

**Organization of Support to Children from Dysfunctional
Families in School within the Framework of Inclusion in
Belarus**

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ABSTRACT

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Inclusion has been seen in many communities as a useful strategy in addressing learners' diversity. Children from dysfunctional background usually have various needs and problems. The theoretical framework of inclusion was used as a lens to study the support to the needs of diverse learners, including children from dysfunctional families, from the school part in Belarus. The purpose of the study was to understand how the scope of support to children from dysfunctional families carried out by schools in Belarus fits the idea of inclusion. Another matter of interest was to research into teachers' understanding of inclusion and their attitude and perception of children from dysfunctional families.

In this study, I followed an interpretivist paradigm and adopted an instrumental case study design. The data was collected through the review of international and national documents governing school support and care of children from dysfunctional families and internal school documents. In addition, a web-based survey involving schoolteachers, altogether 12 people, was conducted. Teachers participated based on their availability and willingness.

The results suggest that the Belarusian legislation system relative to child support meets the requirements of international laws. The system of school support is constructed on the provisions of the law and has the principle of humanism in its core. The school strictly monitors children from dysfunctional families and carries out their sustainable support. However, Belarusian teachers do not understand the concept of inclusion in its full scope and have numerous barriers towards implementation of inclusive practices at school.

Keywords: dysfunctional family, inclusion, school support, inclusive education.

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1 INTRODUCTION

It is easier to build strong children than to repair broken men.

– Douglass, 1964, p. 375

A family is the first educational institution, connection with which a person feels throughout his whole life. Ethical principles of any person originate from a family, where norms of his behaviour have been shaped, and his inner world and individual personal traits are displayed. A family contributes to a person's self-assertion, it stimulates his social and creative activity, and child's primary socialization occurs in a family. Family upbringing has a number of undoubted advantages. We got into the habit to treat a family as a centre of peace and love.

However, on closer examination this assertion turns out to be wrong. There are so-called dysfunctional families, upbringing in which distorts child's development. In addition, dysfunctional families are a source of social orphanhood. Children from dysfunctional background drop behind in mental and physical development; they suffer from psycho-emotional disorders. Every year many children die because of injuries. A number of children leave their homes and become homeless. The findings clearly indicate a great deal of risk for negative outcomes among children of substance abusing parents (Solis, Shadur, Burns, & Hussong, 2012). Child abuse and neglect lead to emotional traumas, aggression, imbalances in communication, increase in the number of offenders.

There is a growing body of literature that recognises the importance for pedagogics to develop ways and means to involve a problem child in full-fledged child-adult relations, neutralize negative experiences, and assist families in overcoming their difficulties. In modern educational institutions, this process often has a purely formal nature and does not provide any special task-oriented work directly with a dysfunctional family. Children, excluded from education and socialization – even in countries with high school enrolments - are from the dysfunctional population groups (Stephen, 2010).

An underlying *assumption* in this study is that children have problems in their development, behaviour and communication due to the negative influence of their families. Consequently, they need a special support and care from the part of the school to minimize negative outcomes of that influence. The school plays a crucial part in socialization of the child. It acts as a mechanism that helps a person to adapt to negative social conditions. It is the school that has all possibilities for comprehensive support and assistance to a child from a dysfunctional family. Inclusion in this context is seen as a response to the challenges educational institutions face today. Inclusive educational system assists a child in reaching his full potential.

The *aim* of this study was to understand how the support to children from dysfunctional environment provided by Belarusian schools fits the idea of inclusion. The aim called forth the following *objectives*: 1) to study international and national legislation in the field of children's rights protection; 2) to study school obligations towards the support of children from dysfunctional families as it is prescribed by the law; 3) to analyse how this support is provided by schools; 4) to analyse teachers' perception of children from dysfunctional families and their understanding of inclusion.

To determine if the research objectives had been achieved, the following *research questions* guided the study: 1. How are children's rights secured in Belarusian legislation system and in what degree Belarusian system of children's rights protection matches the international laws? 2. What are school responsibilities imposed by national regulations in terms of the support of children from dysfunctional families? 3. What actual measures are taken by the school staff in order to support these children? 4. What is teachers' attitude to children from dysfunctional background and how do they understand the processes of inclusion?

To achieve the objectives of the research the following set of research methods was used, mutually checking and complementing each other: 1) theoretical: analysis of philosophical, sociological, psychological and pedagogical literature in the field of research; 2) empirical: study of legislative

documents, their generalization, systematization, and analysis; study of school documentation; web-based survey.

The organization of the study included the following stages. The first stage, theoretical - analysis of the problem in the literature, determination of the starting point of the research, refinement of its subject matter, and research base; synthesis of the material, identification of the research methods. The second stage, empirical - data collection related to the legislative part of the issue and school support. The third phase, empirical - development of a questionnaire for a web-based survey to obtain information about real teachers' attitude to children from dysfunctional families and to understand teacher's perception of inclusion and inclusive processes. The fourth stage, final synthesis - processing of the research results, their interpretation and discussion, conclusions.

Secondary school X¹ of the city of Mozyr was used as the base of the research. The study involved teachers of the said school.

The problems of family dysfunction in today's Belarus are acute, however they have not been yet adequately reflected in domestic research literature. Moreover, it is possible to state the lack of complex research expressly devoted to a dysfunctional family in various aspects of its existence and means of decrease of its negative influence upon a child. This thesis is an attempt to fill this gap. However, motivation is not limited merely by this factor.

News about inclusion comes from such countries as the United States of America, the United Kingdom, Finland and Sweden. Belarus is looking for its own way to implement inclusion, taking into account the country's unique past and challenges of the modern educational environment. Thus, it is essential to understand what Belarusian schools are actually doing to establish inclusion. Implementation of inclusive practices in schools of the Republic of Belarus has chances to affect the social inclusion and change society's attitude to people who are different from them, shape their ethical and moral values of respect for equality, human dignity and social justice. If children learn in the environment

¹ Pseudonym is used in order to secure the anonymity of the participants

characterised by acceptance of universal diversity, they definitely will be able to contribute to a society that does not discriminate, but rather accepts and values the dignity of each human being. The study that will contribute to understanding and implementation of inclusive practices in educational setting in Belarus will be valuable from both educational and social perspectives.

The overall structure of the study takes the form of six chapters, including this introductory chapter. Chapter 2 begins by laying out the theoretical dimensions of the research, and looks at how the main concepts of the research are introduced and examined in the current literature. Chapter 3 is concerned with the methodology used for this study. It defines the research aim, objectives and questions and focuses on the site of the research and methods. Furthermore, the chapter describes the procedure of data analysis and also discusses reliability and validity of the research and ethical issues. Chapter 4 presents the findings of the research based on the research objectives. Chapter 5 analyses and discusses the findings from all the previous stages of the study and gives the answers to the research questions. The final chapter provides the conclusions along with suggestions for further research.

2 LITERATURE REVIEW

The purpose of this chapter is to establish the context of the issue of support to children from dysfunctional families in the school settings and inclusion as the answer to the problem of their socialization. Furthermore, I aspired to rationalize the significance of the problem under investigation. Likewise, the motivation was to identify gaps in the existing bulk of Belarusian literature related to the topic of dysfunctional families, children's problems arising out of their families and development of inclusion.

Based on the thematic units raised in the course of study of the problem, the chapter is divided into two main sections. The focus of section one is on dysfunctional families. The section views the family as a system, thus providing proof of a critical role of the family in an individual's life and the negative influence of a dysfunctional family upon a child. In addition, the section interprets the concept of a dysfunctional family and discusses which family can be considered dysfunctional.

Interpreting inclusion as a solution to the additional support to a child from the dysfunctional family from the school part, section two focuses on the issue of inclusion, provides the historical background of inclusive education and offers interpretations of the concept of inclusion. In addition, the part looks specifically at social inclusion and exclusion and gives insight of how the idea of inclusion is reflected in education, specifically in Belarusian context.

When writing this chapter, I went through the certain stages, namely: 1) problem formation; 2) determination of which documents and articles shall be included in the review; 3) data collection, electronic search of the central articles and search of the references of the articles that were retrieved; 4) data evaluation - at this point high quality articles were selected; 5) data analyses and interpretation. In writing the present part of the paper, I tended to follow Cooper's Taxonomy of Literature Reviews (1984).

2.1 Dysfunctional Family as a Subject of Social and Pedagogical Activity

This section considers the phenomenon of a dysfunctional family from the system perspective, conforming in this way that people can be looked upon only in the family context, since each member influences all other family members and the dysfunctional family has a significant impact on the development of its children. Furthermore, various interpretations of a dysfunctional family are considered in the section. In addition, this part discusses the relationship between family dysfunction and problem development of children from such environment, providing proof that children suffering from family dysfunction are in need of additional care and support.

2.1.1 Family as a System

The issue of dysfunctional families and assistance to children facing the problems caused by their family environment can be considered through the lens of the family systems approach. The theoretical basis for the system view is the general systems theory, which was developed in the 40s by Ludwig von Bertalanffy (1969). He defined a general system as any theoretical system of interest to more than one discipline. Constantine (1986) claimed that most of the objects of the surrounding world are expedient organized systems. In the same way as systems, people and different social formations, including families, are functioning.

Further, Kerr and Bowen (1988) suggest that individuals cannot be understood in isolation from one another, but rather as a part of their family, as a family is a single emotional unit. The whole is greater than the sum of its parts. A system is described by the component parts of which it consists. A family does not merely consist of a mother, father and a child. All these elements are present, but the family as a system is something beyond this scope. All the elements and processes taking place within a family mutually influence each other and are mutually conditioning. Accordingly, changes taking place in a separate element

of the system, can determine changes in other parts of the system or in the system as a whole. By influencing a child, it is possible to cause changes in all other members of the family. Data from several studies suggest that from the point of view of the system theory, a family is an open system. In addition, a family is a self-organizing system. It means that a family, as a system is built on the principle of expediency and all family behaviour is expedient. A transformation source is within the family. If a family has a purpose, this defines vital functions of the entire family as of a system.

A family is also a primary system with respect to each element included into it. This means that patterns governing the family may vary and they do not comply with the patterns governing its elements - family members. What is happening in the family often does not depend on intentions of individuals and governed by the properties of the system as such. Parents want good parenting, but in fact, it turns out different (Georgetown Family Center, 2001). Intentions and actions of people in the system are secondary and subject to the rule of systems functioning. If the environment is trying to influence the family, a professional shall consider it as system functioning. The main principle is an indirect impact. This means that a family as a system is larger than elements constructing it, as it is larger than a professional wishing to change it. The impact on one of the elements will get counteraction aimed at bringing any outer actions to zero.

Satir (1991) defines the family as an organizational structure that is characterized by degrees of cohesiveness, love, loyalty, and purpose as well as high levels of shared values, interests, activities, and attention to the needs of its members. According to her standpoint, families may be considered a system, organized wholes or units made up of several interdependent and interacting parts. Each member has a significant influence on all other members. For a positive change of an individual, the family members have to change the way they interact.

This view is supported by Zakharov (1991), who writes that personal features of parents allow judging the nature of family relations and deviations in

raising children, and by deviations in raising and family conflicts one can assume the presence of certain personal problems in parents. His study has shown connections between occurrence of neurosis in a child and mother's individual features, influence of parents' personality traits on upbringing. Besides, adverse personality traits of parents whose children suffer from various neuroses have been identified, including insufficient level of self-acceptance, generating self-doubt, anxiety, internal conflict, egocentrism, inflexibility in decision-making.

In contrast, Caplan (1982) focused on the family as a support system. Instead of treating the family in the environment of family stress, he considers the family exclusively as a support system to the individual family member, and thus acting as a driver for individual resilience.

Collectively, these studies outline a critical role of the family for the life of an individual and the society as a whole. As an essential element of the social development of each person, a family does not only provide personal development, but also plays a leading part in the formation of pathogenic situations and disorders. The system approach shows that the problem of a particular member of the family is an indicator of dysfunctionality of the family system as a whole.

2.1.2 Dysfunctional Family, its Risks and Hazards

Terms like *dysfunctional family*, *family ill-being* became a part of our everyday life. We have used them for quite a long time, however we even do not mediate what exactly they mean. What can be called a dysfunctional family? A family where parents soundly abuse alcoholic drinks? Or a family where parents are working all the time, and a child spends the whole day in the street? Altschuler (1998) argues that a family in which a mother or a father (or even both) drink alcohol, only a little worse than a family where adults do not suffer from bad habits, besides one - they do not care about their own children. A dysfunctional family for a child is not synonymous with an antisocial family. There are many families, about which nobody can say anything bad from a formal point of view, but, nevertheless, this family is dysfunctional for the child (Trevor, & Milliken, 2006).

Much of the current literature pays particular attention to the phenomenon of the dysfunctional family, however, there is no clear definition of it. Every author puts his own meaning into it. Recent studies have identified types of family relationships, which have different effects on the development of the child's identity. Satir (1988), having synthesized the experience of her psychotherapeutic work, identified two types of families - nurturing and troubled. In nurturing families, parents believe that changes are inevitable - both in the development of children and adult life. They accept changes as an integral part of life. On the contrary, according to author's observations, troubled families are always characterized by low self-esteem; omnidirectional, entangled, unclear, to great extent unrealistic and unfair communications; rigid, inert, stereotypical, inhuman, rules of behaviour, social ties either providing peace in the family, or full of fear and threat.

In a view of Kilpatrick and Holland (2006), a dysfunctional hierarchy exists when parents fail to exercise their leadership responsibility in a family. In his turn, Gabriel (1978) sees the signs of family dysfunction in conflicts, misbehaviour and continuous abuse of individual family members making other members to adapt such actions.

The British Prime Minister David Cameron (2012) argues about "the small number of families" that are "the source of a large proportion of the problems in society: drug addiction, alcohol abuse, crime, a culture of disruption and irresponsibility that cascades through generations" and address to them as "troubled families". These families are said to be the key point of many of society's problems and "an immense drain on public expenses".

In his research report, Savignac (2009) states that a family risk factor is a characteristic promoting the adoption of destructive behaviour, for example, delinquency. In her turn, Bateva (2014) finds dysfunction in families with the low social status in any of the spheres of life or in a few spheres at a time, who cannot cope with their assigned functions, their adaptive capacity is significantly reduced, the process of family upbringing of a child takes place with great difficulty, slowly, and with little effect. A dysfunctional family system resides

when problems existing in its structural hierarchical, boundary or alignment components have deteriorated its resources for effective adaptation to contextual stressors (Goldenberg, & Goldenberg, 2004). Under such circumstances, a family fails to deal successfully with everyday stress factors or sufficiently nurture their children (Colapinto, 1995).

Therefore, in different sources in addition to the term *dysfunctional family* different definitions of the concept can be found. In general, they include such terms as *troubled family*, *family at risk*, *inharmonious family* and others. In this paper, under the dysfunctional family I tend to understand such a family, where the structure is broken, basic family functions are devalued or ignored; there are explicit or implicit defects of upbringing resulting in a broken psychological climate and appearance of “difficult children”.

Problems faced by these families concern social, legal, material, medical, psychological, educational and other aspects of their life. However, one kind of problem is very rare, as they all are interrelated and interdependent. For example, parents' social instability leads to psychological stress in the family. In turn, this gives rise to family conflicts, aggravation, both in marital and child-parent relationship. Limitations or lack of necessary material resources also adversely affects the physical and mental health of adults and children, and even worse - it pushes family members to immoral and antisocial actions and deeds. Pedagogical incompetence of adults leads to violations of personal and mental development of children. Some recent studies (Stith, Liu, Davies, Boykin, Alder, Harris, Som, McPherson, & Dees, 2009; Campbell, Webster, Koziol-McLain, Block, Campbell, Curry, & Laughon, 2003; Campbell, Webster, & Glass, 2009) have shown children's risk of harm from family violence.

Several lines of evidence suggest that a dysfunctional family, demonstrating and inculcating antisocial habits, attitudes to a child, does not ensure control, emotional support and protection from external negative influences, has a destructive effect on formation of moral qualities of the minor's identity (Earls, McGuire, & Shay, 1994). Hence, it is possible to make quite an objective conclusion that this type of a family in any way does not correspond to

the concept of the best environment for the life of a child, because dysfunctional parents fulfil their parental rights to the detriment of their children.

A distinctive feature of the environment in such a family is impermanence and unpredictability. Halpern (1990) argues that parental responses, such as children's behaviour, are relatively random and depend on a variety of extraneous conditions, including parents' mood swings. Children are rarely explained why they should not do one thing or another. Upbringing is mainly based on the principle of prohibitions and punishments. As a result, the child cannot produce rules regulating his behaviour, and he is constantly in need of external control, which initially meets the needs of parents to be involved in ongoing upbringing activities. However, due to this, parental functions with time are becoming more burdensome and, in the end, parents are beginning to look for opportunities to partially or completely leave the family. In his study, Field (2002) indicates that affectional deprivation is of crucial importance in development of aggressive disorders in adolescence.

Ecological theories suppose that such elements as limited legal definitions of child abusive treatment, social approval of violence (manifested in video games, television and films), and political or religious opinions that set a high value on the policy of non-interference in families first and for most may be linked to child maltreatment (Tzeng, Jackson, & Karlson, 1991). The orientation of parent's identity to such relationships is a determinant of deviant behaviour of children, leading to suicide in adolescence and early adulthood. Previous research has established that children from families with substance abuse are more likely to experience abuse or are at a higher risk of abuse (Ammerman, Kolko, Kirisci, Blackson, & Dawes, 1999; U.S. Department of Health and Human Services, 1993). Many children undergo more than one type of abuse and child abuse often keeps in step with parental alcoholism (Braver, Bumberry, Green, & Rawson, 1992).

