

THE PROBLEMS OF INCLUSIVE EDUCATION DURING MARTIAL LAW IN UKRAINE

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The full-scale war in Ukraine that began on February 24, 2022 has influences dramatically on lives and existence of millions of Ukrainians. Missile and rocket attacks have caused widespread death, destruction of homes and businesses and severely damaged energy infrastructures across Ukraine. Water, education and health-care facilities have been significantly damaged. As the armed aggression in Ukraine is in its fourth year in 2025, the country continues facing extensive destruction and human suffering. Sustained attacks and shelling of critical infrastructure and residential areas across Ukraine have devastated civilian lives and essential services. Each of the 7.5 million Ukrainian children has been affected by the war and need even more support than before. Ensuring the right to education for children with disabilities in martial law has also become a challenge. Especially since the number of children and youth with disabilities is increasing due to injuries and damage, stress, psychological trauma, and PTSD. And these children need special attention from teachers because they have special educational needs [3].

Thus, the war has affected all students and education system, but for students with special educational needs (SEN), the psychological and social challenges have become often more devastating. Loss of familiar surroundings, evacuation, danger, feelings of uncertainty, and constant stress all has added to existing developmental, learning, and socialization difficulties. So, three key challenges for students of inclusive education are: the impact of stress and traumatic events, social isolation, and lack of professional support. And the issue of ensuring the right to education of children with disabilities under martial law, in particular the organization of distance learning in the conditions of inclusive education is crucial during the period of martial law. The Ministry of Education and Science of Ukraine in 2022 held a meeting of the working group “Education and Science”, at which the problem of inclusive education in martial law conditions was updated. The main problems were distinguished as: 1) war

trauma: as a result of the armed aggression of the Russian Federation, Ukrainian children suffer not only from injuries, but also lose limbs, vision, hearing, and the consequences of this are irreversible. Educators must find a completely new approach to children with disabilities that arose due to the war; 2) wounded souls: wounded children also have psychological trauma. Those who were not physically injured have manifestations of post-traumatic stress disorder (autism, irritability, attacks of aggression, emotional detachment, somatic manifestations, etc.). And here, help is needed not only from psychologists; 3) psychological burden for children with SEN that develop during the war in children with many diagnoses, becomes a problem for their effective education [3, p. 261].

Inclusive education during martial law involves the following: adapting pedagogical strategies and curricula to ensure children with special educational needs, also known as students with disabilities, to receive quality, barrier-free learning and support, despite widespread disruption to traditional education, infrastructure, and mental well-being. Key focuses include developing inclusive competencies in teachers, utilizing digital and adapted learning platforms, providing psychological support, and ensuring accessibility and social protection for disabled students in the context of displacement and emotional instability caused by war.

It must be said, that inclusion in education is a fundamental issue core to the principle that “Everyone has the right to Education”, as stated in Article 26 of the Universal Declaration of Human Rights proclaimed by the United Nations General Assembly in Paris in December 1948. Inclusion in education also figures prominently in Agenda 2030 under Sustainable Development Goal (SDG) 4, and has gained importance internationally; it is imperative for equality and human rights, with educational, social, and economic benefits [4]. Inclusive education has generally been connected to the requirements of people with disabilities and the interaction between special education and mainstream education.

Since the 1990s, the struggles of those with disabilities have impacted the world's view of inclusion in education, through measures taken in The United Nations Convention on the Rights of the Child (1989), the World Declaration on Education for All (1990), and the United Nations Standard Rules on Equalization of opportunities for Persons with Disabilities (1993) and the Salamanca Declaration and Framework for Action (1994). This has resulted in Article 24 (the right to inclusive education) in the 2006 UN Convention on the Rights of Persons with Disabilities, which acknowledges the rights of the disabled to inclusive education, thus producing a legally binding instrument with reference to the concept of quality inclusive education. To understand what this actually means and what measures are needed to make it a reality, the Committee on

the Rights of Persons with Disabilities produced a “General Comment” on education – a document that explains what inclusive education means and sets out in detail what governments must do to create inclusive education systems [2].

