

**EDUCATION FOR CHILDREN WITH SPECIAL NEEDS: FROM
INSTITUTIONALIZATION TO INCLUSION**

Alla Kolupaieva, Doctor of Science (Special Education), Professor

Viacheslav Zasenکو, Doctor of Science (Special Education), Professor

Institute Of Special Education National Academy of Educational Sciences of Ukraine, Kyiv

The article presents the status and development of education for children with special needs in Ukraine since independence (1991-2016). Over the years the education of children with special needs has undergone significant changes in transformation: from institutionalization to inclusion. Outlines several steps, time limits are determined by the socio-political and socio-cultural processes that took place in the country towards joining the European educational space.

Stage I (1991-2000 years.) Functioning of Ukrainian special education began with the ratification of international instruments on human rights, and the recognition of the right to education of all citizens, including those with special needs, in a general space in the main legislation Ukraine. The main trend stage of education for children with special needs - "derzhavotsentryska" educational system of the notable features of institutionalization and strict regulation of the educational process in special education.

Stage II (2000-2010 years.) Development of education of persons with disabilities characterized by attempts to transfer schools of special education inertial mode operation mode of advanced innovative progress and significant activation of the natural integration of special needs children to secondary schools on the background of a strengthening of inclusive education democratic countries.

Third stage (2010- present day) - the main trend in the education of children with special needs - optimization of special schools and implementing inclusive education in Ukraine.

Keywords: *children with special needs, education, Institutionalization, inclusion*

Over the years of Ukraine's independence, education for children with special needs has undergone significant transformative changes since a new ideological social-and-educational paradigm was defined, which is based on child-centered principles. Equal access to quality education for all citizens, including persons with special needs was proclaimed a priority objective in the development of modern Ukrainian education. Currently, the operation and development of the Ukrainian special needs education (i.e. education provision for persons with special needs) is now characterized by the commitment to deinstitutionalization and inclusive education.

Since Ukraine became independent, special needs education went through a number of development stages, the time frames for which were set by political, social and cultural processes that marked the country's path to the European educational space.

Stage I (1991–2000): The Ukrainian special needs education system was established upon the ratification of international human rights instruments and after the right to education for all citizens, including those with special needs was recognized by the mainstream education community and in the key Ukrainian laws.

During that period, the Ukrainian special needs education system, inherited from the traditional Soviet education tradition, preserved its rigid structure by inertia. Special all-day kindergartens continued to serve preschool children with special needs, and school-age children were placed to special boarding schools (internat schools) or to special classrooms at mainstream education settings. In those years the education curriculum offered to children

with special needs at special education settings was mostly built on approaches, strategies and resources designed during Soviet times. Also, that curriculum was organized and implemented in accordance with the disability-specific principle.

The *main trend of stage I* was a 'state-centered' education system characterized by institutionalization and tough regulation of teaching and learning at special education settings. At the end of this post-Soviet period, special needs education faced a dilemma, i.e. either to continue under its own momentum within the traditional framework of concepts and approaches to the education for children with special needs who were viewed as passive 'objects' of influence, knowledge-centeredness and focus on developmental defects or to infuse their teaching and learning with competences in order to improve life chances of every child.

Stage II in the development of education for persons with special needs (2000–2010): This period laid the philosophical, pedagogical, organizational and theoretical foundations for modern education to enable a major qualitative reform of the education sector. It saw an increase in public interest for improvements in the organizational and legal framework for ensuring the right to education for children with special needs; advances in the development of a new methodology for education of persons with special needs based on child-centered principles; and an active search for ways and means to operationalize them. The second stage in the development of special needs education in Ukraine is characterized by initiatives to upgrade the boarding school system that existed for a long time. Compared to 1990s, special schools performed a much broader range of functions. They started to provide psychological and pedagogical support, comprehensive interventions and rehabilitation for children with special needs to facilitate their integration in community.

