

Inclusive Education Development in Ukraine in the Period of Educational Reform of 1991-2000

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Abstract:

Introduction: The article presents the preconditions for the development of inclusive education in Ukraine (1991-2000), education of children with special educational needs in educational institutions. The processes that preceded the introduction of inclusion have been revealed, namely integration of children with SEN in various forms (individual education, special classes).

Materials and methods: The reform of the education system, the time limits of which were determined by socio-political and socio-cultural processes, namely the national education system revival, the creation of new types of institutions such as gymnasiums, lyceums, colleges, universities and admission of people with SEN to mass institutions have been described. The tendencies of development of society and education, which became the basis for the development of inclusive education, have been determined. The periodization of the evolution of society's relations to people with SEN by V.M. Malafeev until 1991 and the following period meaning the transition from segregation to inclusion has been characterized. It has been determined that the attitude to people with disabilities is correlated with theoretical public-social models that were formed in the process of humanity and guided by ideological attitudes, public opinion, and the system of socio-political system. The concept of "normalization" that preceded "inclusion" has been revealed and its problems have been identified. The direction of specialists' training, i.e. psychologists in higher educational establishments of Ukraine, has been researched. The process of creating of rehabilitation centers and alternative schools, schools for "uneducated" children by parents and non-governmental organizations has been described.

Results: Important reform factors have been identified: the long transition period of Ukrainian society development and its systemic crisis, state-centric leadership in education (on the training of people with SEN), development by inertia, humanization and humanitarianization of education.

Conclusions: Socio-political factors of the Ukrainian education modernization are the creation of departmental psychological services and unions, psychologists' training, the establishment of rehabilitation centers, alternative schools and associations, training of persons with disabilities in schools and universities.

Keywords: integration; modernization of education; reforming; inclusive education; children with special educational needs (SEN).

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I. INTRODUCTION

Ukrainian education is one of the largest society sectors and is characterized by entering the European educational space. The function of the state is to provide all children with preschool education, school, higher and lifelong education, i.e. continuing education. Providing quality education for people with special educational needs (SEN), i.e. inclusive education, arouses constant public interest. Development of mechanisms for children with SEN inclusion (inclusion) into institutions, providing psychological and pedagogical support and assistance to children, supplying with other educational, rehabilitation and social services mean modernization, creating the entire educational system without division into "segregation" and "integration". It should be added that Ukraine has maintained a system of special education, which is closed to society and parents, who must be partners in education and upbringing. An urgent problem today is the study of the development of the educational system, mechanisms for inclusive education organization and inclusive education, i.e. the inclusion of children with special educational needs in educational institutions at the legislative level, reforming and modernizing the education sector, and educational transformations. The purpose of the article is to reveal and characterize the reform of the educational system (1991-2000) and the stages of

inclusive education development in Ukraine, which is determined by certain socio-political and socio-cultural processes.

II. MATERIALS AND METHODS

The study of inclusive education, education of children with SEN was carried out by such national scientists as V. Zosenko, A. Kolupaeva, O. Taranchenko, M. Tchaikovskiy, N. Sofiy, Yu. Naida, T. Skrypyuk, L. Budyak; and foreign ones: L. Vygotsky, M. Malafeev, L. Shipitsyna, E. Yarskaya-Smirnova, I. Mamaychuk, D. Johnson, V. Mills, V. Mueller, K. Reisweik, T. Booth, D. Lupart, and others. Using the historical method of research, systematic analysis and synthesis, the transformations and modernizations in the educational field in Ukraine in 1991-2000 have been studied.

Society, being the most complex social system including the educational sector, can be in its development at different stages: social, economic or political. Depending on this, it is divided into traditional, transitional, and modern. Therefore, since 1991, Ukraine has been transiting and building its own educational system, but continues the inertial development according to A. Kolupaeva and O. Taranchenko (2016), guided by the state-centric governance in the education of people with SEN [9, p. 9].

