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**УДК 376.6**

## **СОЦІАЛЬНО-ПЕДАГОГІЧНА ПІДТРИМКА ДІТЕЙ ВНУТРІШНЬО ПЕРЕМІЩЕНИХ СІМЕЙ ЗА УМОВ ВОЄННОГО СТАНУ**

**Анотація.** За сучасних умов воєнного стану в країні, що за своїми впливами відповідає складним життєвим, а часто і травмуючим обставинам, мільйони українських сімей із дітьми змушені були залишити постійне місце проживання, переміщаючись у більш безпечні місця. Викликом стає необхідність забезпечити потреби нових мешканців у соціальних, медичних, психологічних, юридичних, соціально-педагогічних послугах, належних умовах проживання. Вимушений переїзд може викликати стани емоційного й фізичного напруження, страх, депресію, нездатність адекватно оцінювати події й ухвалювати рішення, реагувати на них, адаптуватись до змінених умов. Актуалізується необхідність соціального захисту та психологічної і соціально-педагогічної допомоги сім'ям, зокрема дітям, що опинились у складних життєвих обставинах унаслідок воєнних дій. У статті розглянуто особливості надання соціально-педагогічної підтримки дітям внутрішньо переміщених сімей за умов воєнного стану. Актуалізовано необхідність багаторівневої комплексної системи підтримки постраждалих та переміщених осіб, організації міжсекторальної та міжвідомчої взаємодії між фахівцями відповідних служб у забезпеченні психологічної і соціально педагогічної допомоги та координації зусиль різних фахівців. Наголошено на потребі здійснення соціально-педагогічної та психологічної підтримки дітей внутрішньо переміщених сімей, які можуть потребувати поновлення їх психічного здоров'я та соціального благополуччя, адекватного реагування на воєнні дії, адаптації за нових, змінених умов. З'ясовано, що соціально-педагогічна підтримка дітей являє собою вид діяльності соціального педагога, який спрямований на організацію ним превентивної та оперативної соціально-психолого-педагогічної допомоги в попередженні та подоланні ситуацій, що порушують їх життєдіяльність. Здійснено аналіз моделей соціально-педагогічної підтримки дітей вимушених переселенців, які перебувають у складних життєвих обставинах. Розглянуто технологію реалізації соціально-педагогічної підтримки дітей внутрішньо переміщених осіб. Окреслено актуальні напрями та зміст соціально-педагогічної підтримки дітей внутрішньо переміщених сімей за умов воєнного стану. Наголошено, що моделювання та організація соціально-педагогічної підтримки дітей внутрішньо переміщених сімей, які постраждали від воєнних дій чи вимушено залишили свої домівки, допоможе їм подолати психічні травми від воєнних подій, сприятиме успішній адаптації в нових, змінених умовах.

**Ключові слова:** внутрішньо переміщені особи, складні життєві обставини, соціальні послуги, адаптація дітей-переселенців, соціально-педагогічна підтримка, модель соціально-педагогічної підтримки дітей внутрішньо переміщених сімей, інформаційно-просвітницька діяльність.

## **SOCIAL AND PEDAGOGICAL SUPPORT FOR INTERNALLY DISPLACED CHILDREN UNDER MARTIAL LAW**

**Abstract.** Millions of Ukrainian families with children have been forced to leave their permanent place of residence, moving to safer places under the current conditions of martial law in the country, which in its effects corresponds to the difficult life and often traumatic circumstances. The challenge arises in the need to meet the needs of new residents for social, medical, psychological, legal, social and pedagogical services, and appropriate living conditions. Forced moving can cause emotional and physical stress, fear, depression, inability to adequately assess events and make decisions, respond to them, and adapt to the changed conditions. The need for social protection and psychological and social and pedagogical assistance takes on increasing importance for families, in particular for children in difficult circumstances as a result of military actions. The article reveals the peculiarities of providing social and pedagogical support to children of internally displaced persons under martial law. The need for a multilevel comprehensive system of support for victims and displaced persons, the organization of intersectoral and interdepartmental interaction between specialists of corresponding services in providing complete psychological and social and pedagogical help, and coordination of efforts of various specialists is brought up to date. The need for social and pedagogical and psychological support for internally displaced children, which may require the recovery of their mental health and social well-being, an appropriate response to hostilities, and adaptation to new, changed conditions, is emphasized. It was established that social and pedagogical support is a type of activity of a social care teacher, aimed at organizing preventive and operational social and psychological and pedagogical assistance in preventing and overcoming situations that violate the vital activities of children. An analysis of models of social and



pedagogical support for internally displaced children in difficult circumstances has been conducted. The technology of social and pedagogical support for children of internally displaced persons is considered. The relevant directions and content of social and pedagogical support for children of internally displaced persons under martial law are outlined. It is noted that modeling and organization of social and pedagogical support for children of internally displaced persons who suffered from military operations or were forced to leave their homes will help them to overcome the psychological trauma of military events, and will contribute to successful adaptation to the new changed conditions.

