

# Prospects for the Development of Inclusive Education using Scientific and Mentoring Methods under the Conditions of Post-Pandemic Society

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**Abstract:** The main goal of the article is to identify prospects for the development of inclusive education using mentoring methods in Post-Pandemic society. Inclusive education involves finding a child with special needs in a mass general educational preschool or school institution, mastering knowledge, skills and abilities in the same time frame as a healthy child. The idea of inclusion is based on the fact that the life of children with disabilities should be closest to the conditions and lifestyle of the society in which they are. The study of the inclusion development in Lviv region was conducted in general educational institutions (GEIs), participants of which were respondents with experience in providing educational and rehabilitation services to people with disabilities. The research is based on the principles of an expert reach and his competence in a particular problem. It is shown, that in each educational institution there are people with different nosologies, 11% among them are without a status of a disabled person and 89% of children have the status of a disabled person. That is why, in order to ensure the rights of people with disabilities, it is necessary to create a universal design in educational institutions, to increase the qualification of the educational institutions personnel for provision of high-quality services for people with disabilities, as well as provision of psychological and physiological rehabilitation for this category of people in Post-Pandemic society.

**Keywords:** *people with disabilities; rehabilitation; inclusive education; social-sports rehabilitation; tutoring; mentoring; post-pandemic society.*

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## 1. Introduction

Democratic changes in public life led to a new vision, understanding and reappraisal of many permanent positions and values, in particular, these trends and special education were not circumvented. As a result, at the present stage, inclusive education has become one of the alternative forms of education for children with special needs in psychophysical development.

The state in the postmodern society at the present stage is characterized by global reform of all spheres of social life. A market economy and a democratic system of social political structure in a post-pandemic society put forward new requirements for the education system, including special education. The reform leads to the definition of new strategic goals, in particular the provision of equal opportunities for education and the continued active participation of all citizens in the life of today's postmodern society. Integration of children with special needs in psychophysical development into the general educational space of postmodern society, as one of the areas of humanization of the entire education system, is consistent with the priorities of each country's state policy.

This is of particular relevance today, in a situation when the world is experiencing the dire consequences of a pandemic. Given this, it is important to analyze and optimize the development methodologies of inclusive education in today's postmodern society under the influence of post-pandemic consequences.

Inclusive education in Post-Pandemic society involves finding a child with special needs in a mass general educational preschool or school institution, mastering knowledge, skills and abilities in the same time frame as a healthy child. The idea of inclusion is based on the fact that the life of children with disabilities should be closest to the conditions and lifestyle of the society in which they are.

Successful implementation of inclusive education for children with special needs in Ukraine requires solving such problems as: the formation of a new philosophy of state policy regarding children with special needs, the improvement of the legislative and regulatory framework in accordance with the UN Convention on the Rights of the Child, the implementation and dissemination of the model inclusive education at pre-school and general educational institutions in Post-Pandemic society (Savinova, 2016).

In the scientific literature, the humanization of the pedagogical process is defined as "its humanization, the provision of those who educate,

love and attention to children, respect of their dignity" ("On Rehabilitation", 2005). In doing so, one must take into account the pupil's qualities as a state of health, age, interests, level of development, gender, in order to provide conditions for a versatile and full-fledged educational process (The Constitution of Ukraine, 1996).

In pedagogy, inclusive education is considered from the point of view of systematicity, which in the process of functioning tends to evolution, due to the presence of such opposite processes as integration and differentiation (Beregovaya, 2019). If the integration process leads to the strengthening of relations between the elements within this system, providing it with integrity, the differentiation process leads to the generalization of its elements, providing them with functional independence, which leads to their isolation and imbalance (Ministry of Education and Science of Ukraine, 2010). The resulting differential group becomes a new element within the general educational institution, strives to build relations with the new element on the basis of analogy without taking into account its specificity (Davydenko, 2013). Traditionally, the concept of inclusive education has been limited to definitions that mainly concerned the realization of the right to education and the social integration of students in need of correction of their psychophysical development (Litovchenko, 2012; Martynchuk, 2018). In particular, the most universal is the interpretation of inclusive education as a pedagogical and social phenomenon, it provides equal access to quality education for all children, without exception (Kuzava, 2009). This definition is based on humanism, the balance of intellectual, ethnic and physiological components. However, this concept evolved towards the idea that, without exception, children should have the same rights, conditions and opportunities in the field of education, regardless of their cultural, economic and social status (Sofiy, 2007).