Considering all of this evidence, it seems that there, where there is ignorance, cruelty, disrespect, lack of culture and hard drinking it is difficult to grow a normal person. The studies stated above clearly indicate that there is a

relationship between a family dysfunction and development of children from such environment. Children from these families cannot fit into the school and social life; they lose faith in their own strength and ability, are not ready to firmly grasp the norms and rules on which the successful entry into adulthood is based. Being at the mercy of circumstances, misunderstanding, distrust to the adult world, minors break the established rules of life and look for other ways of growing up, often in the street, in the company of their own kind, where they find security and protection of the street fraternity. It is obvious, that physical, spiritual, intellectual abilities of children are still too weak to cope with challenges of the adult life, and that is why they need pedagogical assistance and support.

2.1.3 Conclusion

A famous Russian children's psychiatrist Buyanov (1988) believes that everything in the world is relative - both well-being and ill-being. At the same time, he regards family dysfunction as creating unfavourable conditions for the development of the child. According to his interpretation, for a specific child the family will be dysfunctional if it has factors that adversely affect a child's personality, aggravating his negative emotional and mental state. He underlines that for one child the family can be suitable, but for another the same family will cause painful emotional experiences and even mental illness. Thus, the state of mind and behaviour of a child is a kind of an indicator of family well-being.

Children from dysfunctional families face many psychological and social problems, which complicates the process of their socialization and adaptation. As a result of negative conditions for the development of the personality, a deformed person is grown up, a situation of the deviant pattern arises, a person compensates for its social and psychological "inferiority" in various forms of deviant behaviour and victimization.

In today's Belarus, the issue of dysfunctional families has not yet received adequate reflection in domestic research literature. Moreover, it is possible to state the lack of complex works specially devoted to a dysfunctional family in

various aspects of its existence. The analysis of modern sources shows that in the Belarusian pedagogy, the social and pedagogical activity of school in relation to children from dysfunctional environment has not yet become the subject of special study. At present, there are no studies in which social and pedagogical work with a child in Belarus would be presented in a holistic manner, taking into account modern trends and approaches to understanding the role and significance of socio-pedagogical support in provision of effective assistance to a child in resolving his current problems. Thus, at present, when discussing social and pedagogical assistance to a child, the following contradictions have developed. On the one hand, there is a public need for social and pedagogical support to a child from a dysfunctional family. On the other hand, a holistic understanding of the main trends and practices of assistance to children is inadequate. The vital functions of the family, especially dysfunctional family, needing social and pedagogical support are changing, while the work with a dysfunctional family and its children remains inadequately researched in Belarus.

2.2 Inclusion

In this section, consideration is given to the development of the idea of inclusion in the educational sector underlining the shift from education for people with disabilities to education for all and every. Besides, the section provides multidimensional interpretations of inclusion in different settings and discusses educational inclusion as a constituent part of human pedagogy and the way the process of inclusive education is reflected in Belarusian literature.

2.2.1 Historical Background of the Concept of Inclusion

The concept of inclusion, derived from the Latin “*includo*” in relation to the educational process, first was used in the second half of the twentieth century. One of the first who apply it was J. Piaget (1952), when analysing the possibilities of teaching reading to children with severe psychological differences. In the 60-

70-ies of the twentieth century, the concept of inclusive education had been actively developed in pedagogy and psychology, and the world gradually accumulated experience on inclusive teaching children with different educational needs.

A powerful stimulus for development of ideas of inclusive education and their introduction into practice of the educational process was adoption of a number of international legal instruments, the most important of which are: Universal Declaration of Human Rights, Convention against Discrimination in Education; World Declaration on Education for All, Standard Rules on the Equalization of Opportunities for Persons with Disabilities, Salamanca declaration and Education for All Initiative, The Right to Education for Persons with Disabilities: Towards Inclusion, The Dakar Framework for Action. Education for All: Meeting our Collective Commitments, Convention on the Rights of Persons with Disabilities, etc.

In 1990 during the World Conference on Education for All in Jomtien, representatives of 155 countries undertook to ensure education for all by 2000. Their campaign was that children, youth and adults could make use of the advantages offered in the sphere of education in order to meet their basic needs related to education (United Nations Educational, Scientific, and Cultural Organization [UNESCO], 1990). This set a new clear direction in education. The Declaration proclaimed a new era in which there should be more space for flexibility. From now on education should be specially selected, adapted to the needs, cultural traditions and life circumstances of students. In Jomtien, it was decided to review the progress made in this area in ten years.

The Salamanca Statement (UNESCO, 1994, art. 2) declares that every child is unique with its own learning needs, abilities and traits, has the right to education and must be given opportunity to study:

Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost effectiveness of the entire education system.

The statement is supported by the Framework for Action (UNESCO, 1994, para 3) which strongly suggests that

schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalized areas or groups.

The objective of the World Education Forum held in Dakar in 2000 was to provide quality education to all students and to create pedagogical conditions to ensure that each child is educated. The forum adopted a plan of action for implementation of education policies for all (EFA) and the EFA goals by 2015. UNESCO developed action Plan and set the EFA goals in accordance with the general strategy of social development, taking into account interests of regions, countries and individual social-democratic groups. Accepting the plan of action proposed in the Dakar, 1100 participants of the Education Forum confirmed their intention to implement the strategy of education for all by 2015. These legal acts have laid foundation of recognition of the right of all citizens to receive education “without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status” (United Nations [UN], 1989, art. 2).

It should be mentioned that the Dakar World Education forum in April 2000 highlighted that inclusion takes into account the needs of all layers of the population:

poor and the most disadvantaged, including working children, remote rural dwellers and nomads, and ethnic and linguistic minorities, children, young people and adults affected by conflict, HIV/AIDS, hunger and poor health; and those with special learning needs.

At the same time, in each of the regions of the planet organization of inclusive education has a particular specificity.

Over the years, the movement Education for All got its broadest sense: education for all at different levels and throughout the whole life. Depending on the country, with its prevailing educational space, various projects of the movement took place. At the same time depending on geo-political, socio-economic, legal and cultural aspects, different strategies were used to introduce

the movement. In the CIS countries to which Belarus belongs, the UNESCO Moscow Office determined the most effective policy of new educational technologies implementation in the region, called a cluster, where two key characteristics were highlighted: geographical concentration of educational resources and interconnection of participants within various areas of the educational system in the region.

For Belarus, many of the tasks of the movement Education for All are not typical (Institute of Economic Research, 2010). In particular, Belarus takes all the necessary measures in the field of policy of upbringing and education of children up to the age of three and has commonly available programs of early childhood education, regardless of the level of family income. Issues of adult literacy and gender parity are also not relevant to our country. However, the most urgent task is to improve the quality of education.

2.2.2 Modern Interpretations of Inclusion and its Principles

Inclusion has numerous definitions among educators, policy makers and societies and these definitions reflect conflicting ideologies and practices (Alur, & Timmons, 2009). For some inclusion is recognition of interdependence, fighting against social issues born in the process of exclusion - i.e. racism, sexism, handicapism, etc. (Asante, 1997). In other circumstances, the concept of inclusion is related to services segregating children with disabilities with efforts to make them a part of the general education classroom.

The true essence of inclusion is based on the premise that all individuals with disabilities have a right to be included in naturally occurring settings and activities with their neighbourhood peers, siblings, and friends (Erwin, 1993, p. 1).

Until recently, the focus of inclusion was on children with disabilities. Christensen (1992) viewed the concept in a broader way arguing that students' needs must be regarded as a part of the fabric of human experiences. In its broader meaning inclusion implies that all people are diverse and have their unique traits and abilities. This view is supported by Seeba and Ainscow (1996)

who defined inclusion as the process in which school develops its capacity to accept all students and reduces the need to exclude them.

Even though numerous definitions of inclusion are still vague and leave much space for thoughts, it represents a tool providing a quality education to all students irrespective of their abilities. All children shall be treated with respect and ensured equal opportunities to study together. Drawing on an extensive range of sources, some authors set out the way stating that the quality of inclusion is not determined by student's placement, but it is based on creating an environment that supports and includes all learners (Kluth, Villa, & Thousand, 2000). In his turn, Kunc (1992) highlights the key principle of inclusion seeing it as valuing diversity within the human community. If to link it to the present day situation, school shall provide the environment where all students will feel equally valued. It is not a student who should fit the school. It is rather school's responsibility to be fit for any student. Therefore, for example, Kerzner-Lipsky and Gartner (1998) define the ideal aim of inclusion as creation of a unified school system that enables all students to study together. The US National Information Center on Children and Youth with Disabilities (2009) defines inclusion as a value ensuring rights of all children in spite of their ability to take an active part in the life of society.

Therefore, in many respects, the meaning implied by the term "inclusion" depends on whether it is looked at as an educational system where students with special needs are taught together in a general classroom or a set of values assuming that all students are unique and everyone has his/her own needs, which should be satisfied by the school environment.

Together these studies provide important insights into the phenomenon of inclusion. In the long run, inclusion is recognition of all people irrespective of their distinct features. It is acknowledgement of people for who they are and for their qualities, rather than how they talk, move or look. Inclusion promotes people in valuing their diversity by appreciating that each person is unique in his essence.

2.2.3 Inclusion and Social Challenges

Today, the public consciousness has formed a new understanding of the world as a community. The central concept of the new approach to the social order is a social inclusion, aimed at creation of a "society for all", where each individual plays an active role.

Social and cultural changes have resulted in the gradual spread of a new paradigm and approaches in solving issues of social integration: humanistic, or person-centered. In psychology and pedagogy, this paradigm has been developed in the mid-twentieth century and gained paramount importance in the modern society. Individual's inclusion in society is based on partnerships with people, acceptance of differences in lifestyles, establishment of confidential contacts of free individuals. Full-fledged life is not only an opportunity to a person waiting anything from the life, but also life expectations from him. Focus on other people, socially useful activity is a necessary condition for a person's integration into society and satisfaction of his own life.

Analysing the problems of transforming societies, researchers are increasingly paying attention to social exclusion - a "mechanism separating groups of people from the main social stream" (Giddens, 1998, p. 105). Exclusion implies a gradual process of accumulation of damage, leading to a complete separation or isolation from the society. Thus, a person or social groups suffer from many problems: poverty, unemployment, poor living conditions, disease, and family breakdown. Exclusion is not only the lack of material resources, but also lack of cultural and social capital, weakening or rupture of social bonds. Social exclusion is a social and political concept, which is widespread in Western discussions related to the problems of poverty, marginalization and deprivation since the middle of the twentieth century and very popular nowadays. The concept of social exclusion although used for a relatively short time, refers to a phenomenon that "has always existed, but did not have a suitable name" (Page, 2000, p. 4).

A review of the literature shows that social exclusion is closely connected with social inclusion, which replaced the concept of integration. Initiators

(Alioshina, Babayan, & Zaitsev, 2010) of a new concept believe that, for example, a mere physical presence of a person with a skin colour other than white, in a group, does not mean his acceptance and true equality, and mechanical integration of people in one group does not mean their full participation in the life of the group. Besides, Jackson (1999) draws our attention to that exclusion and inclusion can exist simultaneously. It means that the same person can be included in one area but excluded in another.

Therefore, only in case of full inclusion entry of people into society is the most successful. They effectively develop their socio-cultural contacts, interpersonal communication, which creates conditions for further social solidarity and social cohesion.

2.2.4 Inclusive Education from Belarusian Perspective

From the standpoint of humane pedagogy, education is not aimed at providing the students with some (even large) amount of knowledge, rather they have to achieve a certain social status and approve their social significance. Thus, inclusion is exactly an opportunity to give confidence in their abilities to all students, including children from dysfunctional families, confidence in achieving this social status. This humanistic idea of inclusive education as a form of expansion of educational environment, inclusion of all children, regardless of differences in their abilities and opportunities, their cultural and social status, more and more boldly enters into the human consciousness.

Why did inclusive processes begin to develop in Belarus? Here we shall consider not just one factor, but a set of assumptions. The first of them is aspiration of the society for humanistic development and emergence of international conventions and acts dedicated to inclusion as a globalization process (Palchik, 2008). Without orientation of Belarus and its education to world values, inclusive education hardly would have left the stage of individual point innovations and practices. As a precondition, this may also include parental movements, general increase of legal literacy of parents. Development of international laws and, consequently, the national regulatory framework was

also a precondition for promotion of inclusive processes. Therefore, the processes in Belarus related to inclusion, became a reflection of socio-economic transformations in it.

Evidence (Valitskaya, Rabosh, 2008) suggests that among main humanistic ideas of inclusive education the most often referred to are the following: a) preparation of the society to accept the status of children equality regardless of their peculiarities; b) transition from defect-centred approach to support of the potential development of each child; c) diversification of the content of school education in order to meet educational needs and interests of all categories of students; d) use of information technologies and development of distance education to ensure equal access for everyone to quality education; e) preparation of teaching staff to work in the conditions of inclusive education, etc.

Thus, the problem of inclusive education cannot be solved from outside, it can be solved only from the inside by the community itself. A step towards the one who is in trouble, who is very dependent on others, because he cannot survive without them - this is the essence of the humanistic concept of inclusion. This is mutual adaptation of an individual and society to each other. It is an educational process, in the course of which not only individual adapts to the community, but also the community itself makes the necessary steps to adapt to this individual. Therefore, the concept of inclusive education is an integral part of the fundamental humanist principle of equality of educational opportunities for people.

Inclusive education involves the use of a variety of approaches, development and use of appropriate curricula and educational programs, but its objectives - quality and results - are achieved first of all by creation of general humanistic educational atmosphere, necessary conditions for all children, without exception. (Guseinova, 2008). At the same time, these children should not be taught in isolation but rather they should be included into the humane society. In relation to pedagogy, the most appropriate here is precisely the term "humane education", which has the principle of humanism in its core.

The concept of inclusive education also envisaged by creation of the atmosphere of humanistic relations between the stakeholders of the educational process, organization of a favourable educational process and availability of qualified professionals and their collaborative activities with class teachers. The work of one teacher is replaced by the teamwork. Parents become active members of the team and work on an equal basis with the teaching staff drawing up, implementation and monitoring an individual educational trajectory of the child. As noted by Kotova (2008), only collaboration of teachers with psychologists, speech therapists, social pedagogues, psychophysicologists, health care workers, parents will ensure its successful and efficient resolution.

A fundamental problem associated with implementation of inclusive education in Belarus is insufficient professional training of general education teachers. According to Semenovich and Prochukhayeva (2010), teachers are in need of specialized comprehensive assistance from experts in the field of correctional pedagogy, special and pedagogical psychology, in understanding and implementation of approaches to individualization of teaching children. The most important thing school teachers should learn is to work with various children and to take into account this diversity in their pedagogical approach to each child. Only professional interaction of teachers from different educational systems can affect mutual enrichment and expansion of opportunities of joint education.

However, it is important to highlight that such studies remain narrow in focus dealing only with special education and disabilities. Therefore, for example, the National Programme of Special Education Development (Council of Ministers, 2012) sees the development of inclusive processes in education as a part of the objectives of special education development. In the same vein, the Concept of Inclusive Education (Ministry of Education, 2015) refers to people with specific physical and psychic development. In her turn, Zhuk (2012) argues that the development of inclusive education in Belarus is founded on regulative, educational and personnel provision of special education.

2.2.5 Conclusion

As it was mentioned throughout this chapter, there are many interpretations and definitions of inclusion. However, the logics goes in the line with York-Barr, Schultz, Doyle, Kronberg, and Crossett (1996) who argue that, “inclusive schooling is potentially both a process and an outcome for achieving social justice and equity in our society” (p. 92).

Implementation of inclusion is a slow process and to successfully change the educational system many factors shall be considered. All students, their families and the whole school community have a potential to get advantages from the inclusive education. Ainscow, Booth, Dyson, Farrell, Frankham, Gallannaugh, Howes, and Smith (2006, p. 25) state that inclusion is focused on presence, participation, and achievement and it is a never-ending process. Inclusive practice in education involves improving the quality of life of a child and its family, without compromising the quality of life of other participants of the educational process and creation of the necessary conditions for success in social adaptation and education for any and all children, regardless of their individual characteristics, educational achievement, language, culture, and their mental and physical abilities.

Educational inclusion is seen, first, as a means of social rehabilitation, not only of the child but also of the whole family. The current stage of inclusive education is filled with a mass of contradictions and problems and requires professional and open dialogue from educators and coordination of their positions. This approach requires establishment and implementation of social justice and overcoming exclusion in its various forms, development of a strategy for teachers and administrative staff training and professional development, opening centralized resource centres and socially oriented programs, involvement of parents as a resource, development of inter-institutional collaboration and cooperation of all stakeholders at the local level, management at the school level, planning of education for all, global partnership, solution of early intervention issues.

The preceding review of challenges in inclusive education practice reveals several gaps in the Belarusian literature. Thus, when referring to inclusive education, Belarus concentrates its efforts on children with disabilities overlooking other categories of children with special needs. The second area of concern is that there is a small number of research done in Belarus in the field under discussion. Most works synthesize existing knowledge coming from the abroad and make theoretical conclusions. There is still insufficient data on the processes of inclusion in Belarusian schools and even less data available to public.