Let's consider the evolution of society and state relations to people with disabilities. According to M. Malafeev, it is divided into five periods, covering 2500 years – this is the path to acceptance, partnership and integration. The first period (966 - 1715) was characterized by a switch from aggression and contempt to awareness of the need to care for children with special needs, the formation of preconditions for the national system of special education appearance; the second period (1715-1806) was marked by a turn from the need to care for people with disabilities to awareness of the need to teach some of them, the formation of preconditions for the national system of special education appearance; the third period (1806 - 1927) was defined as a switch from awareness of opportunities to awareness of the feasibility of teaching three categories of children: with hearing, vision and mental retardation, the deployment of a network of special schools and the design of parallel systems of special education; the fourth period (1927 - 1991) showed awareness of the need not only to educate a certain number of children with disabilities but also to educate all children with developmental disabilities, improving the vertical and horizontal structures of the educational system, its differentiation; and the fifth period (1991 and present) is characterized by a move from segregative education of children with SEN to inclusive education, the development of a national system of special education with a leading trend of inclusion [7, p. 5].

Attitudes towards people with disabilities are correlated with theoretical public-social models that were formed in the process of humanity and guided by ideological attitudes, public opinion, and the system of socio-political system, namely the medical model. According to it, people with special needs were considered sick and in need of treatment, care, and special “segregative” conditions and institutions. Later, in the 1970s of the 20th century, in Scandinavia, as an alternative to the medical model, the theory of normalization (social correlation) emerged. European scientists D. Johnson, W. Mills, W. Mueller drew parallels with L. Vygotsky's teachings, who defined the social aspect of the child's compensatory ability as the main, when others associated with biological causes and socially defined as secondary (in 1930 his works were banned for 30 years). The scientist's main provisions became decisive in the concept of normalization, and acted as a catalyst for the formation of a legal model of perception (inclusion) of those who were excluded from social life.

The concept of normalization includes the following provisions: a child with SEN is able to master various activities, and society must change attitudes and provide living conditions, bringing them closer to “normal”, to ensure the rights and interests, and to adapt to them. Raising a child with SEN in accordance with the established cultural norms of society opened new opportunities for children with SEN – learning with those of the same age, which broke the public consciousness about the development of children with SEN. Thus, the integration with equals in age began. However, the same European researchers admit that normalization does not take into account a wide range of individual differences that exist in society, “norm” also has a relative interpretation, typification of social attitudes to SEN, non-compliance with the recognized norm.

Researchers of social relations in Europe D. Anders, D. Lupart, G. Lefrançois note that since the 90s of the 20th century the theory of inclusion is the leading model of social relations towards people with SEN. It means society must create conditions to meet the needs of each individual. Inclusion presupposes the preservation of the relative autonomy of each social group, and perception and the style of behavior must change on the basis of pluralism of different customs and opinions [7; 8].

In the Soviet Union, as of 1990, which included the Ukrainian SSR, a clear division of general and special education continued, differentiation and improvement of the special educational system, the transition to eight types of special institutions (1950-1990 according to M. Malofeev), segregation institutions with compulsory treatment and removal from the family, which exist to this day in connection with sufficient accommodation and provision of specialists. These are special schools for the deaf-mute, for the blind, for mentally retarded children, for children with severe speech disorders, boarding schools for difficult children, specialized preschool educational institutions, and preschool institutions of the combined type.

In Ukraine, with the acquisition of independence (1991) there was a problem of developing a new educational policy, due to which it was necessary to reconcile the content of education with the society needs of that time. Therefore, at that time the search in the Ukrainian school system began to intensify, and the period of national school revival came. This was facilitated by the national competition for the draft concept of the "National School". In 1991, the Law of Ukraine "On Education" was adopted, and a new type of elite schools began to be revived and developed – gymnasiums, lyceums, and colleges. The prestige of the established university education or reorganization of former pedagogical universities, private educational institutions began to increase [14, p. 437]. On March 4, 1992, L. Kravchuk issued a decree on the establishment of the Academy of Pedagogical Sciences. On December 23-24 of the same year, the First Congress of Teachers from the two-million cohort of educators took place and adopted the State National Program "Education" ("Ukraine of the XXI Century"), the concept of which provided:

- general humanization of educational programs;
- expansion of national history and culture study;
- gradual establishment of the Ukrainian language in education;
- more freedom to pedagogical creativity;
- diversification of the educational institutions range in order to take into account the interests, preferences of young people, and society needs.