Inclusion is comprised of social-sports rehabilitation of children in the process of inclusive education, which mobilizes the reserve forces of the organism, activates its protective and adaptive mechanisms, prevents complications, accelerates the restoration of functions of various organs and systems, consolidates the terms of clinical and functional recovery, adapts to physical activity, trains and tightens the body, restores efficiency (Demchenko, 2015). Gradually medical rehabilitation was complemented by provisions of social hygiene, psychology, pedagogy, sociology and other disciplines. In this connection medical, pedagogical, psychological, professional rehabilitation were distinguished (Kolupaeva, 2009). The modern understanding of rehabilitation includes a complex of socio-economic, medical, psychological, pedagogical, legal, professional and other

measures aimed at the quickest and the most complete recovery of those or other functions lost by a person, personal and social status (Kornienko, 2012). The purpose of social rehabilitation is the re-socialization with the restoration of the individual social status, abilities for domestic, professional and social activities, ensuring of social adaptation in the environment and society, achievement of self-determination and material independence.

Unfortunately, in today's conditions, this social goal meets the greatest difficulties, since the crisis of the labor sphere, the lack of labor motivation and the possibilities of labor self-sufficiency lead to the advantage in some cases of a dependency status, recipient of benefits (Krikun, 2013). However, social rehabilitation should not be aimed at forming a dependency, but must aim at the restoration and development of an active social subject, an individual capable of volitional efforts, labor motivation, self-development. According to the Law of Ukraine "On the Rehabilitation of Disabled People in Ukraine", the rehabilitation of the disabled means a system of medical, psychological, pedagogical, physical, professional, labor, physical culture, sports, social and domestic measures aimed at providing assistance to individuals in restoring and compensating of disturbed or lost functions of the body for achievement and maintenance of social and material independence, labor adaptation and integration into society, as well as providing disabled people with technical and other means of rehabilitation and medical products (Burns et al., 2004).

The purpose of the article is to study the development of inclusion in general educational institutions for the improvement of life quality of people with disabilities, providing them with educational needs, organization of sports rehabilitation for people with disabilities, as well as the importance of tutors and mentors existence for the successful and comfortable training of people with special needs in Post-Pandemic society.

## 2. Methodology

The sample consists of 109 experts, among them the administration of school (22 representatives), teachers (57 representatives), health and social workers of the GEIs (15 representatives) and civil servants (15 representatives), men 35,7%, women, 64,3% in the sociological survey the principles of reach of the expert and his competence in the problem under investigation are in effect. The survey was conducted in Stryi, Lviv region, on the basis of 12 secondary schools and the gymnasium named after A. Sheptytskyi, Department of Education of the Stryi City Executive Committee and the Department of Family and Youth Affairs of the Stryi

City Executive Committee, Department of Labor and Social Protection of the Stryi City Council. A computerized scan of questionnaires generated a database. The statistical processing of the survey results was done using the MS Excel program.

According to the research results, information was provided and recommendations were made that would help in the effective managerial decisions making for the introduction and functioning of inclusive education in general educational institutions on the periphery of the Lviv region. Taking into account the fact that today the model of a modern educational system is different from the world model, it is necessary, based on the conducted research, to determine  $\Delta$  (delta) between the existing and the desired secondary education system with an inclusive element.

In the most general form, we present the function of the existing and desired system of education where:

$X_1$  = existing system of secondary education;

$X_2$  = desired system of the inclusive education.

Consequently, in the general form, we present the existing system of secondary education  $X_1 = \{a_1, a_2, a_3, a_4, \dots, a_n\}$ , where  $a$  = the parameters of the modern education system. Let us take into account those parameters that are most closely related to the issue of inclusive education introduction.

$a_1$  – a curriculum that does not take into account the possibilities of students with psychophysical disabilities;

$a_2$  – insufficient competence of psychological and pedagogical staff in relation to educational problems of pupils with disabilities;

$a_3$  – centralization of the secondary education system management;

$a_4$  – inconsistency of the architectural conditions of the GEIs to train "inclusive pupils";

$a_5$  – not providing sports rehabilitation to "inclusive pupils";

$a_n$  – other parameters of modern educational system.

Accordingly,  $X_2 = \{b_1, b_2, b_3, b_4, \dots, b_n\}$ , where  $b$  = the parameters of the desired education system with inclusion. the parameters of the desired education system with inclusion

$b_1$  – a joint educational process to meet the educational needs of all children;

$b_2$  – a system of special services provision (educational and professional) for children who need correction of psychophysical development;

$b_3$  – creation of a positive climate in the children's environment and beyond;

$b_4$  – the architectural accessibility of educational institutions for all pupils;

$b_5$  – providing sports rehabilitation of pupils;

$b_n$  – other parameters of the desired education system with inclusion.