3 METHODOLOGY

This chapter presents the methodological framework that has guided the data collection, analysis and interpretation of findings. I will discuss why the qualitative approach was preferable and why document review and web-based survey methods were more appropriate for the data collection.

The research consisted of four stages. The first stage was theoretical and specifically designed to analyse the issue of inclusion, influence of the family on the child and consequences of those relations as it is reflected in the literature. Stage 1 also looked at determination of the starting point of the research, refinement of its subject matter, and research base. Besides, it covered synthesis of the material and identification of the research methods. The second stage aimed at data collection related to the legislative part of the issue of children's rights, inclusion and school support. The purpose of the third phase was in development of a questionnaire for a web-based survey to obtain information about real support to children from dysfunctional families undertaken by school, teachers' attitude to these children and to identify teacher's perception of inclusion and inclusive processes. The fourth stage, final synthesis, included processing the research results, their interpretation and systematization, conclusions.

3.1 Aim, Objectives and Questions of the Research. Research Design

The *aim* of this study was to understand how the support to children from dysfunctional environment provided by Belarusian schools fits the idea of inclusion. The aim called forth the following *objectives*: 1) to study international and national legislation in the field of children's rights protection; 2) to study school obligations towards the support of children from dysfunctional families as it is prescribed by the law; 3) to analyse how this support is provided by

schools; 4) to analyse teachers' perception of children from dysfunctional families and their understanding of inclusion.

The first objective was called forth by the need to understand how the children's rights are secured in Belarus, how they are connected to inclusion and reflect international provisions in the field of inclusion. In other words, it was the need to study the background information. The second objective arose due to the fact that Belarusian legislation has numerous prescriptions for schools in the area of child's protection. Therefore, in this way, the school cannot act as an independent agent and has to follow some certain regulations. For the research it was important to understand the roots of particular school actions. The third objective represented the practical level of the issue and was called upon to make it clear what particular actions the school does in order to provide the support to children in question. Since teachers are important actors on the way of implementation of inclusive practices in school, it is vitally important to know how teachers view the children from dysfunctional families, to understand if they really feel that these children need any additional support and are ready to carry out this support. Besides, as it was mentioned above, since teachers are important agents of inclusion, it is essential to understand whether teachers have any knowledge and understanding of inclusion and whether they are ready to it. Thus the fourth objective was established.

To determine if the research objectives have been achieved, the following *research questions* guided the study: 1. How children's rights are secured in Belarusian legislation system and in what degree Belarusian system of children's rights protection matches the international laws? 2. What are school responsibilities imposed by national regulations in terms of support of children from dysfunctional families? 3. What actual measures are taken by the school staff in order to carry out the support to these children? 4. What is teachers' attitude to children from dysfunctional background and how they understand the processes of inclusion?

When thinking over the research design, I used four parameters to frame the research – a research arena, a research approach, a research type and a

research paradigm. By the research arena, my investigation belongs to social studies. According to the Economic and Social Research Council (2017), the social science, in the broadest sense, studies the society and how people behave and affect the world around us. Social science imparts about the world, regardless of our direct experience and may help to explain how our society functions. It offers valuable information to governments and politicians, local authorities, non-governmental organizations, etc. However, according to Riecken (1969), social science is difficult to apply successfully to the solution of social problems due to the so-called "Hawthorne effects" or the conditions in which novelty, interest in the experiment or the increased attention to the issue lead to a distorted, often too favourable outcome, inadequacies of existing data about social problems and individual behaviour and defects of indirect data, manipulability of social factors. All this can lead to a measurement error.

By the research approach, this study incorporated a qualitative approach. Shulman (1986), in his article *Paradigm and Research Programs in the Study of Teaching: A Contemporary Perspective* addressed the approach as both a paradigm and a programme. He stated that paradigms are not theories. Rather they represent ways of thinking leading to development of theories.

When using a quantitative strategy in the research, the purpose is to detect, identify social patterns and factors stipulating human social behaviour, various aspects of his activities (Respizzi, & Covelli, 2015). It is often possible to identify such patterns only based on the analysis of the behaviour of large populations of individuals, as a pattern is only a repeating stable connection. The result of using a quantitative strategy usually is to identify similarities in different objects, and as a consequence, the loss of uniqueness of the object. Subjective characteristics in this case are levelled by generalizing massive data and application of the law of large numbers. Applying a quantitative strategy in the research of reality, researchers typically rely on the use of formal questionnaires, statistical data, content analysis and other methods, which at the present stage are called "rigorous" (Daly, 2007).

My research has other objectives. In the qualitative study, the focus is on the other part of the relationship “individual-society”, that is, on a human himself (Cassell, & Symon, 2004). A person within this approach is seen primarily as an active subject directly involved in the change and formation of the social reality. Unlike a quantitative strategy, a qualitative research uses so-called “soft” methods. In other words, it uses non-formalized and semi-formalized ways of getting data that is relatively free ways to communicate with a respondent (Daly, 2007). The qualitative research strategy does not suggest clear guidelines regarding the structure of the research subject. A study does not have a hard binding plan, rather general outlines of an approach are provided (Kacowicz, 2004). To put it another way, only the object is defined, and a number of key objectives and hypotheses are formulated. In general, it should be noted that the freedom of preliminary schemes and flexibility in research procedures, in the entire course of the research process could be attributed to the peculiarities of a quality strategy. Underlining the specificity of this approach, researchers note that the study focus can constantly change depending on the material obtained. Moreover, basic assumptions of the research - hypotheses and objectives - can also be changed.

Considering polyalternativeness, flexibility of the research approach within the framework of the qualitative strategy, I strived to find previously unknown patterns of the relationship of individuals in the socium, to reveal motives of social actors' actions. The above features of qualitative strategies are also manifested in cognitive capabilities in relation to cognition of social transformations, to which strategies of support to children from dysfunctional families are related. The marked flexibility of the qualitative approach gave the best opportunity to explore the qualitative dynamics of social objects. Refusal of rigid object model, variability of research procedures and techniques allowed me, as a researcher, to see nuances of the investigated phenomenon, to perform a detailed analysis.

By the type of research, the study is descriptive as it is “aimed at casting light on current issues or problems through a process of data collection that

enables ... to describe the situation more completely than was possible without employing this method" (Fox, & Bayat, 2007). According to Yin (2003), the descriptive type of study is used to describe an intervention or phenomenon and the real-life context in which it occurred.

In this study, I followed an interpretivist paradigm and adopted an instrumental case study design. The interpretive paradigm has been recognized as the most suitable for the study due to its ability to generate new understanding of emerging concepts in the field of social science. The intent was to get inside at a very practical level, namely the school, into how the challenges related to inclusion of children from dysfunctional families into everyday educational process were addressed. A case study is an approach to the research that focuses on gaining an in-depth understanding of a particular phenomenon. Carla Willig (2008, p. 74) argues that case study "is not characterized by the methods used to collect and analyse data, but rather its focus on a particular unit of analysis: a case". According to Yin (2003), a case study design should be considered when: (a) the focus of the study is to answer "how" and "why" questions; (b) you cannot manipulate the behaviour of those involved in the study; (c) you want to cover contextual conditions because you believe they are relevant to the phenomenon under study; or (d) the boundaries are not clear between the phenomenon and context.

I utilized the instrumental approach because I examined the case to provide insight into an issue. Instrumental cases usually describe a specific case of a more general phenomenon. (Stake, 1995). Since I examined the issue in question across one school, it was a single case study. A distinctive feature of a case study research is the use of multiple data sources, which increases the reliability of data (Yin, 2003). In case study, the data from multiple sources is then brought together in the analysis process, rather than being processed individually. Each data source is a part of a jigsaw, each piece of which contributes to understanding the phenomenon by the researcher. This merger gives stability to the conclusions as varieties of data are intertwined together.

However, on the other hand, the limitation is this great number of data sources represent a danger. Although ability of data from different sources is extremely appealing, collecting vast amounts of data requires management and analysis. It can also be extremely time consuming and expensive to conduct. It is quite easy to be lost in the data. One of the risk associated with the analysis phase is the fact that each data source will be considered independently of each other, and the results will be split (Baxter, & Jack, 2008).

Russell, Gregory, Ploeg, DiCenso, Guyatt (2005) suggest that researchers' responsibility is to ensure that: (a) the case study research question is clearly written, propositions (if appropriate to the case study type) are provided, and the question is substantiated; (b) case study design is appropriate for the research question; (c) purposeful sampling strategies appropriate for case study have been applied; (d) data are collected and managed systematically; and (e) the data are analysed correctly.

The choice of case study for conducting my research is justified with the fact that it has the ability to deal with simple through complex phenomena and answers "how" questions and at the same time it takes into account the impact of the context on the phenomenon under study (Baxter, & Jack, 2008).

The process of the research implementation is represented in Figure 1.

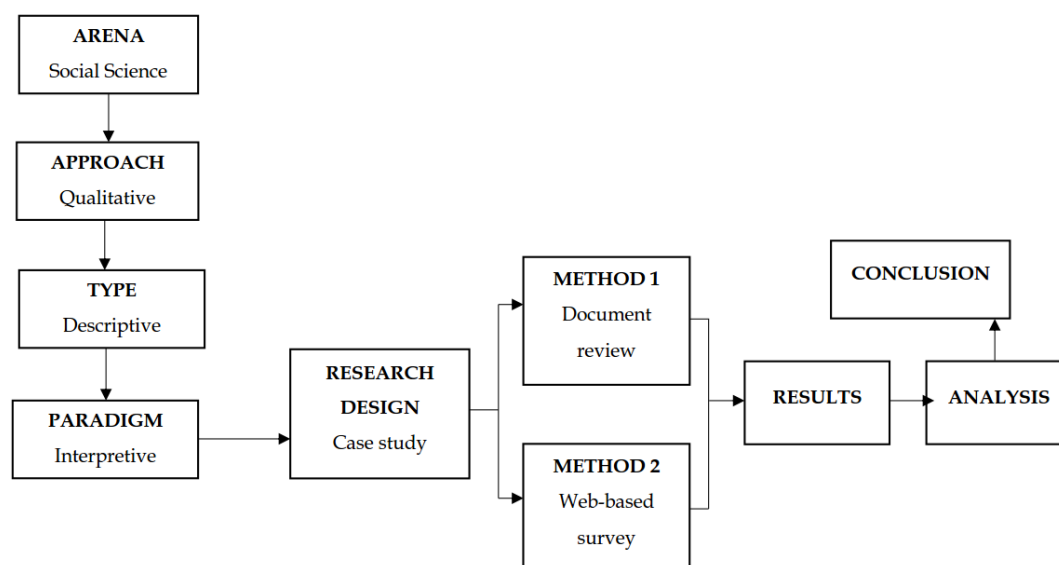


Figure 1. Diagrammatic representation of research implementation

3.2 The Site of Study and Participants

The study took place in school X in the city of Mozyr in Belarus. The city was selected for practical reasons. It is the city where I, as a researcher, come from, which made it convenient to collect the data and contact local authorities. In addition, it is significant that it was the population with which I am dealing on a regular basis.

The Department of Education, Sports and Tourism for Mozyr and Mozyr district keeps a record of reports from relevant services and agencies, citizens of the city and district about known cases of careless attitude of parents towards fulfilment of their obligations to support, bring up and educate their children. During the ten months of 2016, concerned services and agencies reported 795 cases of family ill-being (Klepchukova, 2016). Most of all were reported by the police station (19 confirmed cases out of 633), health care institutions (10 confirmed cases out of 142), courts (0 confirmed cases out of 11 reported). In all cases, social investigations were carried out, by the results of which 30 children from 23 families have been recognized as being in a socially dangerous situation. As of 01.11.2016, the data bank on children in a socially dangerous situation contains information about 257 children from 138 families. Analysis of causes why children are found to be in a socially dangerous situation indicates that they have a combined nature and include a) 45% of parents unduly fulfilling their obligations in raising, education and support of children; b) 23% of minors living in adverse conditions; c) 9% of minors who committed offences or other antisocial acts; d) in 23% cases of negative influence of parents on their children. The head of the Educational department in the report mentioned above, states that during 2016, 225 juveniles from 117 families have been registered. 289 children from 150 families have been removed from the register of children in a socially dangerous situation, including 252 children in connection with implementation of individual plans of protection of the rights and legitimate interests of minors who

are at risk², correction of the situations in the family. However, during this period, 34 children have been taken from their parents and found to be in need of state protection.

The study population consisted of 12 schoolteachers having in their classes children from dysfunctional families and voluntarily participating in the survey. They were not offered any benefits for taking part in the survey. However, I did not obtain informed consents from the participants. The reason for that is that due to complicated political and social environment in the country, teachers feel a lot of pressure from the authorities and the government. Since it was vitally important for them to remain anonymous, on the one hand, their mistrust to all newcomers and absolute reluctance to participate in any types of research, on the other, I decided not to embarrass the teachers with any papers, thus providing them with the guarantee of absolute anonymity. To engage them into my study, I addressed my friend working at the same school as a social pedagogue. In her turn, she informed the teachers about the research and asked them to complete the questionnaire, having provided them with the web-address of the survey. Acting like that we insured that nobody knew exactly who was going to participate in the study.

In my opinion, teachers are an important group to study because they are more likely to provide support to students from dysfunctional families. Their support may have short and long-term benefits especially in those children who face numerous problems living with an alcoholic parent. A teacher is empowered to bring up his students. In teacher's work, communication is a professional necessity. Communication with students has a deeper meaning than just a contact between people. Every day a teacher solves a complex of communicative tasks that affect not only relationship, but the attitude of students to a subject, their academic performance. Any kind of communication in a teacher-student

² The concept of children at risk implies the following categories of children: children with developmental problems that do not have pronounced clinical and pathological characteristics; children left without parental care due to various circumstances; children from dysfunctional, antisocial families; children from families in need of socio-economic and socio-psychological assistance and support; children with manifestations of social and psychological-pedagogical disadaptation (Shulga, Oliferenko, Dementieva, 2008).

pair, regardless of the situation, is bringing up. To educate students does not only mean influencing their work, ideas and concepts, but also it is regulation of their behaviours, relationships with other people and support. It is important to know the current attitudes and practices amongst teachers with regards to support to children from dysfunctional families.

3.3 Research Methods

The study was conducted as a qualitative research. More specifically, Belarusian regulatory documents governing the issue under research have been reviewed. At the next stage, work documentation of the school social pedagogue was analysed. Schoolteachers from the same school participated in the web-based survey. This way theoretical and empirical data were used for the analysis.

3.3.1 Document Review

To conduct the research, I used a document review method. As it was noted by Prior (2003), “the modern world is made through writing and documentation” (p. 4). The use of documentary methods refers to the analysis of documents that contain information about the phenomenon we wish to study (Bailey, 1994). Payne and Payne (2004) describe the documentary method as the techniques used to categorise, investigate, interpret and identify the limitations of physical sources, most commonly written documents whether in the private or public domain. Geertz (1973) argues that a social action should be read as a text; text acts as a model of a social life. Research on a social life does not bring new canons of human behaviour, instead it entails interpreting a social life within the changeable framework of symbol systems.

According to Silverman (2005), use of documents by researchers can be approached focusing on almost entirely on what is “in” the documents. Each document has dual relation to fields of action as a container (instructions, commands, wishes, reports, descriptions, etc.), and as an agent that is open to manipulation and use for further action (Bourgeault, Dingwall, & De Vries,

2010). Documents have different origin, but they share the same destiny - they are remainders of some activities; they are created in a particular situation and used by a researcher in different circumstances.

I used non-statistical regulatory documents of formal agencies as sources of primary information. This allowed me to get inside the policy governing the support of children from dysfunctional families and understand the main principals guiding school assistance to these children and their families.

At the third stage of data collection, I got the documents related to her work from the school social pedagogue. Documentary analysis is treated here as one element of a larger study. Its choice is justified by the fact that some of the research questions can only be answered by the existing data (Laws, Harper & Marcus, 2003).

By means of document analyses at both stages I strived to have a glimpse at ideology governing the process of child support and understand how reality is formed, how the actors are located, how issues are addressed, to see the meaning behind the text. I wanted to achieve two main objectives - 1) to understand how the Belarusian government regulates the process of support of children from dysfunctional families, what it prescribes to do, what shall be done by school; 2) to understand how schools in Belarus carry out this support, what they actually do. From these perspective, the analysis of documents was deemed as the most appropriate method, taking into account a complicated situation in Belarus in terms of its politic, economic and ecological situation.

The method also has its limitations. Its usefulness depends on the quality of the available information. Moreover, documents cannot be treated as objective reflection of the reality, because they were produced by individuals with their own feelings, emotions and represent the point of view of those who produced them. Furthermore, Shoemaker and Reese (1996) find it difficult to find tiny messages linked to the particular research questions.

As any other method, text analysis has its advantages and disadvantages. However, text analysis is a beneficial procedure to analyse the processes in social groups with existing public records (Merkl-Davies, & Brennan, 2011).

3.3.2 Web-based survey

There is a view that the survey questions have an impact on subject judgements and answers (Schwarz, 1999). The alternative to it is to use multiple approaches (Rogers, 1987). Focus groups, random-digit-dialling, individual interviews can be used to improve the quality of the results (Smith, 1997). However, extra costs of a research, access limitations, and character of the participants make it difficult to use several data collection methods.

