

**The problem of social integration of Ukrainian society
(on the example of researches of Internally Displaced Persons (IDP) in Ukraine)**

The article is devoted to the consideration of the problem of social integration in the context of the processes that have affected Ukrainian society in the last 3 years. The problem of adaptation and integration of IDP is viewed from the standpoint of the theory of social integration, passing through the structural changes and everyday human practices.

Keywords: social integration, IDP in Ukrainian society.

Actuality. In the past three years, events have occurred in Ukraine in connection with the occupation of the Crimea and the military conflict in the eastern part of the country, which has forced everyone to recall the special category of displaced people who have received the official name of internally displaced persons (IDP). The magnitude and consequences of this movement will be analyzed and interpreted for a long time, but the first reactions, whether successful or not, have already been realized. For more than one million flow of people fear for their lives and the lives of loved ones responded "the system" - civil, political and economic, issuing certificates and social benefits by providing temporary housing and helping to find work. The "life-world" responded too: destroying stereotypes about the eternal confrontation between "east" and "west" of the country and awakening in humans forgotten feelings of compassion, willingness to help and share - the roof, things, money. Two worlds that exist in parallel, one of which operates in accordance with its own system logic, the other - with the everyday strategies and practices of social activists, it would seem, united to demonstrate their coherence in solving social problems. However, the same inexorable logic of their existence generates new conflicts in a highly differentiated social system, in which the "life-world" becomes the object of "colonization" of formalized and rationalized requirements for the functioning of macrostructures. Therefore, the problem of social integration of IDPs in Ukraine requires comprehensive study and sociological diagnosis from the position of structural analysis (socio-economic and political-legal) changes and from the study of individual strategies of social integration. The purpose of the article - based on theoretical foundations of the concept of social integration and materials of sociological research outline the problems of social integration of internally displaced persons (IDP) in Ukraine.

A number of such studies were conducted by NGO "Era" with the support and order of international organizations [1]. Among them, in particular, the "IDP and host community" - survey for the UCBI, project commissioned by the Chemonics International Inc. (October 2015); public monitoring "Implementation of the right to education of IDP-schoolchildren in the east of Ukraine in secondary schools" at the request of the International Renaissance Foundation (August-October 2015); the study "Information needs of IDP", conducted on request U-Media / Internews / USAID (October-November 2015 and 2016).

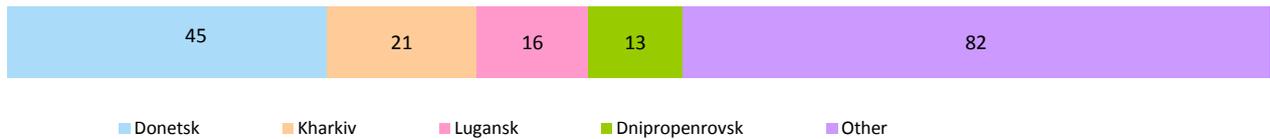
The results of these studies were designed to introduce various aspects of the problem of social integration of IDPs in places of resettlement. Despite the fact that each of the studies focused their attention only on local issues - whether the interaction with the host community, information needs or problems with the IDPs-schoolchildren rights to education, in the end, they showed the diversity of strategies of social adaptation and mechanisms of integration internally displaced persons at a new place of residence.

Based on the results of the conducted researches, it is possible to define and analyze the mechanisms of realization of social integration in two main manifestations - systemic and social. If system integration manifests itself as a relationship between parts of the social system, and its main problems focus on the lack of order and conflicts in the relationship between them, and therefore in the situation with the IDP manifests itself as inconsistency and lack of coordination of efforts of various state agencies, gaps in the legislative system regarding the regulation of issues and problems of IDP, as well as inadequate funding from the state budget to solve such problems. At the same time, social integration shifts the focus of attention on the situation of interpersonal interaction, demonstrating the diversity of interpersonal problems and individual adaptation strategies in a changing place of residence. Therefore, no less significant problems of social integration are manifested in the intersection of the functioning of these two types of way - systemic and social, each of which operates on its own logic. There is what in the theoretical plan J. Harbermas denotes as "the colonization of the life-world by system" [2] when the urgent logic of the system is taken for solving urgent life problems. In this connection, the gap between real problems and solutions is growing.

As an example, we can cite the results of the previously mentioned study "Public monitoring of the rights of IDP-children from the east to education in secondary schools" conducted by NGO "ERA" in August-October 2015. The study involved the use of multiple methods of data collection: analysis of the statistical data, information from depth interviews, focus group discussions and questionnaires. The use of such methods was intended to represent the positions and views on the problem by different social groups - participants of the educational process: the administration of schools, teachers and psychologists, parents of IDP and local schoolchildren. There were conducted 8 focus group discussions with parents of IDP and local pupils, 12 in-depth interviews with teachers and school psychologists, surveyed 2,095 respondents (360 parents of IDP pupils, 1,735 parents of local pupils).

The study was conducted in the eastern regions of Ukraine: Kharkov, Dnepropetrovsk, parts of Donetsk and Luhansk regions controlled by Ukraine. These areas were selected to conduct the study, since they were closest to the conflict zone and adopted the largest group of migrants and their children. Thus, according to official data, in 2015 in the Kharkiv region there were about 173 thousand IDP, unofficial - 300 thousand, in Dnipropetrovsk region - 24 thousand, and unofficially - 50 thousand. According to official data, the number of children among the IDPs registered in July 2015 amounted to 177,057 thousand people. More than half of children of settlers were taken to the territory controlled by Ukraine in Donetsk and Lugansk regions, as well as next to the zone of conflict - Kharkiv and Dnipropetrovsk region.