The coordinating center for the implementation of the program was Taras Shevchenko University of Kyiv, established in 1991, where annual conferences took place. Such first conference "The role of higher educational establishments (institutions) in the development of Ukrainian Studies" took place in the spring of 1993. The Institute created the "Concept of the national educational system", "Concept of the school of new generalization - the Ukrainian national school-family" (1994), the standard of the integrative course "Ukrainian Studies", the invariant project of the program "Ukrainian Studies", the text-book on Ukrainian Studies [1, p. 14].

Education in Ukraine acquired national features. However, there is also inconsistency in the choice of methodological guidelines: some focus on national education, others concentrate on civic education, some profess political culture, and still others focus on the pedagogy of life creation, and so on. And this is excluded in the national school [14, p. 445].

According to L. Medvid there were such progressive trends at that time:

Trend 1: Coexistence of alternative educational institutions with state ones. "Montessori School – from 3 to 7" in 1992, and Waldorf schools in Odessa (2 schools), Donetsk, and Dnepropetrovsk since 1995 were established. Centers of the Waldorf Initiative in Kharkiv, Lviv, Kyiv, Ivano-Frankivsk and other cities (according to L. Medvid) were organized. The National University "Kyiv-Mohyla Academy" was established.

Trend 2: A sharp increase in non-state-owned universities. Thus, in 1992-1993, 500 non-governmental institutions appeared, in 1999 there were 54 institutions of the 3d level of accreditation and 200 state ones.

Trend 3. Creation of active structures designed to intensify the work of state bodies. For example, Academy of Management, etc.

Trend 4. Orientation of the content of education on the western models taking into account national educational features. In April 1997, Ukrainian Ministry of Education and 28 countries signed the European Convention on the Mutual Recognition of Qualifications concerning Higher Education. A new strategy for the development of higher education was developed and formulated in the 1998 World Declaration in Paris.

Trend 5: Transition to a multilevel Western model of training: bachelor – master – doctor of sciences.

Trend 6: Within the framework of the humanization of national education, all higher education institutions should provide students with psychological and pedagogical training. In 1993, for the first time, the Department of Pedagogy and Psychology was established at the Kyiv National University of Economics, and disciplines of psychological and pedagogical orientation were taught. At the beginning of the 21st century, psychological and pedagogical education was in 33 universities out of 68.

Trend 7. In the 21st century, with the state assistance a network of higher educational establishments will be created for all those with special needs and difficult life situations. That is why the Open International University of Human Development "Ukraine" was established with the support of the city and regional councils of workers' deputies in Kyiv in 1998.

Trend 8: Internationalization of higher education. Cooperation with foreign institutions.

Trend 9. Promoting the development of schooling for national minorities in Ukraine. In Ukraine, there are 47 schools with two or three languages of instruction [15, p. 329].

Negative development trends are insufficient funding for education, residual funding for education, lack of schools in villages (almost half of villages), complexity of educators, the impact of violent ideology, reduction of preschools with Ukrainian as the language of instruction, reduction of out-of-school education facilities, lack of modern textbooks (40% are provided), staff turnover, lack of culture and desire for profit, religious illiteracy, antisocial phenomena, etc. [14, p. 441].

