

**AREAS OF SOCIO-EDUCATIONAL WORK
WITH INTERNALLY DISPLACED PERSONS**

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The article considers areas of socio-educational work with internally displaced persons. The concept of «internally displaced person» is characterized, according to international and domestic legislation. Established a legal framework, in accordance with which the rights of internally displaced persons in Ukraine are implemented. Special socio-pedagogical work as a practice-oriented field of knowledge (direction to the study of social services, socio-pedagogical assistance and support for assessment in the socio-cultural environment, adaptation in various areas of consumption, etc.). Scientific studies are analyzed and the most common problems faced by displaced persons are identified. The main functions of a social worker in the socio-pedagogical work with internally displaced persons are considered, namely: socio-household, socio-medical, socio-pedagogical, socio-psychological. The article describes the areas of social support for internally displaced persons in state institutions. The areas of socio-pedagogical work with internally displaced persons (social-psychological, socio-pedagogical, socio-cultural, human rights direction, taking into account a gender-sensitive approach, career-guidance-professional, social-everyday) are defined and characterized in detail. The subjects of activity are determined in accordance with each direction of social and pedagogical work with internally displaced persons.

Keywords: areas of socio-pedagogical work, internally displaced person, socio-psychological direction, socio-pedagogical direction, socio-cultural direction, human rights direction taking into account a gender-sensitive approach, career-guidance-professional direction, socio-household direction.

Гладун Т. О., Анголенко В. В., Печериця Н. М. «Напрями соціально-педагогічної роботи з внутрішньо переміщеними особами».

У статті розглянуто напрями соціально-педагогічної роботи з внутрішньо переміщеними особами. Схарактеризоване поняття «внутрішньо переміщена особа» з урахуванням міжнародного та вітчизняного законодавства. Розглянуто нормативно-правову базу відповідно до якої реалізуються права внутрішньо переміщених осіб в Україні. Визначено соціально-педагогічну роботу як практико-орієнтовану галузь знань (спрямована на надання якісних соціальних послуг, соціально-педагогічної допомоги та підтримки щодо інтеграції в соціокультурне середовище, адаптації у різних сферах життєдіяльності тощо). Проаналізовано наукові дослідження та визначено найбільш розповсюджені проблеми з якими зіткаються переміщені особи. Розглянуто основні функції соціального працівника під час соціально-педагогічної роботи з вимушеними переселенцями, а саме: соціально-побутова, соціально-медична, соціально-педагогічна, соціально-психологічна. У статті охарактеризовано напрями соціальної підтримки вимушених переселенців у державних

установах. Визначено та детально схарактеризовано напрями соціально-педагогічної роботи з внутрішньо переміщеними особами (соціально-психологічний, соціально-педагогічний, соціокультурний, правозахисний напрям з урахуванням гендерночутливого підходу, профорієнтаційно-професійний, соціально-побутовий). Визначено суб'єктів діяльності відповідно до кожного напрямку соціально-педагогічної роботи з внутрішньо переміщеними особами.

Ключові слова: напрями соціально-педагогічної роботи, внутрішньо переміщена особа, соціально-психологічний напрям, соціально-педагогічний напрям, соціокультурний напрям, правозахисний напрям з урахуванням гендерночутливого підходу, профорієнтаційно-професійний напрям, соціально-побутовий напрям.

The relevance of research. Today, there is a difficult vital socio-political situation in our country, which negatively affects the well-being and life of citizens. Under the conditions of martial law in Ukraine, most people were forced to leave their homes and seek refuge in other regions of the country. On the official website of the Ministry for the Reintegration of the Temporarily Occupied Territories of Ukraine, the number of internally displaced persons is more than 8 million [1]. Due to forced displacement, most people are in a particularly vulnerable state, since they were forced to change their permanent place of residence, their usual social circle, and often the sphere of their activities. This leads to the fact that they have additional specific problems, and hence the needs that must be answered by the state. In particular, these are problems associated with the loss and recovery of identification documents, lack of housing, work, peculiarities of the right to social protection, restrictions on the exercise of voting rights, etc.

Most of those who emigrated to safer regions of the country need to normalize their socio-psychological state. Internally displaced persons need not only material, financial, psychological support, but in most cases also socio-psychological assistance. As a result, the problem of theoretical understanding of the directions and practical implementation of comprehensive measures of socio-psychological assistance for displaced persons acquires relevance.

