

## **SOCIAL AND PEDAGOGICAL SUPPORT OF STUDENTS WITH SEN IN THE CONTEXT OF EUROPEAN INTEGRATION**

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**E**xploring the European experience in educating children with special educational needs (SEN) is significant for the European integration of the national education system. It offers a valuable perspective for educators, policymakers, and researchers in special education.

The education of children with special educational needs in Ukraine requires special attention, especially in the current crisis conditions for the education system due to the state of war. Systemic changes in the education of children with SEN, particularly the widespread implementation of their inclusive education, began in 2017 with the adoption of the Law on Education. For the first time at the legislative level, this law declared children's right to inclusive education (Law of Ukraine, 2017, Article 20 "Inclusive Education"). The practical implementation of inclusive education of children with SEN in these years was not without its difficulties, primarily related to the shortcomings of training and retraining of teachers, funding limitations, and the insufficient tolerance level of Ukrainian society. We, as educators, policymakers, and stakeholders, must foster a more inclusive and tolerant society. However, with the onset of the COVID-19 pandemic in 2020, and especially with the beginning of the war in Ukraine in 2022, the national education system as a whole is in crisis conditions, which has had a detrimental impact on the inclusive education of children with disabilities. In particular, this is evidenced by the increase in the number of children with disabilities in special educational institutions and the corresponding regression in the spread of inclusive education in Ukraine.

As per the European Agency for Special Needs and Inclusive Education, the European approach to identifying students with SEN involves various practices. Cultural differences can impact diagnosis, and a lack of reliable prevalence data is challenging. However, a key aspect of this approach is the crucial role of parents in early intervention, as seen in the UK. Additionally, as

demonstrated in Finland, specialized state support has successfully reduced educational problems for children with special needs.

Furthermore, there is a solid political consensus in Europe on the significance of inclusive education for children with SEN, with the aim of inclusion in mainstream education. While progress towards inclusive education is evident, there are disparities in identifying children with SEN and their placement in regular versus special schools. Therefore, it is imperative to emphasize the need to harmonize definitions and enhance data collection for cross-national comparisons, as this is a necessary step to further promote inclusive education practices in Europe.

Notably, the analysis of research results reveals the effective use of screening and diagnosis methods to identify developmental disorders in children with special educational needs at an early stage. European countries are actively implementing early intervention programs that offer comprehensive services for children with developmental delays or disabilities, thereby safeguarding the child's health and well-being and providing crucial support to families.

The use of inclusive education plans (IEPs) is quite common in European education. These documents set short- and long-term learning goals for students with special educational needs, allowing teachers to consider how the core curriculum can be adapted and personalized. IEPs detail the assessment and type of accommodations that must be included in the program to assess students' progress.

Social and pedagogical support of young people with special educational needs in European countries is carried out in the following directions:

- 1) Individualized Development Plans, where individualized development plans are developed for each SEN student that are applied to their learning needs and goals.

- 2) Psychological and pedagogical support involves various services and experts to improve students' learning and development trajectories.

- 3) The social and professional integration of youth with SEN aims to ensure their active integration into society and professional self-determination.

There are various measures for the social and professional integration of young people in Europe. In particular, these professional training programs and social adaptation aim to develop social skills, communication, and interaction with others. Moreover, an important role is played by support

and advice from experienced professionals who help young people solve professional and personal self-realization.

Young people with special educational needs in Europe are forging diverse career paths guided by their unique interests and capabilities. Some are venturing into social work, education, medicine, information technology, art, and business, showcasing the breadth of opportunities available to students with SEN.

In general, European countries follow the following basic approaches to providing students with special educational needs access to education:

- education in special schools, where countries with selective school systems have traditionally separate schools for children with SEN but are moving towards integration (Belgium);
- inclusion in mainstream education, where countries have high levels of inclusive education for children with SEN, over 90% (Italy et al.);
- mixed approaches, where countries implement various strategies and practices ranging from special classrooms in regular schools to cross-school partnerships (France, UK).

In summary, the fundamental principles of educational policy for providing socio-pedagogical support for students with SEN are focused on reorganizing educational systems, rethinking and reconceptualizing elements of education, moving away from classifying students based on medical models, and building the capacity of schools to support the diverse needs of students.

Comparative studies of educational systems for children with disabilities in Ukraine and EU countries are promising and relevant given the positive experience of social integration and professional employment of children and youth with special needs and disabilities in countries where inclusive forms of education prevail.

**Keywords:** social and pedagogical support, students with special educational needs, disability, European countries, European integration.

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## THE CONTENT OF THE PROCESS OF FORMING STUDENTS’ NATIONAL IDENTITY IN INSTITUTIONS OF OUT-OF-SCHOOL EDUCATION

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**T**he formation of national identity is an essential prerequisite for Ukraine’s existence as a sovereign and independent state capable of defending its territorial integrity, national interests and, importantly, integrating into Europe. A particularly significant aspect of forming students’ national identity in institutions of out-of-school education is their awareness of themselves as Ukrainians, part of a great nation connected to Ukrainian culture, descendants of ancient history, and bearers of the Ukrainian language. This is expressed in their love for Ukraine, the nature of their native land, a sense of security and significance for the country’s life, a sense of involvement in its fate, an understanding of duty and responsibility, and a sense of personal dignity.

In our research, we consider Ukrainian national identity to be a persistent awareness that an individual belongs to the Ukrainian nation as a unique community, united by name, symbols, geographical, ethnic, and social origin, historical memory, and a complex of spiritual and cultural values, including the Ukrainian language and folk traditions.