As for the creation of preconditions for the development of inclusion, in 1991, Ukraine ratified the UN Convention on the Rights of the Child (1989). Since 1999, it has been moving to a completely new democratic style of governance (joining the Bologna Process, establishing commercial and private institutions, etc.), defined by joining the European educational space, which is based on humanization and humanitarianization (by the way, Ukraine joined the Bologna Process in 2005). Socio-political and socio-economic crises cause destabilization and determine two important factors: the protracted transition period of Ukrainian society development and the systemic crisis in it. Original modernizations of the First World developed countries have natural, step-by-step, and planned development. In our country, secondary modernization is taking place due to borrowing the experience of other countries, so it may be successful or ineffective due to the inconsistency of a particular national background or the opposition of the subjects of modernization. The success of modernization – the transition to a more progressive state in all spheres of life, is provided with reforms. The first stage of the inclusive education development in Ukraine to characterize is the period of educational system reforming in Ukraine (1991 - 2000).

During this period, certain preconditions for the introduction of inclusive education were created in Ukraine. An important socio-cultural factor in the early 1990s in Ukraine was the creation of the first organized associations of children with disabilities' parents. In 1989, "Cerebral", the Public Organization of Parents for Assistance and Support to Disabled Children, was founded, and it was headed for many years by Lia Samuilivna Remenik, the mother of a girl with severe cerebral palsy. She has co-authored many proposals to amend the legislation governing the rehabilitation of disabled people in Kyiv and Ukraine. Thanks to the projects of this organisation thousands of people with cerebral palsy were rehabilitated and integrated into the social environment, social and medical rehabilitation departments for children aged 5 to 18 were established in Kyiv and implemented throughout the country, and inclusive education for children with cerebral palsy was introduced. "Cerebral" has raised a significant number of leaders of the modern movement for the rights of people with disabilities [20, p. 189].

With the beginning of the state reform in Ukraine, the creation of departmental psychological services and public unions, societies and commercial organizations that provide psychological services, which is a socio-political factor in the modernization of education, began. Thus, the Association of Psychologists of Ukraine (1990), a psychological service in the education system (1991), a psychological service in the armed forces (1993), a network of centers for social and psychological rehabilitation of the population affected by the Chernobyl disaster (1994) and a psychological service in the internal affairs bodies (1998) were established. At the same time, the number of higher educational establishments, both private and state, which trained psychologists, social workers and social educators, increased. There was an urgent need for methodological support and theoretical understanding of the psychological services activities. In spite of all the fluctuations and instability inherent in this period (some establishments opened, others were closed or re-profiled) the main result was the legalization of psychological services, standardization of their employees' status, and fixing their functions and duties [17, p. 6].

This period is defined as "state-centric". We are witnessing a reduction in the network of special schools and their occupancy. The main state institutions for preschool children with SEN were special preschool institutions, preschool institutions of compensatory type, special groups at preschool institutions of combined type, and preschool groups at special schools. For school-age children there were special boarding schools and special classes at state schools. The task of adapting the living environment to the conditions of successful accession to the socio-educational space was not considered. There was full-time or part-time study at the university. Educational and methodological support of the learning process consisted of Soviet-era developments. Diagnosis and selection of children in special institutions were carried out by psychological, medical and pedagogical commissions.

1990 - 1992 are characterized by the increase of children with disabilities, namely: out of 119 thousand children with special educational needs (80%), who were cared for by their parents, only two thousand were in health care and social protection institutions. Ukraine ratifies the first international instrument on human rights – the UN Convention on the Rights of the Child (1991). The Law of Ukraine "On Education" (1991), "On the Fundamentals of Social Protection of Persons with Disabilities in Ukraine" (1991) was adopted. The Association of Psychologists of Ukraine (1990), and Psychological Service of Ukraine (1991) were established [17, p. 30].

In the period from 1991 to 2000, the number of children with disabilities increased significantly (in particular, in 1998 their number increased up to 147 thousand). There was a great number of children who did not study in special educational institutions in 1990-1992. By mid-1996-1997, the secondary education system covered only 12.8 thousand school-age children, 2,000 were in health care and social protection institutions, and parents took care of the remaining of 119,000 children with special needs (80%).

Against the background of an increase in the number of people with special needs, including those with disabilities, the network of special schools and their occupancy decreased significantly in the period 1991-2000.