Analysis of major studies and publications. Ukrainian scientists and academics issues related to the problems of internal migrants are considered in a multidisciplinary approach, in particular in the social, psychological, socio-psychological and legal aspects: T. Alekseenko, D. Bybik, V. Bondarovskaya,

N. Bochkor, O. Voziyanova, A. Grigorenko, L. Gonchar, A. Dubrovskaya, A. Zalesskaya, A. Kalashnik, N. Kvitko, L. Kovalchuk, T. Kunitsa, T. Lyakh, N. Maksimova, I. Savenets and others.

Issues related to monitoring and social and legal protection of displaced persons are dealt with not only by scientists, but also by relevant organizations (UNHCR in Ukraine, UNICEF, IOM, «Restoration of Kharkiv», «Crimea-SOS», «Donbass-SOS» and others). They organize numerous communication and educational events dedicated to certain topics.

Also, in a significant way, the effectiveness of solving the social problems of internally displaced persons depends on the existing legislative framework in Ukraine, which is constantly updated and improved according to the needs of such persons.

Despite thorough scientific research, the legal framework, constant monitoring of the needs of displaced persons, issues related to the generalization and justification of the areas of socio-pedagogical work with internally displaced persons still remain extremely relevant, in particular in martial law.

The purpose of the article is to generalize and characterize the areas of socio-pedagogical work with internally displaced persons in Ukraine.

The presentation of the main material. In 2014, a new object of social policy appears in Ukrainian legislation – an internally displaced person associated with the forced displacement of about a million Ukrainians who were forced to leave their places of residence as a result of Russian aggression in the territory of Donetsk and Lugansk regions and the annexation of the Crimean Peninsula.

The term «внутрішньо переміщена особа» used in official documents is synchronized with the English term «internally displaced person» [6]. This definition is also enshrined in the United Nations Guiding Principles on Internally Displaced Persons: «Internally displaced persons are persons or groups of persons who have been forced or obliged to flee or to leave their homes or places of habitual residence, in particular as a result of or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights

or natural or human-made disasters, and who have not crossed an internationally recognized State border» [7].

In accordance with the Law of Ukraine «On ensuring the rights and freedoms of internally displaced persons» (part 1, article 1), an internally displaced person is a citizen of Ukraine, a foreigner or a stateless person who is legally located on the territory of Ukraine and has the right to permanent residence in Ukraine, who was forced to leave or leave their place of residence as a result of or in order to avoid the negative consequences of armed conflict, temporary occupation, widespread violence, human rights violations and natural or man-made emergencies [8].

The Realization of the rights of internally displaced persons is regulated by legislative and international documents (ratified by Ukraine), in particular, the Constitution of Ukraine, the Convention on the Rights of the Child, the European Social Charter, the Laws of Ukraine «On Ensuring the Rights and Freedoms of Internally Displaced Persons», «On Social Services», «On Ensuring the Rights and Freedoms of Citizens and the Legal Regime in the Temporarily Occupied Territory of Ukraine», Resolutions of the Cabinet of Ministers of Ukraine «Procedure for issuing and issuing a certificate of registration of a displaced person from the temporarily occupied territory of Ukraine or the area of the anti-terrorist operation», «Some issues of payment of assistance for internal living displaced persons», etc. It should be noted that, according to the current legislation of Ukraine, internally displaced persons have equal rights with other citizens of the country.

Despite the above, internally displaced persons face difficulties that they cannot overcome on their own and turn to social specialists for help. Socio-pedagogical work is first of all understood as a practice-oriented field of knowledge aimed at providing social-pedagogical assistance and support to persons belonging to the group of "forcefully displaced persons". The provision of such a category of quality social services will contribute to their integration into the socio-cultural environment, adaptation in various spheres of life, since it is necessary to provide social support to forced migrants in various directions in accordance with existing problems.

Scientists I. Grigorenko, N. Savelyeva, exploring the issues of social and pedagogical work with internally displaced persons, identify the following most common problems: socio-economic problems (living conditions, marital status, unsettled education, work, housing problems, registration; legal problems) (In fact, there is no legal regulation of their lives), psychological problems (instability of personality, disruption of social ties due to a change in place of residence, mental disorders) [3, c. 14].