**Keywords:** internally displaced persons, difficult life circumstances, social services, adaptation of internally displaced children, social and pedagogical support, model of social and pedagogical support for children of internally displaced families.

## INTRODUCTION

**The problem formulation.** Military actions on the territory of our country are a traumatic factor for the entire Ukrainian society, especially for children. For certain groups of population in war conditions, such a situation is hyper-extreme, because the unexpected loss of a loved one, captivity, torture, violence, and witnessing of death or wounding are always traumatic and cause internal stress and strain, which often exceed human capabilities, destroy habitual behavior, and affect the mental states.

In such cases, it is essential to help such children in experiencing traumatic events, to provide information about ways to restore family ties, meditate, ensure children's fundamental rights and freedoms, form a tolerant attitude toward them, and find ways to interact in situations of disagreement, determine the children's basic needs and find resources to meet them.

**Analysis of recent research and publications.** Domestic and foreign psychological and pedagogical science has amassed considerable theoretical groundwork and empirical experience in providing aid to children and youth who were in extreme conditions and traumatic situations, which is covered in the works of such scientists as: in the field of psychology – N. Bochkor, M. Korolchuk, I. Malkina-Pykh, V. Panok, N. Tarabrina, in the field of pedagogy – O. Bezpalko, O. Kalashnyk, L. Kovalchuk, I. Trubavina et. al.

The problems of the legal status of internally displaced persons are addressed in the research of T. Anisimov, N. Hrabar, I. Kovalyshyn, O. Kuzmenko, V. Steshenko et. al. Issues of social work with internally displaced persons are covered in the works of I. Ivanov, M. Lukashevych, O. A. Malynovska, I. Myhovych, L. Tiuptia et. al. Existing works relate only to specific aspects of social protection for refugees and internally displaced persons. However, the issue of social and pedagogical support for internally displaced children under martial law has not been adequately considered in the scientific literature.

## AIM AND TASKS RESEARCH

The purpose of the article is to reveal the peculiarities of social and pedagogical support to children of internally displaced persons under martial law.

**RESEARCH METHODS:** the study of regulatory documents, scientific sources, and modern approaches to solving the problem of social and pedagogical support for internally displaced children; analysis, synthesis, generalization, and systematization of research to highlight various aspects of the problem and prove the need for a multilevel system of support for internally displaced persons; modeling of social and pedagogical support for children of internally displaced persons who find themselves in difficult life circumstances in conditions of martial law; predicting the main directions and content of social and pedagogical support for the children of internally displaced persons.

## RESULTS OF THE RESEARCH

New challenges associated with martial law in the country require the identification of relevant areas and content of social and pedagogical support for children of internally displaced persons.

War, which is an extreme situation, has changed people's daily lives, entailed the destruction of basic needs for security and a stable outlook, and posed challenges to all spheres; no exception was the social sphere, which deals with war-affected, vulnerable, and unprotected categories of the population.

Under martial law in the country, millions of families have left their homes and moved to safer places for themselves and their children.

According to the UN, more than 11.7 million people left their places of permanent residence, of which more than 4.6 million moved to other countries and 7.1 million found shelter in regions of our country during the three months of hostilities in Ukraine (UN, 2022).

According to the Internal Displacement Report conducted by the International Organization for Migration (IOM), as of the end of May 2022, there were approximately 7,134 thousand internally displaced persons within the country (Internal Displacement Report in Ukraine, May 23, 2022). This data is constantly changing, as internally registered displaced persons may move, change their place of residence, or return to their homes.

The state arranged the evacuation of children of vulnerable categories: those in institutional care, as well as children from family-type orphanages and families in difficult life circumstances.

Even though local government bodies in the sphere of social protection are responsible for the evacuation of municipal institutions that provide social services with accommodation, they do not always have sufficient financial and administrative resources.

The EU Council adopted a political statement on protecting the rights of displaced children from Ukraine in the context of Russia's war of aggression against Ukraine (EU Council adopted a political statement on protecting the rights of displaced children.../Ministry of Social Policy, 2022).



Forced moving to another city or abroad is stressful for any adult, and even more so for a child. In the new conditions, people often experience states of emotional and physical tension, which cause the inability to adapt to the changed conditions, adequately assess events and make decisions, respond to them, and also cause depression, fear, panic, and shock (The Optional Protocol to the Convention on the Rights of the Child on the Involvement of Children in Armed Conflict, 2004). In addition, negative news, and the emotional impact on the mind can complicate the mental states of the individual, so an adequate response in military, extreme conditions depends on the ability to protect themselves and their loved ones from the threat.