Modern level of technology provides an inexpensive mechanism for conducting surveys with higher rate of response rather than the regular mail or fax (Weible, & Wallace, 1998). Surveys administered through the web can, compared with mail surveys, potentially lower costs, reduce survey administration overhead, and collect survey data quickly and efficiently (Schleyer, & Forrest, 2000). However, it also confirms that a number of variables has the potential to influence survey response and measurement negatively, such as incompatibility with the target computing environment, survey usability, computer literacy of participants, and program defects. On the other hand, online surveys provide the ability to transfer survey responses directly into a database, eliminating transcription errors and preventing survey alteration by the survey respondent.

Web-based survey unlike other methods of data collection have the capability to offer immediate results. E-mail surveys are usually administered as part of the e-mail itself (as opposed to web-based surveys, which can be sent out through e-mail, but would typically contain an invitation via web link to take a web survey).

The most successful solution for conducting the web-based survey for the research in question was the application developed by Google - Google Forms. This application has a number of advantages: 1) the application is free; 2) unlimited number of respondents can participate at the same time; 3) it is easy to manage, edit the data in different formats; 4) application is equipped with advanced features to change the design and interface; 5) it has clear FAQ section and recommendations for the use of the application; 6) it possesses convenient

ways of sending the survey to the respondents; 7) the respondent is not limited by devices when responding to the questionnaire (smart phone, desktop computer, tablet computer). The only drawback of this type of survey is mandatory connection to the Internet.

The web-based survey allowed me to perform a number of objectives: 1) to gather the data; 2) to structure the gathered information; 3) to process the data 4) to analyse the data. With its help, I got information about teachers' attitudes and motives concerning the support of children from dysfunctional background. Partially standardized questions allowed me to judge about main trends in this social phenomenon.

An important issue is that an online survey guarantees absolute anonymity for participants, which was a key factor for selecting this method, since it was vitally important for teachers from Belarus not to reveal their personalities. Moreover, persuasion that the researcher would not be going to discover their names did not work in my case.

3.3.3 The Hard Truth

During the research, a young researcher has to consider the settings where he or she will conduct the study. Under the setting many tend to understand the physical environment and population of the study. However, on closer examination, as in my case, social, cultural and even political peculiarities of the research site had a significant impact on the whole research guiding the type and process of data collection.

When planning the research, I did not take into account the circumstances of the Republic of Belarus. These circumstances include facts that the government and local authorities hide the real information from the public, exchanging it for false numbers. Upward distortion is a widespread practice in Belarus. Moreover, even though as a citizen of the Republic of Belarus I am entitled to numerous tools regarding obtaining information, in reality I may knock at a locked door.

Besides, I made one more mistake. Being so much impressed by the research, I made an ungrounded assumption that our local authorities would be

in the same degree impressed. When thinking about the research methods and data collection, I decided that the most logical first step would be to ask for the number of children from alcoholic families at schools in the period of 10 years from the municipal Department of Education. I sent a request letter to the Department of Education, where I explained about the research in question, stated its reason and place. In a few days, I got a negative answer where they refused me in provision of these figures, as the information was considered confidential. Nevertheless, I expected this answer and was prepared to such result. Therefore, I sent one more letter insisting on the provision of the above-mentioned information and explaining that I did not need any particular names and that all I needed were numbers. In two days, I was invited to the municipal Department of Education of the city of Mozyr. There, in a conference room, I was met by a group of people including a deputy head of the district executive committee (the highest authority in Mozyr), the head of the Education Department, the head of the education sector, an adviser, a secretary and even their lawyer. I got an official refusal and unofficial warning to stop collecting any information. They informed me that all headmasters of the city were instructed not to let me even enter the school.

However, no matter how I felt after this fiasco at the very first stage, I had to follow plan B. In my opinion, every researcher should have plan B, and even C and D in case something will go in a wrong way or any obstacles will not let carry out the research. My plan B was very simple. I have a friend working as a social pedagogue at school who agreed to share her school documents with me. As simple as that.

My next step was a web-based survey. It would appear that all my troubles in data collection were left far behind and I should not have any problems at this stage. However, one more "but" in the reality of my country. Due to my pedagogical education and long-term work in the sphere of education, I know personally many teachers. I sent them invitations to take part in the research. However, no teachers wanted to participate in the anonymous survey. Over a period of two months, I did not have any responses. To be honest, this also was

predictable. Belarus suffered greatly in the result of the explosion at Chernobyl Nuclear Plant. Our population became a part of numerous researches and studies. However, the truth is that people expected to get a real help instead of being just objects of researches. On the other hand, political situation in Belarus today taught people to be silent. Every word can be used against. These facts explain population's reluctance to get involved in any studies or to express their opinions openly. Nevertheless, this, I think, is a topic for consideration in some other research. In my case, my friend, a social pedagogue, just told her colleagues that she herself needed those results. In addition, since nobody abated friendship and colleague support in Belarus, I got several participants.

3.4 Data Analysis

To analyse qualitative data, a researcher needs to find a rational approach to process it (Patton, 1990). In addition, the researcher has to keep mind on important matters of theoretical background and research questions. It simplifies the data and makes it easier to control. The data analysis in this study followed Creswell's (2009) generic steps of the qualitative data analysis.

When selecting documents for the analysis, I had to consider which organisations to include and the types of documents to review. Thus the organizations involved were represented by international bodies, such as United Nations Organization, United Nations International Children's Emergency Fund, United Nations Educational, Scientific and Cultural Organization, top Belarusian governmental bodies, such as the Cabinet of Ministers, Ministries, etc., in other words bodies, regulating countries' policies. The second category of organisations was the school engaged into the research. Types of documents included international and local laws in the sphere of human's rights, children's rights, inclusion, education and family relations. The documents descending from school covered reports, statements and work papers of the school social and psychological service.

I aimed at reviewing the documents referring to the policy and activities related to support of children from dysfunctional families. Documents for the policy were collected from the public domain. However, when it came to the practical implementation of the policies, I was not able to get appropriate documents from the official sources, as I have already mentioned in the previous part. I therefore requested such documents from my contacts within the school. This presented significant complications. However, they became a valuable insight into the scope and limits of the research and its capabilities.

The policy documents were originally reviewed and analysed with reference to five themes that I deemed to be important and relevant for ensuring completeness of the research. The themes covered international protection of children's rights, development and implementation of inclusion processes on international scale, national system of children's rights protection, inclusion on a national scale, school obligations regarding support of children with diverse needs. However, throughout the analysis process it became obvious that I had to be more explicit about what some of the themes really meant in terms of both policy and practice. Each document was analysed with a view to establish the level to which the specified policy or practice reflected the identified themes or how it covered the area of analysis. Through analysis, it was noted that some themes were difficult to assess due to their country-specific nature.

The school documents were analysed with the purpose to identify specific practices carried out by the school to support children from dysfunctional families. When reviewing these documents, I had to consider particular actions school does in order to implement the support strategy, the way how the school organizes these actions and reasons behind them.

When analysing the results of the web-based survey, I followed the qualitative approach. However, I also used some quantitative information when it was deemed relevant and important for the study. The survey was conducted by means of a questionnaire provided to the teachers online. The questions in the questionnaire represented three thematic units. The first part of the questionnaire dealt with the phenomenon of a child from dysfunctional family as such,

teacher's perception of these students and their support. The second section concerned with the measures the school shall take in order to provide assistance to this category of students. The third part referred directly to inclusion and teachers' readiness to realization of inclusion practices. These themes directly evolved from the research questions and were pre-set before data collection even began. In order to analyse the obtained data, I used graphics produced by Google Forms.

3.5 Reliability and Validity of the Research

There are different approaches to assessing a qualitative research (Leung, 2015). In terms of reliability, to evaluate the results of the study means to determine with what probability it is possible to transfer the results obtained on a sample population to the whole population. Thus, evaluation of reliability is necessary in order to judge the phenomenon the as a whole and its regularities by a part of the phenomenon.

The limitations of the survey cut down the assurance enabling to make a certain deduction on the reliability of this particular study. The limited number of teachers and schools engaged into the study had an impact on the findings, as how it was stated above, even though having particular instructions in regards to support of the children from dysfunctional families and specific procedure of their identification, each school involves different methods and develops their own support programs. In studies aimed at assessing the prevalence of any characteristic in a population, the calculation of the sample size is necessary in order that the estimates obtained have the desired degree of accuracy (Gentles, Charles, Ploeg, & McKibbon, 2015). In studies aimed at identifying the effect, a sufficient sample size provides the possibility of detecting a significant effect, if it really exists, with a high degree of probability. With insufficient sample sizes, there is a danger of not detecting this effect or proving that it is not a consequence of chance. The size of the sample, unreasonably exceeding the required, does not

significantly increase the accuracy of estimates; it requires large financial and labour costs, attracting additional participants.

On the other hand, there is no guarantee that the research would produce the same findings related to general involvement of teachers in children's care and support in different schools of the city. It might depend on the school culture, the way it influences relations between teachers and students. However, at the same time the survey findings in general support and reflect the information indicated in literature review section.

Qualitative research requires for scepticism and dedication (Norris, 1997). Researchers have their own understanding of the world and their own perception of it. Therefore, it is important to admit that this study is also based on personal interpretations and another researcher might get different interpretations.

According to Golafshani (2003), validity in qualitative research means appropriateness of the tools, processes, and data. The studied governmental laws and school polices supply valid data, and the information obtained from them regarding involvement of school and teachers in the process of children support cannot be questioned. These documents serve as indicators showing the required level of school engagement. Ex altera parte, the survey provides opinions and actions the school does in order to provide special support to students. It provides understanding of how teachers apprehend children from the dysfunctional environment and how they position themselves in the process of support and inclusion. Combined together the data enable thorough comprehension of school involvement in the process of inclusion. The survey results going in line with previous studies ensures the study is as valid.

3.6 Ethical Issues

The decision to conduct this research is based on a conscious desire to make a significant contribution to the future of my country and to promote human welfare. Having decided on the research, I had to implement my intentions with

respect to people taking part in them, and with concern for the dignity and welfare as I felt that I was personally responsible for preparation of an accurate evaluation of its ethical acceptability.

When preparing the survey, I understood that there might be a conflict of interests implying that my activities, as of a researcher, were in opposition to those of the participants. Ethical steps to avoid potentially harmful or exploitative conflicts of interest were critical to ensure that the objectivity of data analysis and interpretation would be led by data and not by other interests. I planned to take a neutral stance and balance or make "clearer by good opponents" (Nietzsche, Harvey, 1879, p. 248) any assertions made in my research.

The investigator is responsible for ethical treatment of the respondents by his colleagues, assistants, students, and all other employees. Ethics requires that the researcher inform the respondents about all aspects of the research, which could affect their willingness to take part in it, and answered all the questions about other details of the study. However, at this point my behaviour was not ethical by the reasons stated above in regards to that I did not get informed consent from the participants. In general, in order to get participants, people involved into the study got distorted information about the research. I know that honesty and openness are important features of the relationship between the researcher and the respondent. However, the context of the study also has to be taken into consideration. From the history, we know that deceptions in research took place. As an example of this can be the results of placebo, which is deception by its nature. Dave Wendler (1996) argues that the way of avoiding harm in the research is to treat the risk of using deception in the same way that we consider all other risks involved in research participation. Moreover, I agree with Bassett, Basinger, & Livermore (1992) who stated that deception may protect the research from certain subject problems. They argued that a subject's motives can have a significant impact on how he or she responds to the experimental situation. Some motives may place subjects in roles that endanger the results validity. In my case, it was not possible to carry out the study and to reveal the whole truth to the participants.

My driver was to obtain information so thoroughly hidden by local authorities. Moreover, I justify my behaviour with the fact, that I observed absolute anonymity in the study and the research, provided following the last point, did not involve any potential harm for the participants. As an ethical researcher, or at least trying to save my reputation in my own eyes, I did all possible to protect my participants against physical and mental discomfort, harm and danger. If risks of such consequences existed, I would inform the participants and take all possible measures to minimize the damage. Research procedures cannot be used if there is a chance that it will cause serious and long-lasting harm to the participants.

The information about the participants obtained in the course of the research was confidential. To tell the truth, I did not know anything about them, besides that they were teachers from the school No. X. Even the school number is not revealed in the study with a view to avoid the potential harm to the people engaged.

If concealment and deception are necessary for the study, the researcher shall explain the reasons for such actions to restore their relationship. The way for me to improve my situation was to share the results of the study with the social pedagogue from the school, who in her turn shared the results with the teachers engaged in the study.

4 RESULTS

4.1 Key Legislation in the Field of Children's Rights Protection

This sub-chapter is designed with a view of the research objective 1, which is to study international and national legislation in the field of children's rights protection and aimed at answering how children's rights are secured in Belarusian legislation system and in what degree Belarusian system of children's rights protection matches the international laws in the same area. I made a decision to analyse the legislation, as family dysfunction and school protection and support of children, in the first place, are based on national laws securing children's rights. It means that when carrying out any assistance, school activities are governed by the existing legislation regulations. Thus, it is important to comprehend the roots of those activities. However, in order to understand if the laws mentioned above are really effective and supporting, it is necessary to place them within some frame. In this particular case, international legislation system is taken as a frame.

4.1.1 Ensuring Children's Rights in the Framework of the International Legislation

Ensuring children's rights refers to global problems of our time, solving of which is the major concern of the international community. It is obvious that the younger generation plays an important role to guarantee the viability of the society and to provide its future development. However, it should be recognized that no country in the world can claim to be a model in observance of the rights of the child. Even the most democratic and economically developed countries display the growth of juvenile crime, presence of families with low living standards, mortality of children due to lack of health care, and an increase of street children. All these factors prove impossibility to solve children's problems only by national means and cause the need to unite efforts of the international

community as a whole, and lead to the emergence of the institute of international legal protection of the rights of the child. International protection of children's rights represents a system of mutually agreed activities of a state and non-governmental international organizations, aimed at development and provision of rights of the child to secure a full-fledged and harmonious development of children, to promote their adoption in the national legislation and to provide international assistance to children of underdeveloped countries (Pavlova, 1991, p. 4).

The first document having an international legal character in the field of protection of rights and interests of children was the Declaration on the Rights of the Child, adopted by the League of Nations in Geneva in 1924. The Declaration (UN General Assembly, 1924) consisting of five principles has formulated the goal of the international legal protection of children: a child should be provided with normal development, both material and spiritual; a hungry child should be fed, a sick child should be provided with care, vicious children should be corrected, orphans and street children should be given shelter and facilities for their existence; a child must be the first to receive the disaster aid; a child must be given the opportunity to earn the means of subsistence and it must be protected from all forms of exploitation; a child must be brought up with the knowledge that his best qualities will be used for the benefit of the next generation. The Declaration emphasized for the first time, that care of children and their protection is no longer the exclusive responsibility of the family, society, or even a single country - the whole of humanity must care about the welfare of children.

However, the main development of the system of international protection of children's rights as an integral part of human rights protection took place after the World War II under the aegis of the United Nations, one of the fundamental principles of which was the proclamation of respect for human rights and freedoms without discrimination of any kind. The principle of respect for human rights was set out in the Charter of the United Nations (1945). The preamble of the Charter spoke of peoples' determination to "reaffirm faith in fundamental

human rights, in the dignity and worth of the human person." In accordance with the Charter of the United Nations (art. 1 para. 3) one of the goals of the Organization is "to achieve international cooperation ... in promoting and encouraging respect for human rights and fundamental freedoms for all without distinction as to race, sex, language or religion" by promoting "universal respect for, and observance of, human rights and fundamental freedoms for all". Thus, the UN Charter has created the legal basis for formation of the international mechanism for of human rights protection, which includes the development of international standards in the field of human rights protection and the establishment of international monitoring bodies for their observance.

The need for development of children's rights protection measures, by virtue of their physical and mental immaturity, demanded allocation of the international protection of children's rights into a special area. To this end, the UN created the Social Commission and the United Nations International Children's Emergency Fund (UNICEF). In addition, UN specialized agencies are engaged into protection of children's rights in specific areas: International Labour Organization (ILO), World Health Organization (WHO), United Nations Educational, Cultural and Educational Organization (UNESCO).

Within the framework of international protection of human rights, the UN General Assembly adopted the Universal Declaration of Human Rights (UN General Assembly, 1948) and International Covenants on Human Rights (UN General Assembly, 1966). The Declaration and Covenants have outlined several provisions directly related to the rights and interests of children: the principle of children equality, norms on protection of mothers and children, protection of children against exploitation, the right of children to education.

Great importance for the health of children and their rights are international legal norms on prohibition of child marriages. The Convention on Consent to Marriage, Minimum Age for Marriage and Registration of Marriages of 1962 envisages adoption of state laws establishing a minimum age for marriage.

There are a few points here that are worth mentioning, such as international agreements relating to slavery and children slave trade, and devoted to

combating white slavery. In 1953, the General Assembly, by its resolution 794(8), approved the Protocol amending the Slavery Convention of 1926. At a conference in Geneva in 1956, the Supplementary Convention on the Abolition of Slavery, Slave Trade, and Institutions and Practices Similar to Slavery was adopted. The Convention provides, in particular, abolition of exploitation of child labour. This refers to any institution or practice,

whereby a child or young person under the age of 18 years, is delivered by either or both of his natural parents or by his guardian to another person, whether for reward or not, with a view to the exploitation of the child or young person or of his labour (art.1 para. d).

The Convention also provides for criminal penalties for the slave trade.