As of 1992, there were 409 special schools in Ukraine with 78,000 students, and in 1998-1999 their number was 308 institutions and 69 thousand students [7, p. 82].

Considering this period in more detail, we note that after the adoption of the law "On social protection of people with disabilities" on March 21, 1991, people with disabilities (the term "the disabled" in 2017 was replaced by "a person with disabilities") began to unite in various organizations in accord with territorial features and nosologies (socio-cultural factor) [5, p. 2]. From regional they later turned into all-Ukrainian or international organizations.

In society, the segregation of children continued to be resisted by parents who got organized in public associations of parents of children of certain nosologies, looking for new ways to combat the disease, precisely because of the inability to receive rehabilitation services and discrimination, exclusion of "uneducated" children from education. It was in the 90s of the twentieth century when British colleagues helped to overcome the resistance of Ukrainian officials and create a non-governmental organization "School of Life" (Horlivka, Donetsk region), which they supported methodically and financially for some time. Later, in many Ukrainian cities – Cherkasy, Bila Tserkva and others – with the public efforts "schools" for all children who were accepted by the state education system as uneducated began to appear. "Life is a struggle" is the phrase that characterizes "special motherhood" in Ukraine. In 1992, in Lviv, people with disabilities (spinal cord), formed an association "Active Rehabilitation Group", but because of the difficulties with registration it was registered only in 2008. The teachers who worked there were people with disabilities in wheelchairs, who cooperated and got trained in Sweden, Canada, the USA, Poland, and the Netherlands [21, p. 190].

On July 20, 1992, the "Temporary Regulations on Individual Education in the General Secondary Education System" were approved, according to which children with SEN could study in mainstream schools, which was the beginning of convergence of special and mass education, and integration of children with disabilities into mainstream schools.

Let's define preconditions of co-training of children with disabilities together with their age-mates: 1) ratification of the international documents by Ukraine; 2) temporary regulations on individual forms of education (1992) and education in special classes (equalization classes or correctional classes); 3) the stay of children with disabilities in the family, and in case of milder disabilities their spontaneous integration into mass institutions; 4) the creation of organized associations of parents of children with disabilities, which acted as a driving force for the establishment of schools for "uneducated", which proved the possibility of learning.

In Ukraine, on November 3, 1993, President L. Kravchuk approved the Regulation "On the State National Program" Education of the 21st Century", which identifies ways to reform education [1, p. 2]. In 1993, Ukraine ratified the UN Standard Rules on Equal Opportunities for People with Disabilities [11, p. 1]. These documents are based on the Framework for Action on the Salamanca Declaration on Action for Inclusive Education (Spain, 7-10 June 1994), which states that the integration of children and young people with special educational needs is best done in inclusive schools that accept all children, despite their physical, intellectual, social, emotional, linguistic or other features [21, p. 4].

In 1994 the world's leading theory was recognized inclusion in relation to people with disabilities, but in Ukraine there was a focus on the concept of "normalization" (according to L. Budyak) [21, p. 2].

The Step-by-Step Child Development Program of the Renaissance Foundation (1994-1999) has been launched in Ukraine as a non-governmental educational organization aimed at creating an open democratic society, rehabilitation centers for the treatment and socialization of children with disabilities and since 1996 it has been implementing the program "Inclusive Education" (according to A. Kolupaeva).

The establishment of the All-Ukrainian Step-by-Step Foundation in 1999 was a logical continuation of the Step-by-Step Comprehensive Child Development Program of the International Renaissance Foundation, which operated in Ukraine from 1994 to 1999 with the support of the Open Society Institute (New York) and the International Center for Child Development (Washington). The aim of the program was to introduce democratic practices into the preschool education system. In 1996, the program expanded its activities to primary education due to the desire of parents of children involved in the program, as well as positive evaluation results (Ministry of Education of Ukraine, Institute of Psychology, Academy of Pedagogical Sciences of Ukraine, Boston Center for Educational Development). In 1996, the program also expanded its activities to include children with special needs and children of national minorities in secondary schools. Since 1999 All-Ukrainian Foundation "Step by Step" is a national member of the International Association "Step by Step" and is a member of the round table to discuss the All-Ukrainian experiment on the integration of children with SEN in secondary schools (2001), participates in the selection of children and institutions, organizes trainings and conducts advanced training courses for teachers to work with children with SEN within the experiment.