Beginning with 2000, in the light of the international standards, a debate was initiated in Ukrainian society that underlined the inconsistencies between the segregated education model, on the one hand, and the ideas of equality for minorities, innovative educational approaches, etc., on the other. During that time the new terminology was being established, e.g. 'persons (children) with special needs' rather than 'abnormal children', 'defective children', 'children with handicaps', etc. Supporters of innovative approaches in education, e.g. academics engaged in experimental research, parent community and NGOs, called for radical change drawing on the belief that all children are able to learn, receive quality education, fulfill themselves and be included in community. Thus, a programme was launched in 2001 to support social adaptation of children with special needs and their integration into community by placing them at regular schools. It was initiated by the Ukrainian Step by Step Foundation and carried out under the academic guidance of the Special Pedagogy Institute, Academy of Pedagogical Sciences of Ukraine (NAPSU) and with organizational support by the Ministry of Education and Science of Ukraine. As an output of this experimental project that covered the majority of regions of Ukraine, policies were drafted, which later formed the basis for designing a legislative framework for inclusive education, as well as curriculum materials that ushered the process of producing Ukrainian resources for inclusive education.

Also, during that period, children with moderate intellectual disabilities and those with complex developmental disabilities, previously deemed 'ineducable', were included into education system. The research-based and methodological principles and curriculum materials to support their education were developed by academics of the Special Pedagogy Institute, Academy of Pedagogical Sciences of Ukraine, in collaboration with innovative teachers and specialists of the Ministry of Education in the course of pedagogical action research conducted at different levels.

An important milestone at that stage was the introduction of sign language instruction into the education of children with hearing disabilities. It was made possible through joint efforts of the Special Pedagogy Institute, NAPSU, and the Ukrainian Deaf Association. The Ukrainian sign language was introduced both as a school subject and a means of teaching and learning for non-hearing students.

These developments coincided in time with the reform of preschool education for children with special needs. A new model became wide-spread which envisaged comprehensive support services for a child with special needs at his/her family through social and pedagogical patronage. Since 2008, child development centres have been established as a new type of preschool settings where parents are involved into teaching, learning and rehabilitation processes, while interventions may be provided for children living in other settings or in their families.

Therefore, the *specific characteristics* of the second stage in the development of education for children with special needs in Ukraine (2000–2010) are (a) the attempts to transform the nature of work at special education settings from functioning by inertia to proactive and innovative development; and (b) a considerable increase in spontaneous integration of children with special needs into regular education settings. It should be mentioned that the official national statistics regarding the number of children with special needs spontaneously integrated to regular education settings is practically missing. Similarly, there is no complete statistical data maintained by the public authorities as to children with special needs. This situation may be explained by inter-departmental barriers, the lack of a single categorical classification, different approaches to keeping records of these children, etc.

Stage III (2010 – present) in the development of education for children with special needs has been marked by the tendency to significantly reduce the number of special (segregated) education settings and the number of students attending them. Thus, from 2005 to 2009, 67 500 students were educated there, while later, between 2011 and 2014 this number dropped 1.5 times to 42 000. The number of special education settings also changed respectively – from 380 to 220.

An important achievement during this period was related to the introduction of inclusive education, a type of education model that involves providing educational services to children with special educational needs at a regular education setting on the community level.

It was facilitated by the Ukraine-Canada project 'Inclusive Education for Children with Disabilities in Ukraine' funded by the Canadian International Development Agency (CIDA) and implemented in Ukraine between 2008 and 2013 in collaboration with the Canadian Centre of Disability Studies, Grant MacEwan University, Special Pedagogy Institute, NAPSU, Ukrainian Step by Step Foundation, National Assembly of People with Disabilities and others. Its outputs and ensuing suggestions had a substantial impact on designing key national policies and curriculum materials necessary to introduce inclusive education in Ukraine. For example, amendments were made to the Law of Ukraine 'On Comprehensive Secondary Education' regarding inclusive classrooms; and a number of policy documents were drafted including the Concept of the Development of Inclusive Education, the Procedures for Organizing Inclusive Teaching and Learning at Schools, etc. During this period a new National Primary Education Curriculum was designed for children with special needs; school and preschool teaching and learning resources were updated for 900 000 children with special educational needs.