To overcome the discrepancy between the existing and the desired system of education, it is necessary to determine  $\Delta$  and bring it down  $\Delta \rightarrow 0$ . Obviously that  $\Delta = X_2 - X_1 = X_3$

To do this it is needed to know from what  $\Delta$  depends. On the basis of the conducted research we shall distinguish the following parameters  $\Delta = X_3$  (1):

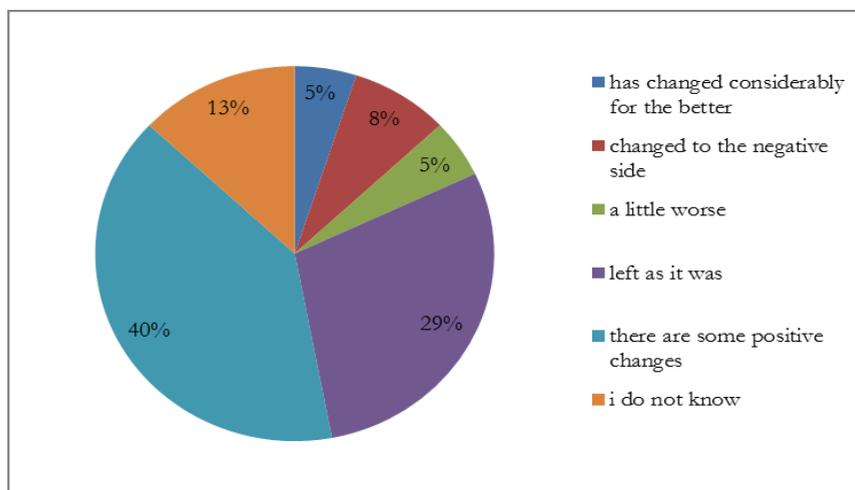
$$\left. \begin{array}{l} \Delta = X_3 \\ \left. \begin{array}{l} \text{Financing} = c_1 \\ \text{Consciousness of parents} = c_2 \\ \text{Readiness for management of GEI}_s = c_3 \\ \text{Qualification of psychological and pedagogical} \\ \text{staff} = c_4 \\ \text{Provision by means of individual correction} = \\ c_5 \\ \text{Creation of the appropriate architectural} \\ \text{conditions} = c_6 \end{array} \right\} \end{array} \right\} (1)$$

In order to overcome  $\Delta = X_3$ , based on an expert study on the readiness of the educational environment for the introduction of inclusive education in GEIs of the Lviv region, recommendations have been developed to overcome  $\Delta = X_3$  and promote the inclusion establishment and development in the Lviv region.

### 3. Results

According to respondents' answers, the trend which is observed today in Ukraine is aimed at life quality improvement of people with disabilities, in particular, regarding the provision of educational services by the state. Thus, 40% of respondents believe that there are positive changes in this area, 29% believe that everything remains as it was, 13% - did not answer the question. Only 8% believe that the state administration on disabled people has deteriorated. Accordingly, (5%) of respondents believe that the state administration has changed considerably for the better, and (5%) have determined that the state administration of people with disabilities education has slightly deteriorated. Therefore, the creation of appropriate conditions for the training of people with disabilities involves work at

different levels of government taking into account the interests of people with disabilities in their activities (Figure 1).



**Figure 1.** Consideration by public authorities of the educational needs of people with disabilities  
Source: Authors own conception

The assessment of inclusive education of the disabled regarding its compliance with the tasks of education humanization (by expert groups) has shown such results: in general, positive inclusive education is considered by 36.84% of teachers, 27.27% of the school administration, 26.66% of medical and psychological staff and 20% of the state service representatives. Relatively positive inclusive education is considered by 27.27% of the school administrators, 26.66% of the medical and psychological staffs of the school, 22.8% of teachers and 6.66% of civil servants. It was difficult to answer for 40% of civil servants, 20% of medical and psychological service, 19,29% of teachers and 18,18% of the school administration. Unfortunately, relatively negative it was considered by 9.09% of the school administration, 7.01% of teachers and 6.66% of the medical and psychological service. Generally, negative it was considered by 4.54% of the school administration, 10.52% of teachers, 6.66% among civil servants and the same number among medical and psychological services (6.66%). 26.66% of government officials are not familiar with this type of education. 13, 63% and 13.33% of the school administration and nursing staff are also not familiar with this type of education. 3.5% of the teachers are not familiar with inclusive education, which indicates a low awareness of the state on this issue and the need to be

engaged in a variety of activities conducted by the city authorities on education for disabled people.