In 1995, the Bila Tserkva City Association of Disabled Children and Their Parents "Ayurveda" was established to address integration and rehabilitation issues, to assist the health center "Chance", a joint project of the city administration and "Ayurveda" [21, p. 193].

In spite of the second economic crisis (1996 - 1997), unemployment, problems with payment of wages, the methodology of Ukrainian special education for children with disabilities, substantiated in the

“Concept of special education for children with psychophysical development in the coming years and prospects” (1996), “Concepts of rehabilitation of children with physical or mental disabilities” (1998) and defining conceptual approaches to the problems of teaching children with mental and physical disabilities, continued to improve. By the Decree of the President of Ukraine L. Kuchma dated October 10, 1997 №1166 / 97 “On the main directions of social policy” measures were taken to establish minimum social guarantees, and targeted assistance was provided to low-income citizens [20, p. 2]. It is worth emphasizing that the development of special education restrained the processes of admission and perception of children with SEN in public institutions.

The resolution of the UN General Assembly of December 12, 1997 defines the task of promoting equal opportunities for people with disabilities, and obtaining quality education according to their abilities [22, p. 2]. Thus, since 1998, Ukraine has had an institute of the Verkhovna Rada of Ukraine Commissioner for Human Rights, authorized to exercise parliamentary control over the observance of constitutional human and civil rights and freedoms and to protect the rights of everyone in Ukraine and within its jurisdiction, including to prevent any form of discrimination in the exercise of human rights and freedoms [23, p. 3].

In Ukraine, in 1994 the creation of a system of early rehabilitation of children with disabilities in the Mykolaiv region began, where there were 16 centers of early rehabilitation. In practice, it has been proven that early rehabilitation is an active and effective social mechanism that allows to restore the physical, psychological and social status of a disabled child with significant savings. The order of the Cabinet of Ministers of December 3, 1999 № 1329 (1329-99-year) approved the experience of the network of centers established by the Mykolaiv Regional State Administration, and the State Complex of Early Social Rehabilitation of Disabled Children was created on the basis of the center “Nadiia” [19, p. 2].

III. RESULTS

Such important factors of reform as the protracted transition period of development of Ukrainian society and the systemic crisis in it, state-centric leadership in the field of education (regarding the training of people with SEN), development by inertia, humanization and humanitarianization of education have been identified. Socio-political factors in the modernization of the educational sector in Ukraine are as follows: the creation of departmental psychological services and unions, psychologists’ training, the establishment of rehabilitation centers, alternative schools and associations. The novelty is the research on the integration processes of inclusion of people with psychophysical disorders in individual education in mainstream schools since 1992; co-education in higher education and secondary schools since 1999 in accordance with the Law “On Education”. The process of revival of the national school was contradictory, the reform continued with the revival of elite types of educational institutions and with a focus on the European educational space.

IV. DISCUSSION

The UN Millennium Development Goals in 2000 were: improving the socio-economic status of families and families of people with special educational needs, access to primary school education, gender equality, and the development of inclusive education is the development of a society that accepts, not loses, gains a new resource, a new direction including development and training, employment of people with SEN, hope for independent living. We see further research in the features of integration and inclusive processes in Ukraine since 2001 and the mechanisms of involvement in preschool institutions, the organization of pedagogical conditions for implementation, the provision of support services, and teacher training.

V. CONCLUSIONS

Thus, the period 1991-2000 is determined by a change in ideological orientations regarding the stay of children with disabilities in the family and the education of children with severe nosologies in alternative schools established by parents with the help of foreign partners, the creation of various public organizations.

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