Chart 1. IDP-children in Ukraine by region (July 2015, thsd.persons)



Source: UN [3]

According to the Ministry of Education and Science of Ukraine, on May 29 2015, 60,023 thousand IDP-schoolchildren were transferred to general educational institutions of Ukraine. About half of them were enrolled in general educational institutions closest to the zone of conflict areas.

Chart 2. IDP-schoolchildren in Ukraine by Region (May 2015, thsd. persons)



Source: Ministry of Education and Science of Ukraine

The results of the study showed that for most IDP their departure from the conflict zone was unplanned, perceived as something spontaneous and temporary. Families of IDPs - participants of the questionnaire - mostly moved with them (64% of respondents). At the same time, in fact, in each of the third of the polled IDP remained relatives in the territories of Donetsk and Lugansk regions unrecognized by Ukrainian state. The main problems that faced after resettlement were domestic problems (housing search), material problems (lack of money), employment problems, psychological problems (depression, excitement for their lives and the lives of loved ones), and negative attitude of local residents.

The study showed that the system of school education flexibly and quickly provided constitutional right to education for a large number of school-age children who, with their parents, left the armed conflict zone in the East of Ukraine, giving the opportunity to all those who applied for a place to study at secondary schools. Thus, the results of the survey showed that most of the respondents-IDP practically immediately arranged the child to study at a new school at their place of residence (75%) or one month after the resettlement - 20% of respondents. Only a small number of parents gave the child to study at school - 3% six months after the move, 2% a year later. The main reason why children are not held to the school, called hopes for a speedy return to the home (55%), the need to adapt to a new place (15%) and lack of documents (15%).

Find a new school for the child after the relocation did not cause much trouble. 93% of respondents said that finding a school for placement was very easy or rather easy. Only 7% complained about the difficulty in finding a child in school. In recognition of parents of IDP-pupils, in the new school their children greeted friendly as teachers and administrators, and so classmates. 77% of respondents indicated that children did not have to prepare for admission to the school in the new place of study, no tests or be interviewed.

So, the formal solution to the problem took place - everyone who needed training was enrolled in the school at the desired place of study. However, the real problems that are common for all secondary schools have only intensified with the emergence of IDP-schoolchildren.

Among such problems are underfunding of schools and unsatisfactory material condition, lack of equipment, textbooks, inability to engage in sports, poor nutrition of pupils, and sometimes poor quality of studying. Most respondents note a much worse material condition of schools, which have had to learn their children after moving. Often, IDP-pupils have to change the language of instruction - from Ukrainian to Russian or vice versa, since the choice of school is mainly based on the criterion of proximity to the place of residence. However, the most urgent problem for IDPs parents - a different kind of financial expenses that are common in schools. On this ground - material support of the educational process it becomes possible to arise local conflicts with the parents of local pupils.

The emergence of displaced children in schools did not become unexpected for the administration and schoolteachers. According to the orders of the Ministry of Education and Science, special meetings of teachers were held, meetings with representatives of education departments were organized to disseminate information on the normative provision of adoption of IDP-children, as well as doctors, psychologists, psychiatrists. At the same time, teachers and psychologists, especially in those areas where the number of IDP is high, is marked by a significant moral and psychological pressure on the situation in which they had to endure receiving IDP-children to school classes.

The question of the presence of new schoolchildren displaced from the territory of armed conflict discussed at parents' meetings. Local residents in general are friendly towards the IDP-children, with understanding and willingness to help them adapt to a new place. Most respondents from the parents of local pupils did not hear about any problems with IDP-children moving to school (84% of the respondents). In addition, IDP-schoolchildren had not any problems with education (85% of the respondents).

Among other problems is the unpreparedness of secondary schools to solve the psychological problems of IDP-children and their parents. The study revealed a latent problem that can have negative consequences in the future. It is about psychological problems of IDPs-children, which are largely ignored or not understood by their parents. Parents try to do everything possible to ensure that migrant child did not feel different in the school environment. However, their understanding of the situation is often reduced to material support and financial provision of the educational process at the request of the school initiative groups. Much less attention of parents is paid to psychological and linguistic adaptation of displaced children.

According to school psychologists, there is a low level of trust in employees of their specialty. Parents are reluctant to bring their children to consultation because they are worried that this will lead to discrimination against children. There is a certain barrier between parents and psychologists, which is largely due to the low level of culture and the limited practice of applying for psychological help among the Ukrainian population. That is why most parents believe that they are able to cope with the existing psychological problems of their own children. On the other hand, most of school psychologists have lack effective and proven techniques and skills for working with children who saw the war.

Conclusions. Thus, despite the seemingly adequate response of the social system, and in particular the Ministry of Education and Science to the problem of integration and the implementation of right to education of Ukrainian schoolchildren in the situation of forced displacement, the existing problems determining the functioning of Ukrainian secondary schools only increased and became aggravated, becoming the basis for the emergence of new potential conflicts, the detection of which becomes possible through sociological research.

LITERATURE

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3. Access mode: <http://unhcr.org.ua/>