Hence, the education for persons with special needs in Ukraine, as well as education generally, has gone through a long evolutionary process and experienced the relevant organizational and content-related changes. Now a systemic reform is underway. In order to be successful, this reform should ensure comprehensive solutions to a number of challenges, including education laws and policies, organizational and staff issues, research and curriculum provision. These objectives require a concerted effort of the relevant ministries and departments, research institutions, pedagogical universities, in-service teacher training institutes and civil society organizations.

References :

1 Danilavichiutie, E.A., Lytovchenko, S.V. (2012). *Strategiyi vykladannya v inklyuzyivnomu navchalnomu zakladi*. [Strategies for teaching in an inclusive school]. Kyiv: Publishing group "ASK".

- 2 Zasenکو, V.V. (2015). *Osvita osib z osoblymy potrebamy v Ukrayini: zdotuky i problemy*. [Education of persons with special needs in Ukraine: achievements and challenges]. *Osvita dlya suchasnosti*, Vol. 2, 140-148.
- 3 Zasenکو, V.V. (2015). *Osoblyvi dity: osvita ta suprovid*. [Special children: education and support]. *Svitoglyad*, 4, 12-15.
- 4 Kolupaieva, A.A., & Taranchenko, O.M. (2015). *Pedagogichni texnologiyi inklyuzyvnoho navchannya*. [Pedagogical technologies inclusive education]. Kyiv: ATOPOL.
- 5 Kolupaieva, A.A. (2009). *Inklyuzyvna osvita: realiyi ta perspektyvy*. [Inclusive education: reality and prospects]. Kyiv: «Sammit-Knyga».
- 6 Kolupaieva, A.A., Danilavichiutie, E.A., & Lytovchenko, S.V. (2012). *Profesiine spivrobotnyctvo v inklyuzyvnomu navchalnomu zakladi*. [Professional cooperation in an inclusive school]. Kyiv: Publishing group "ASK".
- 7 Kolupaieva, A. A., & Koval, L. V. (2014). *Organizaciino-pedagogichni umovy diialnosti asystenta vchytelya v inklyuzyvnomu navchalnomu zakladi* [Organizational-pedagogical conditions of assistant teachers in inclusive school]. Kyiv: ATOPOL.
- 8 Zasenکو, V.V., Kolupaieva, A.A., & Shynkarenko, V.I. (Eds.). (2014). *Standartyzaciia zmistu osvity ditei z osoblyvymy potrebamy v konteksti Nacionalnoii standartnoii kvalifikaciii osvity (pochatkova lanka)*. [The standardization of educational content for children with special needs in the context of national qualification standard of education (primary link)]. Kyiv: Institut specialnoii pedagogiky NAPN Ukrayiny.
- 9 Taranchenko, O.M., & Naida, Yu.M. (2012). *Dyferenciiovane vykladannya v inklyuzyvnomu klasi*. [Differentiated teaching in inclusive classrooms]. Kyiv: Publishing group "ASK".
- 10 Kolupaieva, A.A., Taranchenko, O.O. & Danilavichiutie, E.A. (2014), Special Education Today in Ukraine, in Anthony F. Rotatori , Jeffrey P. Bakken, Sandra Burkhardt , Festus E. Obiakor , Umesh Sharma (ed.) Special Education International Perspectives: Practices Across the Globe (Advances in Special Education, Volume 28) Emerald Group Publishing Limited, pp. 311 – 351
- 11 Tim Loreman, Donna McGhie-Richmond, Alla Kolupaieva, Oksana Taranchenko, Dymtro Mazin, Cheryl Crocker & Roman Petryshyn A Canada-Ukraine collaborative initiative for introducing inclusive education for children with disabilities in Ukraine: participant perspectives // School Effectiveness and School Improvement, 2016 Vol. 27, No. 1, 24–44.