On December 14, 1960 UNESCO adopted the Convention against Discrimination in Education, containing obligations of states to prevent discrimination in education based on race, sex, language, religion, social origin, political opinion, and to take, if necessary, all the measures eliminating discrimination in education. The Convention, in particular, contains a provision according to which a state is obliged to make the primary education compulsory and free (art. 4 para. a).

Of particular attention are international agreements concerning protection of women and children in armed conflicts. Geneva Convention relative to the Protection of Civilian Persons in Time of War of 1949 and the Additional Protocols to the Geneva Conventions, adopted in 1977, provide women and children for special protection against consequences of military operations. In 1974, the Declaration on the Protection of Women and Children in Emergency and Armed Conflict was adopted, containing recommendations for states to provide special protection to women and children belonging to the civilian population.

Despite productivity and diversity of standard setting in the field of protection of children's rights, by the end of the 70s, it became apparent that the existing human rights standards were already no longer adequate to meet the special needs of children. In addition, since the adoption of the Declaration new approaches concerning the concept of children's rights and methods of their

protection have been developed. There was a need for a single international document combining the whole previous experience of law-making and new ideas about protection of children's rights. Such document is the Convention on the Rights of the Child.

Child's rights have attained a new development vector after the World Summit for Children which took place on September 30, 1990 in New York. The World Declaration on the Survival, Protection and Development of Children and Plan of Action for Implementing the World Declaration were adopted at this meeting. These documents set forth the specific objectives that must be implemented by the end of the XX century, namely: combating main childhood diseases; reduction of mortality in children under 5 years old; reducing maternal mortality; providing universal support to children with disabilities; providing protection to children in armed conflicts; ensuring that all children have access to basic education (UN, 1990). All the states - participants of the Summit, as well as many other states subsequently acceded to the Declaration and Action Plan, pledged to make a detailed national programs to achieve these goals.

Thus, at the international level, there are a lot of procedures and mechanisms that directly or indirectly concern protection of the rights of the child and provide for basic needs of the child in food, housing, health care, education, family life. Today, the most often discussed documents in the area of children's rights protection in international legislation are the Declaration of the Rights of the Child and the UN Convention on the Rights of the Child. It should be borne in mind that the Declaration of the Rights of the Child (UN General Assembly, 1948) is primarily aimed at ensuring rights of children to the name and citizenship, education, social security, as well as love and understanding in the family. While the Convention on the Rights of the Child (UN General Assembly, 1989) enshrines the rights of children to education, the right to rest and leisure, and provision of other services to children by UN member states.

One of the most important achievements of the international system for protection of children's rights is not only recognition by the international community of the fact that the child, due to its physical and mental immaturity,

needs special protection and care, including adequate legal protection, both before and after birth, but recognition of children as independent subjects of law.

It can be concluded that the world has a clear idea of the universally recognized rights of the child, the bulk of international standards have been accumulated, a network of international mechanisms and procedures for protecting the rights of the child has been established, and the practice of involving non-governmental organizations in discussing issues related to the children's rights got wide dissemination. Nevertheless, the growing public attention to problems of protection of human rights in general and the rights of children in particular is the driving force that can enhance the effectiveness of existing mechanisms for protecting human rights.

4.1.2 Implementation of Children's Rights on the National Level

With regard to the subject under discussion it is impossible not to mention that since the early 90s an active legislative process was launched in the Republic of Belarus, with a view to regulate a legal mechanism aimed at ensuring protection of the rights and legitimate interests of minors in national legislation. The basis of the legal framework became the Constitution of the Republic of Belarus. In 1991-1992, the following laws were enacted: On Education in the Republic of Belarus; On General Principles of the State Youth Policy in the Republic of Belarus; On State Allowances to Families with Children; On Freedom of Religion and Religious Organizations; On Citizenship of the Republic of Belarus; On Social Protection of Disabled People in the Republic of Belarus.

It is apparent that any form of violence against children is a violation of fundamental human rights. The turning point in combating violence against children was the UN Convention on the Rights of the Child. This document defined a new paradigm in the ethics of attitude to the child, at the heart of which is the principle of non-violence and respect for the rights and freedom of the child. The Convention was one of the first international instruments joined by the sovereign Republic of Belarus. In its turn, in 1993, Belarus - the first among the republics of the former USSR - adopted the Law on the Rights of the Child

(National Centre of Legal Information of the Republic of Belarus [NCLIRB], 1993), which became a kind of the national child rights declaration. The law fixes the legal status of the child at the legislative level viewing him as an independent subject of the law and public relations and a carrier of values of the world civilization. Moreover, the law sets the principles of the state policy and regulates obligations of public authorities and officials responsible for ensuring appropriate conditions for implementation of children's rights.

Every child has the right to live in a family, to know both parents, the right to their care, live with them, except in cases where separation from one or both parents is necessary in the interests of the child. In accordance with Article 185 of the Marriage and Family Code of the Republic of Belarus (NCLIRB, 2007), all children have the right to family life among parents and relatives, to their care and attention. The right of children to care and attention from the mother and father is equal regardless of the joint or separate living of parents. The right to family upbringing is closely linked to the right to education, implementation of which is strongly complicated for problem children: homeless, neglected, minors from low-income families. These families are often unable to provide their child with everything necessary for school.

In the long run, the system of identification and protection of children who are in a socially dangerous situation is defined by such regulations as the Education Code of the Republic of Belarus, the Convention on the Rights of the Child, the Marriage and Family Code of the Republic of Belarus, the Law of the Republic of Belarus On the Rights of the Child, the Law of the Republic of Belarus On the Bases of the Child Neglect and Juvenile Delinquency Prevention System, the Presidential Decree On Additional Measures for State Protection of Children in Dysfunctional Families, the Concept of Continuous Education of Children and Youth in the Republic of Belarus, other normative legal acts.

Furthermore, in our country we implement a number of targeted programs aimed at improving work on well-being of children and protection of their rights, which at the national level allows identifying objectives and ways to solve the problems of children in need of special social protection and psycho-pedagogical

assistance and support. In 1998, the President of the Republic of Belarus adopted the programme Children of Belarus, aimed at protection of the rights of children and ensuring their social protection. The programme Children of Belarus has such subprograms as Children of Chernobyl, Children with Disabilities, Orphaned Children, Development of Social Services for Families and Children, Development of Baby Food Industry. Each of them provides a set of measures to improve the lives of the younger generation.

Creation of a legal mechanism for protection of childhood is impossible without a well-coordinated work of state bodies, executing the provisions of national documents and ensuring protection of children's rights in the country. One of these bodies is the National Commission for Children's Rights at the Council of Ministers of the Republic of Belarus. Coordination of the state policies regarding children is entrusted to the National Commission as the supreme governmental and public authority of the country for protection of children's rights. Commission's decisions are binding for all public authorities and organizations. The Ministry of Education performs a number of important state functions on the protection of children. The main tasks of child protection agencies are social and legal protection of rights and interests of children; social and psychological assistance to children and families at risk in order to maintain children in the family; living arrangements of children left without parental care; social and psychological support for children with special needs and children in adverse conditions and extreme situations. Children's rights and their protection are provided by custody and guardianship agencies, juvenile affairs commissions (inspections), the prosecutor's office and the court, in their activities guided by the priority of children's interests protection. In Belarus, the functions of childhood protection are also assigned to education departments of regional, district and municipal executive and administrative bodies and their sectors, social pedagogues of education institutions. Organization of work on identification of children who are in a socially dangerous situation and in need of state protection is determined by the Instruction on the Procedure of Identifying Minors in Need of State Protection.

To sum up the information stated above, the legal policy in the field of children's rights is a statutory and activities of governmental and local authorities are consistently carried out to establish an effective mechanism of legal regulation of relations arising in connection with implementation and protection of the rights of children and childhood. The status of children has attracted increasing attention of all structures of the Belarusian society. Public is concerned about the health, education, and moral welfare of the younger generation. The main instrument of governing children's rights is the Law on the Rights of the Child. The Law defines principles of the state policy in relation to the child, his legal status and responsibilities of organizations and individuals for child protection. It is aimed at ensuring the physical, moral and spiritual health of the child and formation of national identity based on the universal values of the world civilization.

Thereby, in the Republic of Belarus the basis of the national legislation on protection of the rights and interests of children has been created. In the already enacted laws, the desire of the state to fulfil its obligations in creating conditions required for the normal development of children, to protect those in adverse situations, and to preserve the family environment as the most friendly setting was reflected.

4.1.3 Compliance of the Belarusian System of Children's Rights Protection with the International Legislation

As it was mentioned above, the Republic of Belarus, accepting the priority of universally recognized principles of international law, ratified the Convention on the Rights of the Child on July 27, 1990. Joining the Convention, the Republic thus undertook international obligations to bring its legislation into conformity with the Convention. However, the process of implementation of international standards on children's rights into the legislation of the Republic of Belarus is fairly complicated. The issue becomes even more acute in connection with liquidation of the consequences of the Chernobyl disaster.

In 1991, there have been several regulations having a direct relevance to the rights of the child and bringing Belarusian legislation into the correspondence with global requirements. The Supreme Council of the Republic of Belarus have adopted a decree on Additional Measures to Improve Maternal and Child Health in the Republic of Belarus, as well as two state programs - The National Program for Prevention of Genetic Consequences Caused by the Accident at Chernobyl Nuclear Power Plant and a complex target program Maternity and Childhood Protection under the Impact of the Consequences of the Accident at Chernobyl Nuclear Power Plant for the Period of 1991-1995. The Council of Ministers of Belarus has adopted a resolution On Measures to Improve the Work of Special Educational Institutions for Children and Adolescents with Deficiencies in Physical or Mental Development. At the same time, an active legislative process on creation of a legal framework for protection of children's rights has begun. In 1991-1992, the following laws were enacted: On Education in the Republic of Belarus, On General Principles of the State Youth Policy in the Republic of Belarus, On State Allowances to Families with Children, On Freedom of Religion and Religious Organizations, On Citizenship of the Republic of Belarus.

On February 12, 1993, the Republic of Belarus, in accordance with Article 44 of the Convention (UN General Assembly, 1989), provided the Committee on the Rights of the Child with an initial report on the measures it had taken to implement the provisions of the Convention. The Committee considered the initial report of Belarus and adopted concluding remarks with suggestions and recommendations for improving the effectiveness of the protection of children's rights in the country. In particular, the Committee recommended (UN, 1993) to prepare the national plan of actions concerning children; to establish a permanent body to monitor the implementation of children's rights; to seek for technical assistance from the UN Children's Fund, the World Health Organization.

In order to implement the concluding remarks of the Committee on the Rights of the Child, in 1995 the Presidential Decree of April 19 No. 150 adopted the National Action Plan for Protection of Children's Rights in the Republic of Belarus for the period of 1995-2000 (Council of Ministers, 1995). Monitoring of

the implementation of the National Plan was entrusted to the Ministry of Education and Science. The Plan stipulated the following measures: provision of the information about the content of the Law on the Rights of the Child and the progress of its implementation to children, their parents and general public; legal support of the implementation of the Law on the Rights of the Child; protection of the rights of children without parental care, children with disabilities and children living in exceptionally difficult circumstances; conduct of research, conferences and symposia; coordination of the efforts of government agencies and public organizations involved in the protection of children's rights. Today, the National Plan of Action for the Improvement of the Status of Children is a comprehensive document and aimed at implementation of the basic rights of children to healthy conditions for development, education, protection and support, including development of education in the field of children's rights. The National Plan is designed for the long term, and its implementation involves almost all republican bodies of state administration, regional executive committees and Minsk Municipal Executive Committee.

At the international level, the Republic of Belarus signed a number of agreements on legal assistance and legal relations in civil, family and criminal cases with Poland, Latvia, Lithuania, and the Republic of China. Within the framework of the Commonwealth of Independent States, the Convention on Legal Assistance and Legal Relations in Civil, Family and Criminal Matters was adopted which was signed by Armenia, Belarus, Kazakhstan, Kyrgyzstan, Moldova, Russia, Tajikistan, Turkmenistan, Ukraine, Uzbekistan.

To develop more effective mechanism to protect the rights of children, many countries create special bodies for protection of the rights of children: institutions authorized for Children's Rights (ombudsmen for children's rights), as well as children (juvenile) courts. In our republic, these issues are only discussed at the state level. With the assistance of UNICEF, dialogues on the need to introduce the Ombudsman Institute on the Rights of the Child in the country are conducted. The National Commission on the Rights of the Child considers

the issue of establishment of special courts for children. However, all this is only at the development stage.

Thus, children and young people are the most valuable capital of every society. Continuous communication and mutual understanding of all generations are essential to any community. It is an indispensable condition for the stability of our world, optimism and responsibility of the current generation to future generations.

The implementation of laws, decrees, and programs is hampered by the difficult economic situation in the country. The findings in this Chapter indicate that international processes had a significant impact on the development of Belarusian system of children's rights protection. Integration of the Republic of Belarus in the international community is going through ratification of a large package of international legal documents, also governing the rights of children. The basis of the legal status of children includes their own personal rights and freedoms, to which the rights to life, family, education, freedom, protection of personal dignity belong.

4.2 School Obligations towards Children from Dysfunctional Families in Belarus

The present part is designed with a view of the research objective 2, namely, to study school obligations towards the support of children from dysfunctional families as it is prescribed by the law. If the previous sub-chapter of the chapter focused on children's rights in general, the present part is concentrated on the dysfunctional background and its children. The subchapter covers three aspects. The first aspect is related to the types of families which, under the national law, are in the risk zone, and children covered by the adverse conditions group. The second aspect is related to main documents regulating the policy related to dysfunctional families and provides the model of protection of children from dysfunctional background. Besides it includes the categories of children needing special protection and support and defines the socially dangerous situation. The

third aspect is concentrated on how the school shall organize the work with children in a socially dangerous situation from the legislative point of view.

4.2.1 Belarusian Families at Risk

For the sake of the research, it is important to examine what types of families become subjects of educational institutions' consideration. The zone of socio-economic and psychological-pedagogical risk (and, accordingly, of close attention of the socio-pedagogical service of the school) includes families that have lost a standard status of a complete, physically healthy family by virtue of different life circumstances. At the same time, a family referred to a risk zone, can be either functional or dysfunctional based on the factors characterizing the style, form or content of family upbringing that positively or negatively affect the development and behaviour of the child.

According to Kediarova (2003), the main features of a family in a socially dangerous situation are: a low level of pedagogical culture, destructive emotionally conflict relations between spouses, possible presence of such factors (in their sole or aggregate manifestation), as a socioeconomic problems, immoral lifestyle, dependence on alcohol and psychoactive substances, deformation of universal human values, repeated marriages without taking into account the interests of children; cruel treatment and violence against children; neglect of sanitary and hygienic standards, etc. Asocial family, in contrast to a functional family in the risk zone, poses a serious threat to the child, bringing him many moral tribulations, exposing him to the risk of getting mental illnesses, including a delay in psychophysical development. In dysfunctional families, the control of children is weakened or lacks, child neglect and homelessness arise, vagrancy, sexual promiscuity, delinquency and criminal activity, alcoholism, drug addiction and substance abuse among adolescents are practiced. These phenomena are the result of the uncontrolled attitude of the state and public structures to dysfunctional families.

It is possible to distinguish the following types of families in a socially dangerous situation, based on the grounds that negatively characterize the family (Ministry of Education, 2004):

1. Groups of socio-economic and psycho-pedagogical risk include, first of all, low-income families, with a low material standard of living, irregular incomes of parents (and parents' reluctance to increase their incomes), poor housing conditions, emotional and physiological suffering from poverty and deprivation of children. An essential characteristic of this category of families is the consumer attitude towards the child, often as the only source of material income (allowances, supplementary food, social package, etc.). Consequently, in such families there are gross violations of the legitimate rights and interests of children. A full volume of education, upbringing and development is not provided, necessary control over the behaviour and life of the child is not carried out. The general negative-emotional atmosphere in the family negatively affects the psychological state of the child and the results of his education. There are deep conflicts between family members into which the child is intentionally or involuntarily involved. Pedagogical incompetence of parents is clearly visible, which causes serious problems in the behaviour and psychosomatic health of the child.

2. Family groups of moral risk with criminal characteristics include families with parents who are alcoholic, drug addicts, aggressive to children and other family members, with an immoral or parasitic way of life, sharing traditions of criminal subculture, having a criminal record, allowing incest, inclined to sadism, suffering from mental illness. Situationally, a family where the parents are divorced or the death of one or both parents occurs can become a family of moral risk for the child.

3. Families practicing child abuse. The style of family relations in such families is manifested in physical punishments and depriving the child of food, clothes, walks in the open air for the purpose of "effective upbringing". One of the main factors provoking a cruel attitude towards children can be hard drinking of one or both parents. Any kind of child abuse (and most often a

combination of several forms of violence) violates the child's physical and mental health, impedes its full development. In such asocial, disorganized families with narcologic, psychopathological complications of parents, there are cases of special family cruelty.

It is important to be able to identify a family in a socially dangerous situation, with mentally unstable parents or other family members, with destructive emotional-conflict relations between spouses, with deformed value orientations, because it broadcasts double morality, hypocrisy and other negative human traits to children.

According to the Belarusian legislation, children in adverse conditions and emergencies include: orphans and children left without parental care, disabled children, children with special developmental needs, children from families of refugees and displaced persons, children sentenced to imprisonment in juvenile correctional facilities, children in special educational institutions (Law on the Rights of the Child, 2016).