At the regional level, the restrained attitude of experts to inclusion may be explained by the problem incomprehension of people with disabilities, and undesirability for additional work and working in new conditions that have not yet been practiced. Since inclusion is a full-scale process for the implementation of which it is necessary to involve all sections of society from the formation of relevant legislation at the state management level, to the mechanisms creation of influence for the society understanding of disability problems and provision of conditions at the local level for studying in a mass school and barrier-free environment.

Humane attitude to the need for education of children with disabilities was showed by (91%) of respondents and noted that all people with disabilities should be educated in terms of their intellectual and physiological possibilities. (6%) say that only those children with disabilities can study who are able to realize their knowledge in practice. In total (3%) noted that children with disabilities do not need to study in mass schools. Experts have determined that education of all children with disabilities is expedient in general educational institutions in terms of their psychophysical possibilities, because in a democratic society, where education is an important tool for self-realization, everyone, and accordingly, children with disabilities can realize themselves.

The provision of educational rehabilitation services should be provided by high-quality staff. Is the state's ability to provide qualified specialists for the training of the disabled? Thus, (54%) of respondents consider that the state may partially provide qualified specialists at SEIs. (24%) are convinced that the state can fully provide SEIs with skilled specialists and (22%) have expressed distrust to the state and argued that the state cannot provide qualified specialists for the education of children with disabilities. These findings indicate an ambiguous attitude to the state's ability to support and provide both the development of skills and the development of professionals who should work with this category of pupils. These results indicate the need for state authorities representatives to create favorable conditions for the training and retraining of specialists for inclusion in order to ensure the quality functioning and satisfaction of educational and sports rehabilitation needs of all children. At the regional level, it is expedient to introduce the following positions in the staffs list of the mass school: practical psychologist, mentor and social teacher, sports rehabilitation and medical staff in all health centers and ensure the implementation of personality-oriented programs for children with

disabilities. To form and finance a system of retraining for specialists from regional, district and local departments of education at the expense of state budget funds that work with children with disabilities on inclusive programs in order to ensure the possibility of systematically raising their level of knowledge and provide high salary.

There are always difficulties during the formation of something new, therefore, in order to reduce the range of problems in the inclusion development, it was proposed to identify possible problems to prevent their occurrence.

Research of expert answers to the question "Rank problems that are likely to arise on the way to inclusive education implementation in general education sphere?", showed that among the most probable problems that would arise, 59.63%, which is the majority of respondents, highlighted the unsuitability of educational institutions and 62.38% - the lack of public funding of educational programs. According to (19.56%) and (15.59%) respondents, these difficulties are likely to arise during the inclusive education introduction.

One of the main tasks of education obtaining is realization of the acquired knowledge in the future work activity. Therefore, the respondents ranked the problem of the acquired knowledge realization in the system of inclusive education. The probability of this problem emergence was confirmed by (41.28%) of experts. This problem is most likely to arise according to (24.77%) of respondents.

Concerning the prospects problem for the education continuation of children with disabilities, the following answers were received: 23.85% - identified it as the most probable problem, (39.44%) said that the emergence of this problem is probable. Great influence on the perception of children with disabilities in society belong to stereotyped idea about them. So, the most probable occurrence of this problem was noted by (12,84%). (45.87%) claim about the probable occurrence of this problem. Another problem on the inclusion introduction is unpreparedness of teachers to work with such pupils. Thus, the most probable occurrence of this problem is in the opinion of (29.35%), (35.77%) claim about the probable occurrence of this problem, which again confirms the need for good preparation of teachers to work with children with disabilities. During the educational process, there may be a need to provide pupils who have physical or mental disabilities with qualified psycho-correctional assistance and sports rehabilitation. The most probable occurrence of the problem in the provision of qualified psycho-corrective care and sports rehab was noted by (35.77%). The fact that this problem is likely to arise is affirmed by (47.7%). (59.5%) of respondents

believe that this problem is the least likely to occur. It is possible that there may be a problem with mastering of the secondary school educational material. Thus, (30.27%) said that this problem was most likely to arise and (53.21%) asserted that it was likely to arise. This indicates the need to use a personality-oriented curriculum, which takes into account the general needs of disabled people. Discrimination of students with disabilities by healthy students is a potential problem that will arise when introducing inclusion. (27.52%) and (28.44%) speak about the most probable occurrence of this problem.