A.A. Колупаєва, В.В. Засенко

Освіта дітей з особливими потребами від інституціалізації до інклюзії

У статті представлено стан та розвиток системи освіти дітей з особливими потребами в Україні за часів незалежності (1991-2016 рр.). За ці роки освіта дітей з особливими потребами зазнала істотних трансформаційних змін: від інституціалізації до інклюзії. Окреслюються кілька етапів, часові межі яких визначаються суспільно-політичними та соціокультурними процесами, що відбувались у країні на шляху входження до європейського освітнього простору.

I етап (1991-2000 рр.) функціонування української системи спеціальної освіти розпочався з ратифікації міжнародних документів щодо дотримання прав людини, а також визнання права на здобуття освіти всіма громадянами, в тому числі й з особливими потребами, у загальноосвітньому просторі, в основних законодавчих актах України. Основна тенденція I етапу освіти дітей з особливими потребами – «державоцентриська» освітня система з прикметними ознаками інституціалізації та жорсткої регламентації навчального процесу в спеціальних навчальних закладах.

II етап (2000-2010 рр.) розвитку системи освіти осіб з особливими потребами характеризується спробами переведення закладів спеціальної освіти з режиму інерційного функціонування в режим випереджувального інноваційного поступу та значна активізація стихійного інтегрування дітей з особливими потребами до

загальноосвітніх навчальних закладів на тлі ствердження інклюзивної освіти в демократичних країнах.

III етап (2010- донині) – основна тенденція в освіті дітей з особливими потребами – оптимізація спеціальних навчальних закладів та впровадження інклюзивної освіти на теренах України.

Ключові слова: діти з особливими потребами, освіта, інституціалізація, інклюзія.

А.А. Колупаєва, В.В. Засенко

Образование детей с особыми потребностями: от институциализации к инклюзии

В разделе представлено состояние и развитие системы образования детей с особыми потребностями в Украине за время независимости (1991-2016 гг.). За эти годы образование детей с особыми потребностями претерпела существенных трансформационных изменений от институциализации к инклюзии. Определяются несколько этапов, временные границы которых определяются общественно-политическими и социокультурными процессами, которые происходили в стране на пути вхождения в европейское образовательное пространство.

I этап (1991-2000 гг.) Функционирования украинской системы специального образования начался с ратификации международных документов по соблюдению прав человека, а также признание права на получение образования всеми гражданами, в том числе и с особыми потребностями, в общеобразовательном пространстве, в основных законодательных актах Украина. Основная тенденция I этапа образования детей с особыми потребностями - «державоцентриська» образовательная система с отличительными признаками институциализации и жесткой регламентации учебного процесса в специальных учебных заведениях.

II этап (2000-2010 гг.) Развития системы образования лиц с особыми потребностями характеризуется попытками перевода учреждений специального образования из режима инерционного функционирования в режим опережающего инновационного развития и значительная активизация стихийного интегрирования детей с особыми потребностями в общеобразовательных учебных заведений на фоне утверждения инклюзивного образования в демократических странах.

III этап (2010 - по сей день) - основная тенденция в образовании детей с особыми потребностями - оптимизация специальных учебных заведений и внедрение инклюзивного образования на территории Украины.

Ключевые слова: дети с особыми потребностями, образование, институциализация, инклюзия.

Література:

1. Данілавічюте Е.А., Литовченко С.В. Стратегії викладання в інклюзивному навчальному закладі: навчально-методичний посібник / За заг. ред. А.А. Колупаєвої. – К.: Видавнича група «А.С.К.», 2012. – 335 с. – (Серія «Інклюзивна освіта»).