Unfortunately, in today's crisis and difficult socio-economic conditions, accompanying by poverty, unemployment, when the level of crime, drug addiction, alcoholism is increasing, more families are entering a difficult life situation. Having found themselves in difficult economic conditions, many families cross the border of permissible educational methods, corresponding to universal values and state standards, "get stuck" in matters of upbringing of the younger generation. A family in which parents or legal representatives of minors do not fulfil their duties for upbringing, education, neglect needs of the children and adversely affect them, has the status of a family in a socially dangerous situation and is the core of school's attention.

4.2.2 Organization of Work with Children in Need of State Protection

In Belarus in recent years, much is being done to improve the position of all children in the country, numbering about two million. Improved legislative and regulatory base contributes to this to a large extent. It should be noted that the

existing legal acts, underlying the social policy in relation to children, aimed at preservation of the family for the child.

The law of the Republic of Belarus on the Bases of the Child Neglect and Juvenile Delinquency Prevention System for the first time introduced the concept of a minor being in a socially dangerous situation. Under the law (NCLIRB, 2003), the term refers to a person under the age of eighteen who, owing to neglect or homelessness, is in the situation which is constituting danger to his life or health or not meeting the requirements to his education or maintenance, or who commits offences or other antisocial acts. A socially dangerous situation refers to the condition when basic vital needs of the child (security, food, shelter, clothing, adequate medical care, sanitary conditions, etc.) are not satisfied); a child as a result of neglect commits acts containing signs of an administrative offence or a crime; individuals involved in upbringing and care for the child, have an immoral lifestyle that has an adverse impact on the child; they misuse their rights and abuse the child or otherwise inappropriately fulfil their responsibilities for upbringing and maintenance of the child, and in this connection there is a danger to its life or health.

In accordance with the aforementioned Law on the Bases of the Child Neglect and Juvenile Delinquency Prevention System, the Ministry of Education developed Instructions on the Procedure for Identification and Registration of Minors Needing State Protection (Ministry of Education, 2004), which concretised actions of educational bodies and institutions in their work with children being in a socially dangerous situation, and gave a more complete definition of this category of children. According to this document, identification of minors being in socially dangerous position is a set of professional actions of agencies and other organizations for identification of the factors that threaten well-being, health and lives of minors and determine the need for intervention in order to normalize the situation, eliminate the causes and dysfunctional conditions. The document also defines participants of the process of identification of the children in a socially dangerous situation. Educational institutions identify minors being in a socially dangerous situation on the basis

of: (a) study of living conditions of minors in the family; (b) analysis of the parental involvement in the vital activity of educational institutions; (c) analysis of the requests of close relatives, neighbours and other citizens; (d) registers of minor's attendance of the education institutions; (e) registration of children to be educated at the level of general secondary education; (f) identification of minors who do not receive basic general education; (g) account and analysis of offences and crimes committed by minors; (h) control over the families that have established guardianship (custody) of minors. At the same time, inter-agency plan of protection of their legitimate rights and interests shall be drawn up.

A significant step in regulatory provision of protection of the rights of children, increasing responsibility of parents for upbringing their children has been adoption of the Presidential Decree of 24.11.2006 No. 18 on Additional Measures for State Protection of Children in Dysfunctional Families. According to the Decree, all educational institutions have to implement several stages for child's protection: (a) identify children in a socially dangerous situation (SDS); (b) inform juvenile affairs commission (JAC) and education departments about the children in SDS; (c) develop and implement the plan of protection of the rights of children in SDS; (d) prepare proposals to the Department of Education (or JAC) to recognize the child in need of state protection; (e) keep social passports of educational institutions; (f) lead social patronage of families, in which children are returned; (g) orphanages, boarding schools, vocational schools, colleges, universities shall charge finances for children, monitor their intake.

In order to create a mechanism for implementation of the Presidential Decree No. 18, the Ministry of Education, as has been noted above, developed a number of normative legal acts regulating activities of governing bodies and educational institutions to implement it. They include the Order of the Ministry of Education of the Republic of Belarus of 08.05.2007 No. 270 on Improvement of Work with Children Being in a Socially Dangerous Situation and Needing State Protection. It specifies the order and cases of recognition children needing the state protection, as well as the system of registration of such children. On the

basis of this document, all education departments of regional executive committees are required to organize the system work on early detection of children's ill-being, factors threatening their health and lives; to create constantly updated records of data on minors recognized as being in a socially dangerous situation; to provide assistance to minors, recognized as being in a socially dangerous situation; to organize training seminars for teachers and specialists of departments of education and educational institutions on issues of protection of the rights and legal interests of children; to take measures to increase the professional level of social pedagogues and educational psychologists of educational institutions, paying special attention to the need for compliance of the education with the requirements of qualification characteristics; to provide wide public awareness about strengthening parents' responsibility for upbringing and care of their children, etc.

In this respect, the task of education authorities and institutions is to ensure full implementation of the norms of the Decree, of the mentioned above Decision of the Council of Ministers of the Republic of Belarus on the recognition the children needing state protection, as well as other legal acts adopted in accordance with the Decree.

The adopted normative legal documents allowed to develop a model of protection of children being in socially dangerous situations and needing the state protection. The model has the following components. First, identification of ill-being and recognition of children being in a socially dangerous situation. Secondly, the provision of the Juvenile Affairs Commission with the right to decide whether a child in a socially dangerous situation needs the state protection and whether it is appropriate to take him/her from the parents. Thirdly, the decision on the desirability of depriving the parents of parental rights is made at the meeting of the Affairs Commission (in other words, collegially) in two stages: first - the removal of the child for a period up to 6 months (for the purpose of interagency assistance to the family and the child); and then - consideration of the issue of depriving parents of their parental rights in the court, if it was not possible to restore the normal state of the family. Fourthly, unification of all

material and human resources available to various departments of the district to solve the main task - to help a particular family and a specific child. To this end, the head of the local executive and administrative body, as the head of the guardianship body, approves an interagency plan to protect the rights and legitimate interests of the child. This plan assumes an obligatory periodic evaluation of the effectiveness of the work with the family. It establishes a list of measures to normalize the situation in the family, the time of their execution, clear lines of responsibility among all involved bodies and organizations.

Thus, introduction of the procedure of recognition children being in socially dangerous situation and their need of state protection has extended the range of public bodies and organizations responsible and engaged in identification, registration and provision of necessary assistance to minors and their families, obliged them to closer and more systemic interaction. Identification and registration of minors being in socially dangerous situation, needing the state protection, has been considered as a set of coordinated professional actions of agencies and other organizations for identification of the factors that threaten well-being, health and lives of minors and determine the need for intervention in order to normalize the situation, eliminate the causes and dysfunctional conditions. An important element of the new model of the childhood protection system is creation and development of socio-education institutions of the education system, providing socio-pedagogical and psychological assistance to children and their families, providing temporary care and upbringing of children taken from their parents, and solving an important task - prevention of the risk factors of family ill-being.

Thus, to summarize, the main document governing educational institutions in their work with children in a socially dangerous situation, including children from dysfunctional families, is the Instructions on the Procedure for Identification and Registration of Minors Needing State Protection. The document considered in details the actions of educational bodies and institutions in their work with children being in a socially dangerous situation, and gave a more complete definition of this category of children. In accordance with the

Presidential Decree of 24.11.2006 No. 18 on Additional Measures for State Protection of Children in Dysfunctional Families the main responsibilities of educational institutions include identification of children in a socially dangerous situation, informing juvenile affairs commission and education departments about them, development and implementation of the plan of protection of the rights of children, and social patronage of dysfunctional families. All education departments are required to organize the system work on early detection of children's ill-being, factors threatening their health and lives, keep constantly records of minors in a socially dangerous situation, provide assistance to them and organize training seminars for teachers on issues of protection of the rights and legal interests of children. On account of the documents mentioned above, the school implements a four-step model of protection of children in socially dangerous situations and needing the state protection and became a significant component of the new model.

4.2.3 The Procedure of School Work with Children in a Socially Dangerous Situation

In accordance with the Law of the Republic of Belarus on the Rights of the Child (NCLIRB, 1993), personality-oriented, harmonious development of a child is placed on the first place in educational activities. The main task of teachers is to create the necessary conditions for formation of an honourable child identity who knows his or her civil rights, duties, and who knows how to apply them in the life. Furthermore, in the process of teaching and educational activities teachers carry out work on familiarization of children, parents and the public concerned with the content of the Law on the Rights of the Child.

All teaching staff of the educational institution is involved in identification of minors being in a socially dangerous situation, but the main responsibility rests with educators of social and psychological service in education institutions (both in school and pre-school institutions). It is advisable in the Instruction (Ministry of Education, 2004) to class teachers (kindergarten teachers) to visit the families of all their wards at the beginning of each school year to examine living

conditions of each. Based on the results of these visits a teacher shall fill in the inspection report on the living conditions of a minor. Families, causing concerns are advisable to be checked by a commission consisting of a class teacher (kindergarten teacher), social pedagogue, educational psychologist, a local inspector. Special attention should be paid to families of those students who come to the institution for the first time (first class or an early education group). Based on information gathered in the course of the visits to their wards, the class teacher (kindergarten teacher) compiles social and educational characteristics (social passport) of the class (group). To make a social passport a class teacher can conduct a sociometric survey, the results of which reflect the situation in the group. A social pedagogue can identify extracurricular interests of students for orientation in extra-curricular activities. A psychologist makes a significant contribution to the compilation of a psychodiagnostic portrait of the student's identity. A social pedagogue, analysing the information of the social-pedagogical characteristics of classes (groups) compiles socio-educational characteristics (social passport) of the whole educational institution. When identifying minors in a socially dangerous situation, criteria and indicators of socially dangerous situation of a minor are recommended as a guide.

The basis for recognition of a minor in a socially dangerous situation is the inspection report on the living conditions of a minor and other reliable information confirming a socially dangerous situation of the minor. The decision on recognition of a minor in a socially dangerous position is taken by the Council for Juvenile Delinquency Prevention (in schools, gymnasiums, lycées, special schools and auxiliary boarding schools, evening schools) or by the teachers' council (in pre-school institutions). Social and psychological service (SPS) staff in education institutions prepare material for consideration by the Council. Consideration of the issue and adoption of the decision on it are recorded in the minutes of the Council meeting. A minor and his family who are mandatory notified of the Council's decision are without fail invited to meeting of the Council. The minors who live in families being in a socially dangerous situation are subject to special registration in educational institutions.

Educational institution registers all minor children living in the same household (irrespective of the place of study). If there are several children in the family who attend different educational institutions, a social pedagogue is obliged to coordinate the family registration with other educational institutions. Registration and further work are done by the institution which provides general secondary education in the area where reside families with preschool children who do not attend pre-school institutions and children who have received basic or secondary education, but do not continue their education and do not work, have not reached the legal age.

The set of documents on recognition of a minor to be in a socially dangerous situation is passed by SPS pedagogues of the educational institutions to the education department within three days from the date of registration, and includes the extract from the minutes of the meeting of the Council for Juvenile Delinquency Prevention (Teachers' Council) and the report on the living conditions of a minor.

Work on elimination of the causes and conditions creating a socially dangerous situation of a minor is conducted within the framework of the Minor Assistance Plan in compliance with the Instruction. Work with parents may be based on the Minor's Rights Protection Plan. All SPS pedagogues, a medical officer of the educational institution, juvenile affairs inspector participates in development and execution of the Plan. The plans are approved by the head of the educational institution within a week from the date of decision to recognize the child to be in a socially dangerous situation and family registration, they are coordinated with the organizations concerned, which may also be included in the work of rehabilitation of the minor's family. The assisting principal for curriculum and discipline is responsible for implementation of the plan. The Minor Assistance Plan is drawn up for each child living in the family. Analysis of the work done allows to take a decision on further interaction with the family (either continue collaboration according to the Plan or prepare a request to Juvenile Affairs Commission for recognition of the minor to be in a need of state protection).

Organization of work to eliminate causes and conditions creating a socially dangerous situation for a minor can be built in educational institutions based on short-term models of working with families - crisis and problem-oriented (Zubritskaya, & Kravets, 2008). The crisis model is conditioned by the existence of situations when a person faces an obstacle in realizing important life goals and when he cannot cope with the situation with the help of usual means. There are two types of crisis situations: due to changes in the natural life cycle and appearance of traumatic events in the life. Although the crisis situation is neither a disease nor a pathology itself and reflects a person's actual struggle with the current crisis, it may be associated with previously unresolved or partially resolved conflicts, resulting in an inadequate response. Exactly these people need help in the period of the crisis, which is seen not only as a difficult and responsible period in the life of a person, but also as a dead end, making further life meaningless. Although all of the above applies to individuals, the crisis model is also applicable to work with families, since most crises occur within the family.

In cases when the family is in the "collective crisis", due to a violation of the performance of its role by one of the members of the family or when the behaviour of one of the family members is a traumatic event disrupting the normal course of the family life (examples of such situations include departure of one parent from the family, imprisonment of one of the family members, appearance of new family members (child, new spouses), parents' belonging to destructive religious sects, loss of work by parents, intolerable moral atmosphere in the family due to illness of one of the parents, etc.), interference should be quick and based on a correct assessment of the scale of maladaptation, as well as the available means of overcoming it. In this case, both internal resources of the family and external forms of assistance are used. Efforts of specialists should be aimed at providing emotional support to family members, improving communication them, mobilizing family forces to overcome the crisis situation, and searching for adequate ways out of it. Assistance in this situation should be comprehensive and broad in the scope of problems and people involved in it. To

help the family in a crisis situation, informal support groups and specialized institutions (social and pedagogical centres, social services, medical services, etc.) can be involved.

The crisis situation requires a rapid response, so detailed diagnosis is not carried out, and is used as internal resources of the family, and external forms of assistance (Goncharova, 2014). The social pedagogue solves the problem by providing immediate emotional support, tries to mitigate the impact of the stressful event and mobilize the family's efforts to overcome the crisis.

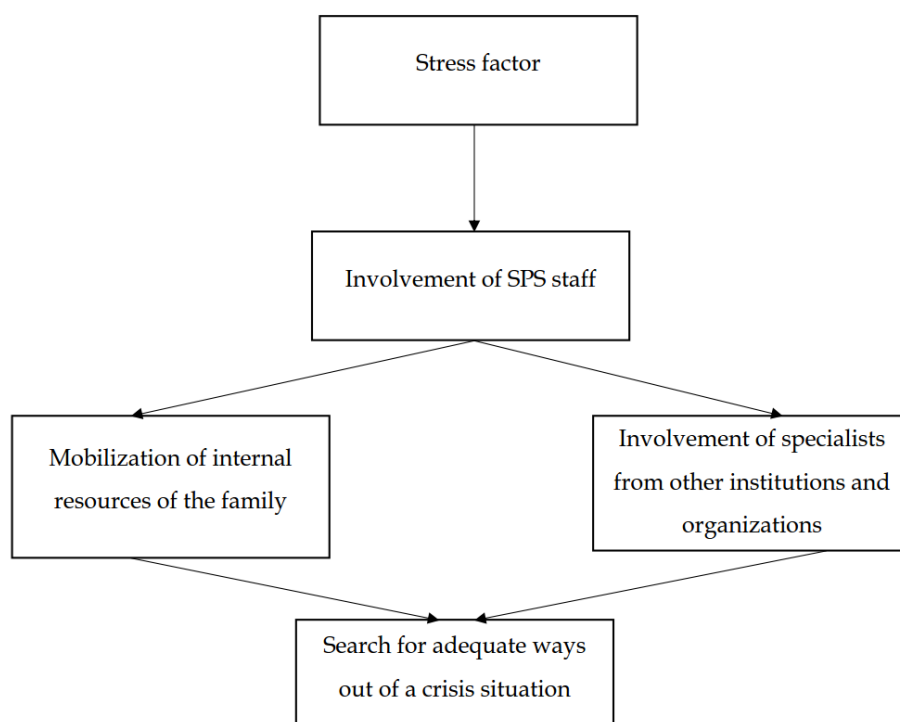


Figure 2. Crisis model of solving a specific family problem

The problem-oriented model of the work with a family is aimed at solving certain practical problems. Work with a specific family is necessary if there is a problem related to violations of the moral climate of the family, value orientations of family members, and the low pedagogical and everyday culture of parents. All this leads to the appearance of peculiarities in the upbringing of children in the family. Such problems include parents' evading from performing their duties towards children or their improper performance, when upbringing

has a destructive antisocial character, when anti-pedagogical measures of influence are systematically used, etc.

According to this model of work with the family, attention is focused on the current problem situation in the family and on consolidation of the efforts of all resources, both internal and external, in the search for adequate ways out of it. Methods of the problem-oriented model include social patronage of the family, drawing up a plan for the protection of the rights of the minor, development of mechanisms for inter-agency cooperation in removing a family from a socially dangerous situation, psychological and pedagogical consultations, and a map of the network of contacts.

Socio-pedagogical work is carried out in several areas: activities related to raising the level of sociocultural adaptation of an individual or a group by means of personal development; activities related to the prevention of disadaptation (social, cultural, psychological), which includes work with people of deviant behaviour and marginalized groups; activity concerning socio-cultural rehabilitation, related to people who have deviations from the norm in their physical, mental, social development; mediation in the relationship of an individual or group with the environment, which is due to the interests of their socio-cultural formation and development.