The right to inclusive education is now defined as a process that shapes culture, practice and policy within the educational setting. Inclusive education aims to address the diverse needs of individual students, and to remove barriers that hinder the presence, participation and achievement of learners. An inclusive approach places emphasis on providing support to groups of learners who may underachieve or be marginalized or excluded. Inclusive education is an education system that includes all students, and welcomes and supports them to learn, whoever they are and whatever their abilities or requirements. This means making sure that teaching and the curriculum, learning buildings, classrooms, transport and toilets are appropriate for all students at all levels [1]. Inclusive education requires: non-discrimination, best interests of the students, right of the students to be heard, protection from violence and abuse, opportunity for life within the community, support with mobility, access to health care, habilitation and rehabilitation. It promotes: participation in public life, exercise of legal capacity, work and employment, adequate standard of living [2].

Inclusive education involves transforming the whole education system – legislation and policy, systems for financing, administration, design, delivery and monitoring of education, and the way educational institutions are organized, namely: 1. Commitment and investments from education ministries – it takes time and money to change systems. 2. Support for teachers and students – teachers need training and guidance, and students need to be provided with services to overcome barriers to learning. 3. Promotion of respect for diversity and inclusive learning – action is needed to challenge negative attitudes and prejudice against students with disabilities. 4. High expectations of all students – teachers need to invest in and support all students. 5. Safe and inclusive environments – students cannot learn if they are frightened either of teachers or bullying from other students. 6. Partnerships between organizations of people with disabilities and educational institutions – inclusive education will benefit from the widest possible experience and knowledge. 7. Systems to monitor progress – it is vital to measure whether the situation is improving, and if not, what further changes are needed.

The experience of wartime has emphasized that inclusive education should not only be formal, but also truly accessible and flexible. The crucial lessons are: 1. Flexibility of the system: the ability to switch between online and offline formats without losing the quality of education.

2. Individualization: each student should have a digital portfolio and an individual development plan, available in any institution. 3. Psychological support: providing students and families with constant access to specialist consultations. 4. Partnership: close cooperation between educational institution, families, the state and the public sector.

In conclusion, we can say that studying in war conditions has undoubtedly become a challenge for every Ukrainian family. When implementing distance education, it is extremely important to remember about students with disabilities. If learning takes place in educational institutions, conditions must be created for the safe stay of them. We must realize that for students with disabilities, receiving quality educational services today is an opportunity in the future to obtain professional or higher education, find employment, and realize themselves. What are the ways to solve the problems: 1) fruitful cooperation between state institutions, the public sector and international partner organizations to solve the problems of children with disabilities; 2) studying the experience of implementing inclusive education in European countries, the USA; 3) further cooperation with educators from countries that have experience in teaching children with disabilities in wartime (e.g. Israeli experience); 4) generalizing the experience of working in martial law, spreading it among teaching teams in all communities of Ukraine [3, p. 269].

The relevance and global importance of the issue necessitates a comprehensive and thorough study of the problem of implementing the right to education of disabled students in martial law in Ukraine. These lessons should become the foundation for future reforms. Despite numerous challenges, inclusive education in wartime in Ukraine has become a source of innovation and new approaches, and demonstrates examples of resilience and innovation. The use of modern technologies, the active role of volunteers and international partners, as well as valuable experience in overcoming crisis situations can become the basis for reforming the inclusive education system in the future.

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ОСВІТНЬО-ІНКЛЮЗИВНИЙ КАПІТАЛ: ЗМІНИ ВИШ-ВИКЛАДАННЯ ФІЛОСОФІЇ

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Нині світ є динамічним й розгортальним у невизначеності обставин. Кожна антропоодинаця має право не тільки на отримання освіти (зі здобуванням відповідних ступенів), але й на повагу до своєї унікальності. Сучасні антропоодинаці постають реальними – зі своїми власними історіями життя, за якими приховані етапи боротьби за право бути гідними представниками суспільства (через досвідообмін) та отримувати вигоди від своїх компетенцій (або дещо одне – насолоду, радість, гроші, визнання, подяку; або й усе разом).

Актуальність проблеми – поліаспектна: 1) впроваджуваний капіталовектор окреслює вигодовість кожної дії антропоодинаці (насправді: зиски отримують тільки обране коло осіб); 2) освітній вектор наголошує на розвиванні антропоодинаць як особистостей через опанування навчальних дисциплін задля формування та/або вдосконалювання компетенцій (насправді: це орієнтирне гасло, яке намагаються реалізувати тільки частина викладачів – фанатів своєї справи – та меншість зі здобувачів, котрі постійно працюють над собою); 3) інклюзивний вектор передбачає доступність освітніх послуг незалежно від особливостей антропоодинаць (насправді: це так само