As experience shows, most of these problems are inevitable. In today's realities of the educational space experts identified each of the proposed problems and identified the likelihood of its occurrence. So, the most significant problem is the financing. That is why it is necessary to involve investors in the process of inclusion implementation and to create more financial space when planning the regional budget. In the case of widespread of inclusive education, local authorities should create financial incentives for teachers who work with inclusive classes. When transferring a child from a boarding school to a regular school, it is possible to save money. Taking into consideration that today boarding schools and regular schools have different levels of subordination (regional and city respectively), it makes sense to develop a mechanism for redistribution of such savings or raise the issue of boarding schools transferring to budget from cities - regional centers.

Another potential threat for the inclusion is the inability of the GEI to meet the needs of children with special needs. Therefore, it is important to bring the GEI in accordance with building norms before the introduction of this form of education, consistently changing the constructive and architectural view of schools for barrier-free for children with disabilities who study in schools for free, unrestricted access, creating the most comfortable conditions for movement around the territory of the educational institution and ensure the transportation of children with disabilities.

Other problems also have a high probability of occurrence. Among them - the mastering of the curriculum, the need for psycho-correctional assistance of sports rehabilitation, the possibility of discrimination by healthy students, and others, make it possible to predict educational policy in the context of inclusion.

In order to assist in the curriculum assimilation, the public administration at the regional level should monitor the process of the educational material perception, where it would be expedient to allocate

additional time for work with pupils with disabilities in the classroom, to find a rational form of knowledge control for inclusive pupils, in particular, passing the exam using a computer equipped with a speech synthesizer. It is important to provide educational, medical and social services for children with special needs that would function in parallel with mass school education. It is necessary to involve the medical and psychological service for social pedagogical work conducting with parents of children with peculiarities of psychophysical development, involve parents in group and collective forms of work (practical seminars, lectures-presentations, consultations) and to conduct diagnostics as well as correction of the socio-psychological state of children with disability, with the subsequent mandatory provision of this information to form master and teachers. Such cooperation is important, as parents do not always know how to transfer social experience, knowledge to a child with disabilities, sometimes - how to behave with a child.

The experts were asked to determine the quality of the current legislation and how much it provides access to inclusive education for children with disabilities. So most experts (41%) tend to believe that Ukrainian legislation partially provides access to inclusive education, but needs to be improved in addressing specific educational problems. (20%) of experts believe that modern legislation does not guarantee the right to education because of the impossibility of the legal and regulatory framework implementation in practice. Only (1%) of respondents conclusively said that modern legislation fully provides access to the inclusive education of children with disabilities. A large percentage of experts (38%) could not determine how the legislation provides access to inclusion and indicated the answer variant "it is difficult to answer".

Therefore, in order to provide effective legal and regulatory access to inclusive education of children with disabilities, it is necessary in state administration on the regional level for bodies of the state executive power and local self-government bodies to independently solve the issues of inclusive education within the Constitution and laws of Ukraine.

Such a goal definition of the inclusive education management involves management of its development, providing high-quality and accessible educational services, improvement of teacher's professional skills, harmonious unification of creative potentials of all the participants, provided by the current legislation in the field of inclusion.

Thus, in the state management of inclusive education at the regional level, there are promising directions that will help to improve the quality of education obtaining for people with special needs in Post-Pandemic society.

When discussing quality assurance in education especially for disabled, it is good to use international experience in order to create comfortable and equal conditions for everyone. Tutors and mentors may be very helpful in the educational process.

Tutoring, as a supplement to classroom teaching, is generally considered the most powerful form of instruction for increasing underachieving students' reading achievement. We may talk not only about reading, but also other subjects which could be problematic. Duties and responsibilities of tutors and mentors are very similar, though there are some difference. Both, tutors and mentors help pupils at schools, but tutors help to solve practical problems (working on specific subjects, as math, physics etc.), while mentors provide more psychological and organizational support. It is very important to improve communication between pupils, teachers and tutors/mentors. The role of tutors and mentors can be realized by separate workers (psychologists etc.) or teachers (who work extra hours), or senior pupils (who have more experience and may help with subjects).