Since the problem of a child, which needs to be solved, has internal, personal, and external aspects, the work of specialists usually includes three main components (Mikhailenko, 2006):

- direct (individual) work with the child, suggesting psychological and pedagogical support for the student. In the conditions of the general education school, communication between a psychologist, a social pedagogue and a student often has an individual character, each meeting contains elements of diagnosis and counselling;

- work with the pedagogical team (individual work with teachers, participation in the work of the Prevention Council, etc.). The main task in working with educators is development of tolerance towards the child;

- work with the family, aimed at development of the psychological competence of parents, motivational and educational resource, optimization of the child-parent relationship. Work with parents is built using family counselling and family psychotherapy, which is teaching the parents to elements of psychological culture in communication with children; mediated influence on the process of socialization of children.

Thus, the main items of this part are the following. All teaching staff of the educational institution are engaged in identification of minors in a socially dangerous situation, but the specialists of social and psychological service are in charge of the process. To eliminate the causes and conditions of a socially dangerous situation the Minor Assistance Plan is made. The work is based on short-term models of working with families - crisis and problem-oriented. The crisis model is determined by the state when a person cannot cope with a challenging situation by usual means. The problem-oriented model is aimed at solving certain practical problems of a family. The work of specialists with a child includes three main components: individual work with the child aimed at psychological and pedagogical support, work with the pedagogical team aimed at development of tolerance towards the child, and work with the family, aimed at optimization of the child-parent relationship.

From all above-stated, it is possible to draw a conclusion that the main efforts of social and pedagogical support are aimed at ensuring successful socialization, health of students, preventing deviations in their development. Social-pedagogical service in the school is designed to organize active cooperation of the school administration, teachers, pupils and parents among themselves, and external social structures. This cooperation is aimed at providing qualified, comprehensive and timely assistance to children and their parents to protect their personal rights and prevent their violation. Social and pedagogical support in school is a system of assistance and protection of the child as a whole, in his needs and interests. The content of the work includes organizational, managerial, legal, economic, psychological, medical aspects and technologies. It is of highly importance that in order to provide multidimensional support to

children, their family is also taken into consideration and becomes a subject of the support along with the child. The mission of all employees of the educational institution is to ensure integration of the child in the process of socialization into a dynamically developing society.

4.3 Practical Support to Children from Dysfunctional Families

This sub-chapter is designed with the view of the research objective 3, which is to analyse how the actual support to children from dysfunctional families is provided by the school. Schools documents were used as the data source.

The research was conducted in school X. The goals of school activity (School Charter, 2014) are to achieve a high level of students' intellectual, physical and aesthetic development, to bring up the moral personality, guided by human values. Thus, the school enables students to master the system of knowledge about the nature, society, human being and techniques of independent activity. In addition, the school provides equal opportunities to continue education in accordance with abilities and vocation. Based on the goals, school objectives are set as follows: to implement education programs and state standards for primary, basic and complete general education, as well as programs of additional education, to create the most favourable conditions for intellectual, moral, emotional and physical development of the student and realization of their abilities.

The school implements programs of primary, basic, secondary and additional education. Education at the school is built on three stages: grades 1-4 - stage I, grades 5-9 - stage II, grades 10-11 - stage III. The school has 705 children from grades 1 to 11. Classes are completed in the amount not less than 25 students from among school-age children living in the school neighbourhood.

In accordance with the decision of the Ministry of Education of the Republic of Belarus of April 27, 2006 No. 42 on Approval of Social, Educational and Psychological Service of the Educational Institution, a socio-pedagogical and psychological service (hereinafter - SPPS) was created at school. Unification of

specialists in SPPS is aimed at integration and coordination of their activities, increase of effectiveness of socio-pedagogical and psychological support of the educational process, as well as development of contacts with institutions of social protection, health care system, internal affairs, other governmental and non-governmental organizations, charities and individuals in the interests of effective child support (Ministry of Education, 2007).

Service specialists include a social pedagogue, a psychologist, a pedagogue-organizer, a special needs teacher, a nurse, a lawyer, a methodologist. The content of work of these specialists as a part of SPPS is determined by their job responsibilities. Assistant principal on educational work co-ordinates and directs the activities of SPPS. Socio-pedagogical centres providing them with organizational and methodological assistance, coordinate the activity of SPPS social pedagogues and psychologists on the individual preventive work with juveniles in a socially dangerous situation and their families. SPPS specialists participate in the work of regional, city methodical associations. Department of Education provides coordination of SPPS activities in all areas of the service taking into account characteristics of the region. In SPPS, employees are subject to rules of the internal labour regulations of the educational institution.

The SPPS of the educational institution renders social, pedagogical and psychological assistance and support to all students, teachers, parents, other participants of the educational process who need it, as well as to those who addressed personally or upon the recommendation of the guardianship authorities, child protection authorities, teachers, inspections and commissions for minors and other interested parties. In general, the parties involved in social and pedagogical support to children rendered in the school, are represented in Figure 3.

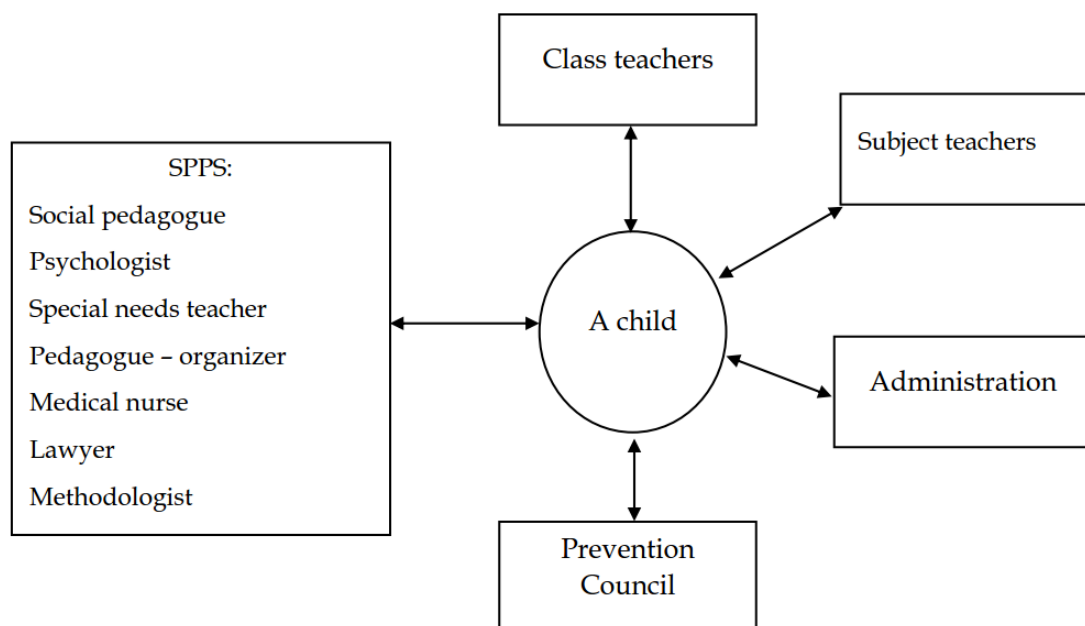


Figure 3. Parties of the social and pedagogical support in school

In 2015-2016 academic year, the following objectives (Social and Pedagogical Service, 2015) of the social and pedagogical service were set: 1) socio-psychological support of the educational process, the result of which is creation of a favourable socio-psychological climate as the main condition for development, self-development, socialization of an individual; 2) through educational, social and pedagogical work, through involvement of children and parents in various activities, organization of their social initiatives to achieve the level of motivation for socially useful activities, at which any offences or crimes on the part of students will be virtually eliminated; 3) to promote development of students on the basis of universal human values, formation of appropriate value orientations, manifested in interpersonal relations; 4) to develop the legal culture of students. Psychological and pedagogical work was conducted during the year according to the school annual plan.

In 2015-2016, in SPPS of the school X the following information was available:

Table 1. Number of families and children studying in school

families whose children are enrolled in school	329
full families	257
children in full families	265
single-parent families	72
children in single-parent families	94
families having three or more children	43
children from large families attending the school	68
low-income families	41
children in low-income families	78
dysfunctional families	4
children in dysfunctional families	6
children under guardianship	7
children with disabilities	5
children placed on intraschool register	8
children registered with the juvenile affairs inspection	6
families registered with the Juvenile Affairs Commission	5
children registered with the Juvenile Affairs Commission	7
children studying at home	3
children with deviant behaviour	15
children in difficult life situations	8

The old school aphorism says, "The most difficult thing when working with children is working with their parents." To work out the ways of solving a problem in a family, it is necessary to get to know all its members, to study its way of life, traditions, educational opportunities, relationships in the family. Each visit provides an opportunity to find out a lot about family members, to get to know parents more closely. This work was carried out by the social and

pedagogical service throughout the school year (Social and Pedagogical Service, 2016). A plan of individual preventive work for each family, placed on the intraschool register, was developed taking into account family problems. Consultations were held on legal issues, issues of upbringing the children in the family, social issues, on parents' responsibility for education and upbringing of their children; parents were supervised over the use of free time, and assistance was provided to solve communal problems. One mother was assisted in getting child allowances, which she could not do due to her high debts for utilities. Another mother was assisted in obtaining citizenship and passports for her son and daughter. The problem of moving the family K. to a new house was solved. During the school year, 72 home visits took place. Some families were visited several times with the inspector of the department for juvenile affairs during raids in the framework of Street Children programme.

A significant work with problem families and students living in these families is provided by the school Council for prevention of crime and neglect, which includes the school principal, the assistant principal for educational work, a social pedagogue, a psychologist, an inspector of the department for juvenile affairs, class teachers by invitation. It should be noted that the Council is not always getting together in full due to business of its members. During the year, 10 meetings were held, which addressed the problems of 45 students; decisions on 8 families were made on sending their documents to the Commission for Juvenile Affairs. Eight students were placed on the record in the inspection for juvenile affairs, Commission for Juvenile Affairs and intraschool register for the acts of hooliganism, thefts and drinking alcohol. 37 students were invited to the school council because of their absences from school. Class teachers were advised to more strictly monitor the attendance of students, to find out the reasons for their absence, find time to work with absentees and their parents. In addition, class teachers were encouraged to activate the work of class parental committees in dealing with problem families and children.

The social-pedagogical service, together with class teachers, performed their duties on work with guardians and carers. They number 8 people in the

school. Twice in the academic year, October and March, the characteristics of the wards are sent to the guardianship authorities. Attendance and performance of each of them are subject of control. Contacts between class teachers and a social pedagogue with the guardians have been established.

Preservation of life and health of children has always been one of the main tasks of the school. The school hosts a variety of activities: health days, sports events, a narcologic marathon, doctor's lecture on the dangers of smoking and alcohol. In addition, there are meetings with the inspector of the department for juvenile affairs, narcologist, instructions before vacations, class hours on the topic "I am a citizen of Belarus", etc.

Organization of summer holidays is also an important direction in the activities of the school. During the reporting period, 75 children had rest in summer camps, including children from large families, low-income families, dysfunctional families, single-parent families. Some children rested 2 times in different camps.

The school administration cooperates closely with the senior assistant to the city prosecutor, who weekly (1-2 times a week) has preventive discussions with the students. If necessary, the aforesaid official participates in individual preventive discussions with students and their families, consults class teachers and students. It is important to note that the senior assistant was able to establish a contact with students from the first days, which ensured their interest to the discussions and their active participation. Only during the period from January to May 2016, 16 general discussions took place, involving 18 classes and 1 individual.

In general, the school's activities in the field of children's support are aimed at identification of children at risk, diagnosing their problems, developing programs for individual and group work and ensuring the conditions for their implementation. These functional areas of activity determine the necessary steps and components of the support process.

Step 1. Organization of a database of children at risk. This function is highlighted in the school activity as a key one, since it allows organizing interaction between

the administration, prevention council, social pedagogue, class teachers. The data bank includes information about children living in the area of the educational institution from families in a socially dangerous situation, including neglected children, engaged in vagrancy or begging, left without parental care, living in special educational and other institutions for minors in need of social assistance and (or) rehabilitation, using drugs or psychotropic substances, children who committed an offense, registered in the department for the prevention of juvenile delinquency. By collecting the data, the social pedagogue differentiates problems and situations of the children.

Step 2. Diagnosis of problems of individual and social development of children falling into the sphere of the social pedagogue's activity. This function is required to clarify the social and psychological-pedagogical characteristics of each child, information about who was received in the data bank. To do this, work is carried out with the child, with the class teacher, subject teachers, parents. Individual characteristics of the child are studied, his interests and needs, difficulties and problems, conflict situations, deviations in behaviour are identified, their causes, track the origins of conflict situations are determined. Besides, the conditions and peculiarities of the micro environment of the child's vital activity are investigated.

Step 3. Development and approval of programs of social and pedagogical activities with a child, a group, a community. According to the results of the diagnosis, specialists determine the essence of the problem or the totality of the child's problems, select adequate psychological, pedagogical, social means for their effective resolution both individually and in groups. Individual socio-educational programs are designed to provide timely social and pedagogical assistance and support to a child in a socially dangerous situation. Group programs are developed to solve the problems of a certain group of children identified during the diagnosis. Public programs are designed to address the problems inherent in several groups or part of the school team, and are included in the school's overall program. Individual, group and community programs are developed with the involvement of representatives of all the services,

departments and administrative bodies required for resolving the problem. Projects of individual, group programs are by the social and psychological service, advisors and submitted for the discussion by the pedagogical council.

Step 4. Ensuring conditions for implementation of the programs. The social pedagogue, depending on the goals and objectives of the programs, acting as an intermediary between the student and educational institution, family, environment, specialists of various social services, departments and administrative bodies, acts simultaneously in several roles. Together with the commission on affairs of minors, school management, the social pedagogue distributes participation and responsibility of all the parties involved in implementation of the program, organizes implementation and implements individual social and pedagogical programs, organizes, coordinates, controls and participates in the implementation of group and community programs, monitors results.

Step 5. Inter-agency relations of the SPPS. The work of the SPPS is carried out in close contact with all the specialists of the service, as well as with the responsible person of the commission for the affairs of minors and other people involved in this work.

Step 6. Results of school activities. In case of the positive results of the implemented programs and activities, the child is removed from the school's intra-school register. In the absence of dynamics and deterioration of the situation, information about the minor and his family is transferred to the juvenile affairs inspectorate. Details of the schoolwork for prevention of family dysfunction and social disadaptation of minors are presented in Appendix 1.

Besides this general framework, the school successfully implements a program of socio-pedagogical assistance to children from dysfunctional families. The program aims to create conditions for successful socialization of a child from a dysfunctional family. This goal is implemented through the system of such tasks as early detection of dysfunctional families, implementation of information and mediation assistance to at-risk families, assistance aimed at successful socialization of children from dysfunctional families, reduction of the number of dysfunctional families. The program is designed for children from 1 to 11 grades and is implemented directly through the school. The program provides several forms of assistance to parents arising in the course of interaction with the children:

- 1) educational - prevention of emerging family problems and development of the pedagogical culture of parents. Assistance in upbringing, which is primarily performed with parents through their counselling, and secondly, with the child through creation of special educational situations for solving the problem;
- 2) psychological, including the socio-psychological support aimed at creating a favourable microclimate in the family during the period of short-term crisis and correction of interpersonal relations;
- 3) organizational, including organization of family free time;
- 4) informational, which is to provide information on family social security;
- 5) coordinating, aimed at activation of various agencies and services on joint resolution of specific problems of the family and the situation of a particular child.

The program uses diagnostic and administrative-educational techniques of work. Diagnostic methods include observation, survey and testing. Administrative-educational methods are limited by situational role-playing games and social and psychological trainings. Correction and psychotherapy are also used.

Thus, socio-pedagogical support of children from dysfunctional families has a complex nature. Socio-pedagogical support at school is a set of interrelated

and complementary activities of the team of specialists providing legal protection, social assistance, pedagogical support, psychological support for individual development, training of social competence skills. The object of social and pedagogical support, as a rule, is a child who already has some social problems due to the peculiarities of psychical development or health issues. The social and pedagogical support of children from dysfunctional families performs diagnostic, prognostic and preventive functions (identifying students in this category and identifying risk factors predicting the risk of problems and the possibility of overcoming them, as well as preventing the occurrence of problems through complete or partial overcoming of risk factors). The basic principles of social and pedagogical support of students at risk are fully consistent with basic principles of the modern pedagogical process: orientation to the subject-subject interaction, principles of continuity, openness, humanization, individualization.

4.4 Survey

As it was mentioned above, the main motivator for using the web-based survey was possibility to guarantee absolute anonymity to its participants. On the other hand, the researcher's intention was to obtain information about real support to children from dysfunctional families undertaken by school, teachers' attitude to these children and to identify teacher's perception of inclusion and inclusive processes.

Since one of the official languages in Belarus is Russian and this is the language spoken by the whole population of the country, the questionnaire and instructions were developed in Russian. For the sake of convenience, the questionnaire presented in Appendix 2 is provided in English.

Of the 30 teachers, 12 completed the web-based questionnaire resulting in a response rate of 40%. The survey had several aims. First, it was to get inside of the issue of support of children from dysfunctional families from the teachers' part – how they perceive these children, do they feel responsible for their support and are they ready to help them. The second aim was to understand the teachers'

opinion about the support to children in their school. In addition, the third aim was to see how teachers understand inclusion and if they are ready to its implementation.

The survey was conducted by means of a questionnaire provided to the teachers online. The first part of the questionnaire dealt with the phenomenon of a child from dysfunctional family as such, teacher's perception of these students and their support. The second section concerned with the measures the school shall take in order to provide assistance to this category of students. In addition, the third part referred directly to inclusion and teachers' readiness to realization of inclusion practices.

