to better understand the essence of the problems connected with the lack of a developed inclusive education system in Ukraine. However, of course, there are some limitations. Thus, the research among young people with disabilities was conducted within one region, and this, of course, reduces the possibility of using the data obtained. The age of the involved people with disabilities ranged between thirty-thirty five years old, i.e. the years of their study were in the late nineties – early 2000s. It is possible that younger people with disabilities have already studied in better conditions. However, in our opinion, the boarding system does not contribute to the successful social development of a person with a disability.

Conclusions

Therefore, the issue of inclusive education in Ukraine is topical and requires attention of the state and society. At the state level, ideas of inclusion are being supported: development and adoption of laws governing inclusive education policy, modernization of educational institutions of various types, etc. However, at the present time, participants of the educational process are not ready to create and develop an inclusive educational space in Ukraine.

A survey of practitioners has shown that a special education system is preferred. Teachers of general schools are not ready to teach children with disabilities. It should be noted that the direct question as to where children with disabilities should study were answered by teachers “in inclusive schools”, and clarifying questions showed that in most cases teachers opt for a special education system. This is particularly the case of children with intellectual disabilities. We affirm that children with intellectual disabilities are the most discriminated against in this area.

The survey of teachers and practitioners has identified and ranged the main factors that impede the development of inclusive learning. These include: insufficient training of teaching staff; architectural inaccessibility of structures; non-readiness of peers to adequately accept children with disabilities; lack of multidisciplinary teams; lack of inclusive culture of Ukrainian society; lack of funding for educational institutions; non-readiness of “norm typical” parents to inclusive changes; non-readiness of children with special educational needs and their parents to study in an inclusive

educational environment.

It has been determined that the conditions of study, in particular, the type of educational establishment, significantly influence the further social formation of a person. Online surveys and semi-structured interviews have identified that boarding schools has a negative impact on the further socialization of people with disabilities. This is due to a number of reasons, including the lack of use of family potential; social isolation; the risk of abuse against children with disabilities; limited free choice, etc.

We affirm that even successful and active children who attend special boarding schools have a high risk of social maladjustment later in life. Using the χ^2 -Pearson criterion, it is statistically proven that young people with disabilities who have been educated in special boarding schools are less likely to get further vocational training and employment.

Through a semi-structured interview and the life stories of young people with disabilities, the strengths and weaknesses of two major education systems in Ukraine were analyzed (special boarding schools and general (mainstream) schools). It leaves open the question of the social status of the child in the peer group – how important it is for a child with a disability to be popular or unpopular in the class.

Certainly, the issue of formation of inclusive education in Ukraine also requires further scientific research, in particular, it is necessary to search for optimization of this process at all levels, and, in particular, among practitioners, who should be the driving force in the development of inclusive education.

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