The need for social protection and psychological and social and pedagogical assistance for both individuals and social groups takes on a new urgency.

Due to this, the importance of professional activities of psychological service workers, including social care teachers with children from IDP families, increases significantly.

According to Article 1 of the Law of Ukraine "On Ensuring the Rights and Freedoms of Internally Displaced Persons", an internally displaced person is a citizen of Ukraine, a foreigner, or a stateless person who is legally present in Ukraine and has the right to permanent residence in Ukraine and who was forced to leave their place of residence to avoid negative consequences of an armed conflict, temporary occupation, widespread violence, human rights violations and emergencies of natural or man-made nature. According to Article 2 of this Law, all possible measures are taken in our country stipulated by the laws of Ukraine, international treaties to prevent the prerequisites of forced internal displacement of persons, their protection and respect of rights and freedoms, ensuring opportunities for the return of such persons to the left place of residence or integration in new conditions (On Ensuring the Rights and Freedoms of Internally Displaced Persons: Law of Ukraine dated October 20, 2014).

Internally displaced persons are also called forced migrants. What distinguishes them from refugees is that they do not leave the country of which they are citizens.

For social support of internally displaced families (persons), registered internally displaced persons who are in difficult life circumstances are entitled to social services under the Resolution of the Cabinet of Ministers of Ukraine No. 505 "On providing monthly targeted assistance to internally displaced persons..." (On providing monthly targeted assistance to internally displaced persons: CMU Resolution, 2014).

The roadmap was created and a government hotline operates for persons displaced within the country to address issues of registration and the provision of targeted assistance.

Difficult life circumstances mean circumstances that objectively disrupt the normal activities of a person, the consequences of which they cannot overcome on their own (On Social Services: Law of Ukraine No. 2671-VIII, 2019 dated January 17, 2019).

To ensure the social protection of victims, social services are provided in addition to the payment of monetary social assistance. The range of such services is quite wide, from home care, and various assistance in overcoming those or other difficult life circumstances to comprehensive psychological, medical and social, legal and other services.

Psychosocial assistance in scientific research is considered in the context of creating conditions conducive to improving the quality of life of children and families of vulnerable population categories, overcoming difficult life circumstances, crises, and extreme events (N. Bochkor, Ye. Dubrovskaya, O. Zaleska, 2014, p. 34).

War as an extreme situation affects people in different ways, so there is a need for different kinds of support. Effective psychosocial support requires a multi-tiered system of help for victims and displaced persons (IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings / Inter-Agency Standing Committee, 2017, p. 36).

At the present stage, the provision of social and pedagogical support to internally displaced families should be comprehensive and requires the organization of intersectoral and interagency cooperation of specialists from the relevant services and coordination of their activities.

Children of internally displaced persons also need social and pedagogical and psychological support, which may require the recovery of their mental health and social well-being, an adequate response to military action, and adaptation to new, changed conditions.

O. Dronova defines social and pedagogical support as a special type of activity of the social care teacher aimed at the organization of preventive and operative social, psychological, and pedagogical help in the prevention and overcoming of situations violating the vital activity of children (Dronova O., 2004, p. 67).

Analysis of the developmental model of social and pedagogical support for children of T. Aliksieienko (Aliksieienko T., 2017, pp. 39-40) allows us to identify the following components of support for children of internally displaced persons: a) well-being conditions (assistance in solving current life problems and making decisions, support in difficult life circumstances and risk situations; coordination and monitoring of the effectiveness of work with children); b) a program component (educational work – formation of knowledge about the development of the personal and social sphere of the child; individual consultations on life situations; joint critical reflection on individual programs, prevention of crisis situations and negative manifestations in behavior); c) a control component; d) management (implementation of model components).

Taking into account the models of social and pedagogical assistance to children in difficult life circumstances (T. Aliksieienko, O. Dronova) and the needs and characteristics of internally displaced persons, we define a model of social and pedagogical support for internally displaced children, covering the interaction of a social care teacher, children, and social environment, which includes: a goal (to create the conditions for the successful socialization of children in new conditions, support in difficult living conditions and in solving current life problems); objectives (to help children develop independence, responsibility, integration, self-actualization, and self-development); principles (humanism, conformity to nature, conformity



to culture, individualization, subjectivity, self- and mutual support, social activity); a technology consisting of a set of forms, methods, means of social and pedagogical support and an algorithm for implementing actions (Dronova O., 2004, p. 67). The technology of social and pedagogical support for children of internally displaced persons may include the following stages: a) diagnostic (study of the characteristics of children, their needs and problems, the causes of their occurrence, gathering information about the influence of environmental conditions on children); b) analytical (analysis of the causes of problems); c) projective (planning of joint activities with children, designing problem solutions); d) activity-based (project implementation – implementation of the developed plan of action); e) controlling (monitoring project implementation); f) reflexing and evaluating (evaluation, recording of difficulties, identification of reasons for deviations, correction).