The teacher tutor helps to improve instruction for the student in the regular classroom, and the regular classroom teacher can convey important information to the teacher tutor, which enhances the tutoring sessions. As the tutoring partnership progresses, the student begins to see a clearer connection between tutoring and school work. This connection to the school setting is vital to the student's academic improvement and is more easily achieved by a district teacher (Voron & Kavun 2016).

There is a tendency to create different groups for school ideas discussion in Europe and the USA. For example, in some Memphis schools (the USA) "wisdom circles" were created. These circles encourage free sharing of ideas and thoughts. It was very powerful when discussing difficult issues and getting at the real root of core problems. It was also a means for creating synergy and commitment to new ideas and initiatives. Many of the principals took the wisdom circle to their schools and used it with their teachers and students (Lindt & Blair 2017).

Durham Public Schools (DPS) is currently looking to develop peer tutoring as a successful instructional strategy to reach out to low-performing students in an individualized and positive way. Peer tutoring refers to an instructional method that uses pairings of high-performing students to tutor lower-performing students in a class-wide setting or in a common venue outside of school under the supervision of a teacher. The program requires both teachers to meet and discuss the needs and expectations of the class for which the mentee needs tutoring. This discussion also addresses what objectives the pair should cover, materials students may need, and any

behavioral issues that may be relevant to the tutoring experience (Cassellius, 2016). The cooperation of stronger pupils with disabled ones could be very effective during the learning process.

Mentors abroad are encouraged to get to know their mentees and be good listeners. By playing games or engaging in conversations, mentees usually begin to feel comfortable with their mentors after just a few meetings. Then, mentors and mentees share in conversations about school, friends, and life. Depending on the interests and needs of the mentee and mentor, they meet once a week and play card games, talk, play a game of basketball in the gym, or work on school assignments (Rothman & Henderson, 2011). As we see, such a friendly attitude could be very helpful during the study process organization for disabled.

#### **4. Discussions**

The goal of inclusive education is the realization of the right of children with special educational needs to education at their place of residence, their socialization and integration into society, involvement of the family in the educational process in Post-Pandemic society. Inclusion implements the following tasks: getting by children with special educational needs of an appropriate level education among healthy peers in accordance with the State standard of general secondary education; ensuring the diverse development of children, the realization of their abilities; creation of an educational and rehabilitation environment for meeting the educational needs of students with peculiarities of psychophysical development; creation of a positive microclimate in a general educational institution with inclusive education, formation of active interpersonal communication of children with special educational needs with other pupils; provision of differentiated psychological and pedagogical support, sports rehabilitation of children with special educational needs; providing counseling to families which have children with special educational needs, involvement of parents in the development of individual plans and training programs, the introduction of tutoring and mentoring in the GEIs.

In the process of the inclusive education implementation, it is important for the local state administration to facilitate the organization of conferences, meetings, seminars, trainings, and practical classes with pedagogical staffs to provide information on the specifics of work with students with disabilities. To create creative teams of teachers or interdisciplinary teams that would include psychologists, social educators, tutors / mentors, class leaders, which will increase the level of competence,

and will allow to obtain new skills to provide quality educational services for children with disabilities. In the educational process, it is necessary to use innovative technical means for the effective mastering of the curriculum, facilitation of the educational process communication and mobility of children with disabilities, accordingly, the school management in cooperation with the local authorities should take care of their acquisition. It is necessary to involve the medical and psychological service, rehabilitation specialists for social-pedagogical work conducting with parents of children with specific psychophysical development, to involve parents in group and collective forms of work, such as practical seminars, lectures, presentations, consultations and to conduct diagnostics and correction of socio-psychological state of children with disabilities, with the subsequent mandatory provision of this information to teachers. Such cooperation is important as parents do not always know how to transfer social experience to children with disabilities, sometimes - how to deal with a child, cooperation with parents will ensure the maximum realization of the child with disabilities potential and will promote the protection of their rights to education equally with all other children and will enable individuals with disabilities to be realized in all spheres of life.

## 5. Conclusions

It has been shown that the emergence of the inclusive education is a coherent process and is carried out through the reformation of the education system and changing of the society attitude towards people with disabilities. It has been determined that the main ways of the inclusion introduction are the combination and complementarity of the legislative environment and public initiatives improvement, inclusive education maximizes the rights of people with disabilities, the readiness of general educational institutions is defined, as well as the staff professionalism to the implementation of inclusion. It was investigated that the use of foreign experience in the using of tutoring and mentoring at general educational institutions is necessary in the context of education reforming in Ukraine.

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