Scientists I. Trubavin and I. Kuratchenko, in turn, define the following problems: psychological - are divided into: general, inherent in all family members; men's; women's; children's; economic - lack of work, difficulties with finding employment in a new place, problems of lack of time and money for retraining for a new job, lack of family economic skills in extreme conditions; material – lack of own housing, problems of acquiring housing or rent, processing payments for children in the absence of parents who can legally represent their interests, etc.; social – lack of housing, overcrowding of families, sometimes aggression, problems of placing children in kindergarten due to a shortage of places in kindergartens, schools, post-secondary education, a change in the urban environment to a rural one, or the stress of a big city, lack of everyday skills for living in a rural area, problems of integration into a new society; socio-pedagogical - the formation of a new family lifestyle in new living conditions, the inability to determine development priorities for one's own family, key problems that need to be addressed in the first place, the family members' lack of life skills in extreme conditions, the lack of subjectivity in their lives; socio-medical - observed mainly in people with chronic diseases (delivery of drugs for patients with diabetes mellitus, cystic fibrosis, hemodialysis, etc.); legal - lack of migrant status, the desire to have it to restore all lost property, the inability to compensate for losses by the aggressor state, non-recognition of education documents issued in the LPR, DPR in Ukraine, registration of children at a new place of residence who left with grandparents, and parents stayed to protect the house from looting [5, p. 6–11].

So, based on the analysis of the problems of this category and the functions of a social worker in the socio-pedagogical work with displaced persons, we will consider the main directions of their support.

Scientist A. Mikheeva notes that among the main areas of social support for internally displaced persons in state institutions are:

- 1) social patronage of families;
- 2) consulting on socio-legal issues;
- 3) assistance in obtaining benefits, allowances, compensations and other payments, material and in-kind assistance;
- 4) consulting on self-sufficiency issues;
- 5) assistance in solving employment issues, placement in retraining courses, etc [2, p. 89].

The group of authors S. Mitina, S. Belavin, O. Orlovskaya, O. Zhuravel, O. Steblyako in their scientific work distinguish the following areas of social and pedagogical work with internally displaced persons:

- 1) labor and professional adaptation (employment of displaced persons, taking into account their qualifications and the needs of the labor market in their places of residence, the development of self-employment and the organization of a system of vocational training and retraining);
- 2) solving the problems of material compensation for the damage suffered by the displaced persons (provision of housing, medical care, appointment of social payments, etc.);
- 3) formation and further development of a harmonious system of relationships with the locals (support and adaptation of displaced persons to the traditions, lifestyle and rules of life characteristic of the new region);
- 4) the formation and development of a system of legal protection of displaced persons, the cessation and prevention of all forms of discrimination (legal problems are solved with the help of educational, *enlightenment*, informational and other measures);

5) psychological adaptation and rehabilitation (overcoming negative mental and psychological consequences, causes, etc.);

6) creating the conditions necessary for the successful integration of displaced persons into a new society for them (taking measures to achieve social equality between migrants and the local population, creating a system of intercultural communications, etc.) [9, p. 217–218].

Analyzing the above-mentioned scientific studies on the problems of internally displaced persons and their families, we come to the conclusion that the problems are complex in nature, associated with the presence of both objective and subjective factors, and thus socio-pedagogical work with this category of the population should be of an integrative nature, include the entire set of necessary measures and ensure the effective implementation of the main functions in a harmonious combination. Therefore, we highlight the most meaningful, in our opinion, areas of social and pedagogical work with internally displaced persons:

1) Socio-psychological direction. Social specialists, together with a psychologist, provide assistance in psychological support (acute crisis conditions, after traumatic stress and other personal, psychological problems, family therapy, etc.), as well as social assistance for the integration of the individual and the formation of positive opportunities for a further active full life in conditions of war. With the help of this direction, it is possible to provide new information and new security skills during military conflicts, in particular mine safety, first aid and psychosocial stability, to increase the ability of people to positively exit from a crisis situation.

Subjects can be psychologists, coordinators of psychological care centers, traumatology institutes, volunteer organizations, social services, psychotherapists, art therapists, coach trainers and clinics.