2. Засенко В.В. Освіта осіб з особливими потребами в Україні: здобутки і проблеми / В.В. Засенко // Освіта для сучасності = Edukacja dla współczesności: зб. нак. пр. : у 2 т. / Мін-во освіти і науки України, НАПН України, НПУ імені М.П. Драгоманова, Комітет педагогічних наук Польської академії наук, Наукове товариство «Польща-Україна», Інститут педагогічної освіти і освіти дорослих НАПН України, Асоц. ректорів пед. Ун-тів Європи [редкол. : В.Г. Кремень, В.П. Андрущенко, Н.Г. Ничкало, Ф Шльосек, Л. Лукянова, Л. Макаренко, О. Падалка та ін.]. – К. : Вид-во НПУ імені М.П. Драгоманова, 2015. – Т. 2. – С 140-148.

3. Засенко В.В. Особливі діти: освіта та супровід / В.В. Засенко // наук.-метод. журнал «Світогляд» – 2015. – № 4. – С. 12-15

4. Колупаєва А. А., Таранченко О.М. Педагогічні технології інклюзивного навчання : навч.-метод. посібник / А. А. Колупаєва, О.М. Таранченко – К: АТОПОЛ, 2015 –136 с. (Серія «Інклюзивна освіта»)
5. Колупаєва А.А. Інклюзивна освіта: реалії та перспективи: Монографія. – К.: «Самміт-Книга», 2009. – 272 с.
6. Колупаєва А.А., Данілавічюте Е.А., Литовченко С.В. Професійне співробітництво в інклюзивному навчальному закладі: навчально-методичний посібник. – К.: Видавнича група «А.С.К.», 2012. – 197 с. (Серія «Інклюзивна освіта»).
7. Організаційно-педагогічні умови діяльності асистента вчителя в інклюзивному навчальному закладі : навч.-метод. посібник / Колупаєва А. А., Коваль Л. В. та інші. – К.; 2014. – 240 с.
8. Стандартизація змісту освіти дітей з особливими потребами в контексті Національної стандартної кваліфікації освіти (початкова ланка): навч.-метод. посібник: Державний стандарт початкової загальної освіти для дітей з особливими потребами [Постанова Кабінету Міністрів України від 21 серпня 2013 року № 607 «Про затвердження Державного стандарту початкової загальної освіти для дітей з особливими освітніми потребами»] Режим доступу: <http://zakon2.rada.gov.ua/laws/show/607-2013>; Реалізація оновленого змісту освіти дітей з особливими потребами: початкова ланка: навчально-методичний посібник / Н.Б. Адамюк , Л.Є. Андрусичина , О.О. Базилевська та ін.; Ін-т. спец. педагогіки; за ред. В.В. Засенка , А.А. Колупаєвої , Н.О. Макарчук, В.І. Шинкаренко. – Київ, 2014. – 336 с.; навчальні програми для підготовчого, 1-4 класів для спеціальних навчальних закладів для дітей з особливими освітніми потребами [електронний ресурс]. – К. : Інститут спеціальної педагогіки НАПН України, 2014. — 1 електрон. опт. диск (CD-ROM).
9. Таранченко О.М., Найда Ю.М. Диференційоване викладання в інклюзивному класі: навчально-методичний посібник / За загальною редакцією Колупаєвої А.А. – К.: Видавнича група «А.С.К.», 2012. – 124 с. (Серія «Інклюзивна освіта»).
10. Kolupayeva A., Taranchenko O., Danilavichute E. (2014), Special Education Today in Ukraine, in Anthony F. Rotatori , Jeffrey P. Bakken , Sandra Burkhardt , Festus E. Obiakor , Umesh Sharma (ed.) Special Education International Perspectives: Practices Across the Globe (Advances in Special Education, Volume 28) Emerald Group Publishing Limited, pp. 311 – 351
11. Tim Loreman, Donna McGhie-Richmond, Alla Kolupayeva, Oksana Taranchenko, Dymtro Mazin, Cheryl Crocker & Roman Petryshyn A Canada-Ukraine collaborative initiative for introducing inclusive education for children with disabilities in Ukraine: participant perspectives // School Effectiveness and School Improvement, 2016 Vol. 27, No. 1, 24–44, <http://dx.doi.org/10.1080/09243453.2015.1018912>