New challenges under martial law allow us to determine the relevant directions and content of social and pedagogical support for children of internally displaced persons.

To prevent or minimize the negative effects of military actions, it is important to conduct informational and educational activities, i.e., informing about the social and political events in the country to create knowledge about the situation among children and parents. Such work lies in building adequate knowledge of these events, paying special attention to children and youth from vulnerable families, countering linguistic persecution, developing critical thinking in connection with the long "information war", and informing about local territorial communities that can provide help.

It is necessary to inform about ongoing events and monitor new laws and regulations adopted to promote the protection and help for internally displaced persons in difficult life circumstances (On Ensuring the Rights and Freedoms of Internally Displaced Persons: The Law of Ukraine dated October 20, 2014). In addition, it is necessary to inform children and their parents about the activities of state authorities, social services, public organizations, and territorial communities in providing help to those who find themselves in difficult life situations, and about the National Children's Hotline for information, psychological, and legal advice. Such information will facilitate seeking help for those who need it, preventing the difficult consequences of experiencing the events (On Approval of the Procedure of Interaction of Subjects of Social Work with Families in Difficult Circumstances: Order of the Ministry of Family, Youth and Sports, Ministry of Health, Ministry of Education and Science, Ministry of Labor, Ministry of Transportation, Ministry of Internal Affairs and State Department of Corrections dated 14.06.2006, 2006).

In working with children who have become victims of military actions, the basic help is age-appropriate information about what is happening; assistance in expressing one's feelings through conversation, play, drawing; providing rest, engaging in favorite activities; support in the family and educational institution; a usual daily routine for restoration of inner peace; regular assurances that everything will be fine, that loved ones care and ensure safety. The social care teacher should work with parents in advising on the need to discuss with children the facts and events that occurred. Information should be presented in doses appropriate to the age and level of perception of the child. Such interaction with a child will promote a trusting relationship and reduce anxiety or aggression in children.

An important task in the social care teacher's work is also to diagnose children in need of social and pedagogical and psychological assistance and their relationships with others. The social care teacher should help facilitate the adaptation of displaced children to the new environment, studying the conditions of their life, education, and development.

The social care teacher should pay special attention to children who show vulnerability to situations where their rights are violated, they find themselves in difficult circumstances, they are victims of violence, etc. This group includes children, especially if their family members were killed, injured, missing, or children from a military family or children who were abused. Such help is needed not only for the children but also for the adults of such families.

Social and pedagogical work with them consists of identifying their needs, meeting them through cooperation with various institutions, children's services, social service centers for families, children and youth, rehabilitation centers, shelters, the children's police, boards of trustees, psychological services, etc. Opportunities of the community to help such families should be explored and engaged.

The preventive work of the social care teacher consists in carrying out preventive measures. These can be preventive programs of training in new forms of behavior for children, development of the stress-resistant personality, capable of independently, effectively, and responsibly building his or her life activity. Such programs can include classes to develop communication skills, prevention of antisocial behavior, and formation of legal knowledge, and should be aimed at helping to achieve positive life goals.

Social and psychological trainings, games, exercises, and corrective and developmental classes should be conducted to reduce the children's aggression, form tolerance for other points of view, and prevent conflicts and cases of violence.

Particular attention should be paid to providing psychological aid to children from families whose members died, which consists of psychological and social and pedagogical support for such children, giving them counseling, and conducting psychotherapeutic work. Considerable attention should be paid to supporting the development of the child's personal resources, reducing the burden of destructive influences, expanding modes of behavior, and facilitating recovery from traumatic situations with psychotherapeutic influences and psychological correction.

### **CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH**

Therefore, modeling and organization of social and pedagogical support for children of internally displaced persons who suffered from military operations or were forced to leave their homes will help them to overcome the mental trauma of military events, will form a stress-resistant personality, will promote successful adaptation to new, changed conditions, the ability to find ways to interact with other people and independently, effectively and responsibly build their life activities.



We see the prospects for further research in the analysis of the implementation of models of social and pedagogical support for children of internally displaced persons in foreign and domestic studies.

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Received  
Accepted

14.03.2022 p.  
27.03.2022 p.