2) Socio-pedagogical direction. This area of activity of social specialists is carried out in cooperation with educational institutions, health authorities and other specialists for consultations on the specifics of raising children in a family in war conditions, the disruption of social ties due to a forced change of residence,

carrying out diagnostic, preventive and corrective activities with children, parents, youth and adolescents who need it, strengthening and activating the adaptive potential and positive socialization of internally displaced persons. It is the socio-pedagogical direction that helps to correctly form a civic position, value orientations and social roles with which forced migrants will identify themselves.

The main subjects in this direction are specialists in the social sphere.

3) Socio-cultural direction. Social work specialists provide information assistance on the social culture of the respective locality, the availability of educational institutions, leisure activities, the development of a system of social protection of the population, etc. This direction is aimed at forming a positive perception of the new place of residence of internally displaced persons, which is reflected in harmonious relationships with local residents, groups, communities, traditions, culture, lifestyle and rules of life in a certain region of the country, mastering by internally displaced persons new ways of behavior, skills, norms in changing the social environment (for example: urban to rural and vice versa), etc.

The subjects of cooperation with social specialists are local residents, educational institutions, public associations, cultures, leisure, social services, volunteers and charitable organizations.

4) Human rights direction taking into account a gender-sensitive approach is implemented in accordance with the legal framework and international acts and takes into account aspects of legal support for this category based on a gender-sensitive approach. This area is responsible for: protecting the rights of displaced persons and their families, providing information about their rights and obligations, social and legal counseling, assistance in obtaining social benefits and restoring documents, raising awareness of human rights issues and awareness of the general public about the problems of IDP youth, improving the internal policy on non-discrimination in this category. It should be noted that gender sensitivity should be manifested in the ability of social and human rights specialists to see, feel, determine the presence and be able to resolve all manifestations

of discrimination against internally displaced persons. Gender-sensitive social work should demonstrate to others that there is no difference in relation to internally displaced persons in terms of employment, property status, financial status.

The subjects of assistance can be judicial and law enforcement agencies, volunteer, non-governmental organizations, government agencies, local governments and others.

5) Career-guidance-professional direction. Social specialists provide informative assistance to internally displaced persons on the possibility of employment, taking into account their qualifications and the needs of the modern labor market, retraining, self-education, non-formal education, etc., and also inform employers providing work to internally displaced persons about the possibility of social support from the state.

The subjects of cooperation with social specialists in this area can be: the state employment service, city employment services, pension fund, social services, online non-formal education platforms, and others.

6) The socio-household direction is characterized by providing the necessary assistance in improving housing conditions, organizing a normal life, disease prevention work, cooperation with health care institutions in providing medical care, social exclusivity of displaced persons, etc.

The subjects of support are state institutions, healthcare institutions, non-governmental organizations and others.

It should be noted that the separate directions are closely interconnected and complement each other, since it is important to start socio-pedagogical work from the socio-psychological direction in order to harmonize the psychological state, then it is important to stabilize social favorable conditions for further social development even in such difficult conditions. and then to form a positive perception of the new place of residence of internally displaced persons, to provide human rights assistance, necessarily taking into account a gender-sensitive approach, and then to provide relevant information about employment opportunities, retraining, self-

education, non-formal education, etc., and then provide the necessary assistance in improving living conditions, organization of normal life, etc.

Conclusion. The difficult situation with internally displaced persons in Ukraine is of a complex and integrative nature and needs qualified assistance not only from the state, but also from social specialists. After analyzing the activities of the state, the problems of IDPs and various ways to solve the identified problems, we can single out the main most important areas of socio-pedagogical assistance to this category of people: socio-psychological, socio-pedagogical, socio-cultural, human rights, taking into account a gender-sensitive approach, professional and vocational guidance. The indicated areas of socio-pedagogical work in the realities of modern events are not exhaustive, since the problems of this category are growing, therefore it is important to perceive IDPs as full-fledged citizens of our society, and not as a social burden and try to quickly and efficiently solve their problems on the basis of equality and non-discrimination, since the majority of IDPs that are a powerful resource for the social development of our country.

We see the prospects for further work in the fact that the issue of areas of socio-pedagogical work with internally displaced persons remains incompletely disclosed, this is due to the need to improve the legal framework and socio-pedagogical approaches to solving problems in this category.

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