From the table of data, the most significant items are as follows. In the first section, all the teachers personally know children from dysfunctional families. The number of children from this category known to a teacher varies from 1 to 3. The most common sources of information about family dysfunction include information from other teachers - 100%, personal observations - 80%, students' neighbours - 60% or teachers' acquaintances and police officers - 40%. Surprisingly that information of this type does not get into school from medical organizations or from students' relatives.

In response to the question concerning how the family dysfunction is diagnosed, most of those surveyed indicated the analysis of student's performance, tests, discussions, social passport of the family drawn by the class teachers. 20 per cent of the participants also mentioned conclusions of other specialists.

The reasons of identifying the family as dysfunctional are various and include alcoholism of one or both parents, moral deformation of the family, conflicts and scandals within the family and low income of the family related to that father doesn't want to work.

The children from dysfunctional families have a number of positive traits including kindness, benevolence, and empathy. In most cases, they are hard-working and love their parents regardless of everything.

The most common areas of teachers' concern about these children are their future and their influence on the community in future. Over half of the surveyed reported that these children were left by themselves on their own; they lost their interest to studies and compensated the lack of attention at home with negative deeds. Almost two thirds of the participants felt that children in question are unbalanced, their actions are unpredictable, and they display the signs of aggression. The majority commented that in many cases such children are reserved, show their mistrust of people, rudeness. Moreover, they manifest signs of being intimidated.

60% of teachers see the signs of family dysfunctions in the behaviour of these children showing aggression and hooliganism. They commented that the students are prone to vagrancy and thefts, other crimes. In addition, the children from dysfunctional families manifest immoral behaviour. Just a small number of the subjects indicated students' inappropriate reaction to the comments.

From the viewpoint of development, the children in most cases have low performance, neurasthenia and psychic disorders. They are prone to alcoholism. More than a half of the teachers felt that the students do not observe the rules of personal hygiene and have different diseases. In addition, they suffer from malnutrition.

From the sphere of communication, children from dysfunctional families are often involved in conflicts with their peers and teachers. They frequently use foul language and have contacts with criminal groups.

Teachers' relations with the parents of the students from dysfunctional families in 60 per cent are absent. The rest of the teachers described their relations with the parents as strenuous.

According to teachers' opinion, the most important for creating the favourable climate at school for these students is attention to them, psychological, moral, and if possible, material assistance. These children require understanding of their needs and conditions. School should involve them in different activities and in social life in general, create situations of success.

Only 60% of teachers provide any assistance to these children. 40% of teachers decided to stand aside and do not render any help. In order to assist and support a child, teachers discuss problems with the students. They reveal students' interests and help in their realization. In addition, they try to discuss some issues with the parents. In some cases, they involve police offices for crime prevention, medical staff for prevention of addictions of any kind, such as drug addiction, alcoholism, toxic substance abuse. Teachers create situations of success, provide moral support, help in establishing relations with peers, and assist in getting medical aid (joint visits to a doctor).

In order to reduce the negative influence of the family on a child teachers suggest to limit the time which a child spends with his family at the expense of increase of the time spent at school (different groups of interest, hand crafts, extended-day groups and classes). In addition, the subjects recommended providing pedagogical assistance to parents. Common recommendations included involvement of the children in the social life and provision of out-of-school activity. One teacher suggested taking a child from the family or sending him/her to a boarding school in the most extreme cases.

In order the measures taken by school to be effective, in the opinion of those surveyed, teachers shall sincerely desire to help a child and love children in general. Moreover, they should place children's interests beyond all. School actions shall be purposeful and the purposes shall be united.

Only 3 teachers out of 12 are familiar with the concept of inclusion; however, they perceive it only as joint education of children with disabilities and those without. 80 per cent of the surveyed reported their unreadiness to implement "education for all". One teacher stated that children with pathology should be educated separately from the children of the "group of the norm", since even in class a teacher works for an "average" student. Strong and weak students are left behind. Despite the fact that we talk a lot about an individual approach, teachers cannot do it. However, in her opinion, all children should be brought up together. In this case, again, special conditions must be created, including material resources.

5 ANALYSIS AND DISCUSSION

Whereas chapter 4 *Results* in a detailed way presented the findings of the research going in line with the research objectives, in the following chapter the research results will be synthesized and discussed as regards the research questions expounded in chapter 3 *Methodology*. Additionally, limitations of the research will be discussed.

The study is aimed at understanding how the support to children from dysfunctional environment provided by Belarusian schools fits the idea of inclusion. The aim stipulated the following *objectives*: 1) to study international and national legislation in the field of children's rights protection; 2) to study school obligations towards the support of children from dysfunctional families as it is prescribed by the law; 3) to analyse how this support is provided by schools; 4) to analyse teachers' perception of children from dysfunctional families and their understanding of inclusion.

To ascertain if the research objectives have been achieved, the following *research questions* guided the study: 1. How children's rights are secured in Belarusian legislation system and in what degree Belarusian system of children's rights protection matches the international laws 2. What are school responsibilities imposed by national regulations in terms of the support of children from dysfunctional families? 3. What actual measures are taken by the school staff in order to the support to these children? 4. What is teachers' attitude to children from dysfunctional background and how do they understand the processes of inclusion?

The data were collected by using several research methods, which were review of the existing legislative base governing children's rights protection and their support, review of school documents related to the issue under research and a web-based survey. The review of the legislative base was used to collect data for questions, which were covered by the first and second objectives. It was important to review the current legislation in order to understand the driving force of the problem of support of children from dysfunctional families within

the school. The review of the school documents was necessary in order to understand practical activities performed by the school to fulfil their care of the children existing in the complicating environment. Moreover, this stage of data collection was directly aimed at answering the question covered by the third objective, namely to analyse how the support is provided by schools. In order to analyse teachers' perception of children from dysfunctional families and their understanding of inclusion, the web-based survey was used.

5.1 Existing Legislative Base

When writing this paper, I studied the subject and objects of the law in the field of international and national protection of the rights of the child, the concept and classification of the rights of the child. In addition, I examined the development of international and national systems of protection of the rights of the child. All the stated above makes it possible to answer *how children's rights are secured in Belarusian legislation system and in what degree Belarusian system of children's rights protection matches the international laws.*

The results of legislation review demonstrated that the normative documents of the Republic of Belarus indicate that all children have equal rights to receive quality education and upbringing, as well as to a full-fledged life in the future. The protection of their rights and legitimate interests is declared as one of the priority areas of the state policy. Principally, legal acts related to the protection of children's rights are aimed at the comprehensive development of the concept of child safety, defining a key component of the child protection system - the interaction of services, parents and children. The services are centred on the safety of the child, subordinating the interests of parents to the interests of a child and limiting the autonomy of the family in favour of powers of services and specialists. The state is positioned as a key security agent. The former system of services and organizations is complemented by new services, and the key organizational decision is unification of institutions into a single system.

It is of critical importance that the necessary conditions were created and are being developed for full implementation of children's rights in the Republic of Belarus. The law secures the legal status of a child as an independent subject of legal relations. The legal guarantor of ensuring the rights and freedoms of children is the Constitution of the Republic of Belarus. The social policy of the state is based on the principles of humanism, social justice and equality. The necessary legislative base corresponds to the requirements of international norms. Legislation and policies regarding realization of children's right to education comply with the Convention on the Rights of the Child. Normative documents protecting the rights and interests of children from dysfunctional families have been adopted.

The rights of the child are closely interrelated with the attitude to them from the state, with the level of the political regime and social life of the state. The rights of children must be ensured by effective mechanisms and procedures that guarantee and protect them, and provide for sanctions as a result of their violation. These rights are worth nothing without the appropriate mechanism and structures that ensure their implementation. On the other hand, ensuring children's right is a guarantee of that the child will not be excluded from the field of the social life covered by the law. Thus, as it was mentioned above, international laws serve as a framework for the analyses of Belarusian legislation. In this regard, it is significant to find that Belarusian law system in general meets the requirements of international provisions which certifies that children's rights have proper protection and security. The results of this study match the results obtained and reflected in the situation analysis of children's rights implementation in Belarus initiated by UNICEF (2015). According to this report, in the Republic of Belarus there have been significant changes in creation of favourable conditions for implementation of the child's right. The legislative framework required to ensure normative legal regulation in the sphere of implementation of children's rights is in line with international norms. All normative legal acts and documents the recognition of the rights of the child at all levels. In particular, it is recognized that every child needs help, support and

protection, and first of all that one who appeared in a difficult life situation. Legally binding standards are provided with the necessary institutional support. Among the key factors influencing implementation of children's rights in the Republic of Belarus is the social policy of the state, which is built on principles of humanism, social justice and equality. For children in the country, conditions are created in which they have the opportunity to develop as a person and realize their potential.

This study has a number of *limitations*. First, it is a time constraint. Since the field of the law is very broad, it is impossible to investigate it soundly within time limits, hence the legal research is extremely time consuming.

Then, the researcher's inquest into legal issues does not get any support from social facts or values. In these terms, the present part of the research is only theoretical and deprived of any social facts. However, it is necessary to look at the legislation from the standpoint of social facts and values. In my research, it is impossible to analyse the regulatory documents in the sense of the actual outcomes. According to Vibhute and Aynalem (2009), modern social-goal-oriented laws demand for pre-legislative examination of the issue and require recognition of extra-legal factors that have made a substantial input in shaping the legal rule. In this particular case, even with such apparently optimistic conclusion about Belarusian legislation in the field of children's rights and its principles of humanism, equality and justice, with provision of child safety as a key component, and conformance to main international documents, an unprejudiced researcher must bear in mind that all the stated above does not mean that those provisions are carefully observed and followed. Taken into account the settings of the research, it is important to remember about numerous data distortions and situations when a person in charge needs to provide a report stating that all the set objectives and planned figures have been achieved. The situations where nobody will try to figure out why this or that document did not work and what barriers prevented from goal achievement. Under such conditions, in most cases some parts of regulation norms are neglected and ignored and this ignorance may exist for a long time until the case is revealed.

Due to the political specifics in Belarus, there is currently a shortage of relevant studies. Or, to paraphrase, the public is not provided with a research confirming the effectiveness or ineffectiveness of legislation in the field of childcare. All conclusions are made on the basis of compliance of the legitimate system of Belarus with world standards and the reports done by heads of the departments of education, which can be questionable, by their nature. Another problem is the danger of making judgments about the work of legislative bodies and the appropriateness of legislation in the Republic of Belarus. Thus, on this grounds, the present research might be a sensible input into the field.

To improve the situation in the field of children's rights, several questions remain to be resolved. In particular, it is necessary to find out the most vulnerable aspects of children's lives. Further work is required to carry out the research, collect facts characterizing the attitude towards children, the conditions of their existence.

5.2 School Obligations towards Children from Dysfunctional Families

It is logically to start discussion of school obligations in relation to children from dysfunctional families from the family dysfunction itself, which is at the same time both simple and complicated, since the forms of family dysfunction are quite diverse, as diverse types and varieties of family unions. If there is no doubt among teachers or public about apparent family dysfunction (alcohol or drug dependence of one or more family members, family conflicts, violence and abuse of children, antisocial behaviour of parents, etc.), that such families cannot successfully cope with their basic functions, primarily with educational tasks, exert a dissocializing influence on children, its latent forms do not cause particular anxiety and concern. Outwardly respectable families with concealed ill-treatment demonstrate a double morality that children quickly absorb and make the law of their life.

If to discuss the causes of family dysfunction, then again here everything is not as simple as it might seem at first glance. Sharp changes in economy, politics and social sphere in Belarus negatively affected not only the material side of the family, but also the relationships between its members, and above all, between parents and children. First, the gap between the vital values of different generations has widened. Secondly, the level of claims from parents to their children has increased in conditions of different levels of education. And finally, thirdly, there is an impact of overstated social demands. As a result, the tension in communicating between parents and children increased. On the one hand, parents do not have enough time to perform educational function in the required scope due to the additional workload, which has increased significantly in recent years. On the other hand, many parents do not have the knowledge to solve this or that particular problem, often unexpectedly arising in family relationships.

If to go back to the second research question going into *school responsibilities imposed by national regulations in terms of the support of children from dysfunctional families*, we have to understand that educational authorities and institutions play a leading role in organizing work with children. On the other hand, school has binding duties provided by the current legislation. Analysis showed that normative legal acts regulating children's rights, education and their development direct pedagogical staff and parents to joint partnership in education for a diversified, creative personality, taking into account its age and individual needs. Teachers and parents, interacting, implement their potential in education and development of children. It is in the process of such interaction that the pedagogical position of parents and teachers is improved, while the child is seen as a unique value. The emphasis is on such forms of organization of interaction between teachers and parents that would integrate family and public education, create conditions both for development of the child, and for parents to acquire the experience of full-fledged education. Parents receive appropriate pedagogical support for education and development of children and implement educational programs within the family.

However, effective school actions to support children from dysfunctional background are impossible without introduction of a number of fundamental principles provided by specific regulatory acts. The most important of them can be attributed to early identification of dysfunctional families and mobilization of their resources. Early detection of families experiencing significant difficulties in upbringing of children makes it possible to provide assistance at an early stage, not to bring the situation to the removal of the child from the family and his transfer to the care of the state. Mobilization of internal resources of the family makes it possible to restore the parents' social and pedagogical skills more effectively than the methods of external coercion.

Detection of potential children and families at-risk should be considered in two aspects. The first aspect is early identification of a child at risk. The second is identification of families at risk as early as possible when they manifest any signs of the family crisis. The system, however, developed by the government and exercised by the school, is set up to identify only those children who can potentially meet the criteria for referring to as being in a socially dangerous situation, although the risk group may be much broader. Intervention of specialists in the protection of childhood occurs when the family, and, accordingly, its child, has already been at risk: certain factors appeared, which in the future may pose a threat to the child. Such intervention presupposes elimination or neutralization of risk factors through specific actions.

Educational institutions organize systematic work on early detection of children's problems using the main criteria and indicators of socially dangerous situation of minors and on the basis of study of living conditions and upbringing of children in the family, analysis of parental involvement in the activities of educational institutions, registration and analysis of the commission of juvenile offenses and crimes, systematic monitoring of families. In most cases, the main cause of the socially dangerous situation of the child is family dysfunction. Timely identification of family problems and the provision of psychological and pedagogical assistance is an important area of preventive work.

All families, without exception, have internal and external strengths, or resources, that can serve as a basis for reducing the risk factors and their causes, and for strengthening the protective factors and building the capacity of the social network surrounding the family. Actions of employees of educational institutions should be aimed at implementation of the human capital of family members so that they can fully realize their knowledge, skills and abilities.

However, as it has been stated above, none of the research was carried out to prove the effectiveness of Belarusian model of child support from the school part. In this respect studies covering these aspects should be done.

5.3 School Case

The third research question of the study is connected with *the actual measures provided by the school staff in order to support children from dysfunctional families*. As I have already mentioned, no information was found in the literature on the question of efficiency of the Belarusian model of support to children from dysfunctional families. If to take the school under the question, they register dysfunctional families and families at risk, however it does not seem that children are provided with special attention until they show the signs for need or psychological or any other type of help. However, in its turn each school has its own variations of the model and different people working with the children. Thereafter, a positive result of one district cannot reflect the picture of the whole republic. In addition, one should take into account absence of democracy in the country, which implies a certain level of data distortion, presenting better results than they are in reality.

The current study found that the work of the social-pedagogical service is multidimensional. As a result of a well-planned work, the team of the social-pedagogical service can promptly identify emerging problems and determine the ways to solve them. The analysis of SPS activities makes it possible to single out the main directions of rendering social, pedagogical and psychological assistance and support to a child from a dysfunctional family.

1. *Problems of social and mental development of the child.* The main areas of assistance: psychological and socio-pedagogical support and assistance to the child in overcoming complexes, satisfying emotional demands, gaining personal identity, self-determination, avoiding emotional trauma, promoting development of sustainable values and moral norms, support during the crisis period of development, etc.

2. *Personal problems of the child.* Help in overcoming the crisis, overcoming feelings of inferiority, realizing their limited opportunities in the family, sexual problems, fighting for personal and social status, etc.

3. *Family problems.* Family conflicts, family crises, assistance to a child from a divorced family, a family in the second marriage, single parents (usually mothers), guardianship families, and families of adoptive parents.

4. *Problems of mental and personal health.* Preventive care for mental and physical illnesses, mental suffering, disorders associated with alcoholism, drug addiction, everyday stress, conflict, borderline conditions, etc.

5. Assistance in solving *personal problems, communication, mental states.*

6. *School counselling:* problems of relationships between teachers and children, students with each other, issues of relationships with parents, school success, development of abilities, behavioural disorders, supporting a child in a dysfunctional family, helping children at risk, children in difficult life situations.

7. Psychological assistance in overcoming *ethnic prejudices, stereotypes* among emigrants, refugees, immigrants.

8. Psychological help and support in the *experience of extreme situations:* "hot spots", military and ethnic conflicts, earthquakes, man-made disasters, etc.

Socio-pedagogical and psychological assistance to children is aimed at socialization of an individual. By socialization I mean mastering the norms and rules of the life in society, knowledge and skills to build relationships in a society; the ability to commit oneself; the ability to express the free will; the ability to design the future, internal responsibility to yourself and other people.

The work of the social and psychological service in school No. X in the field of supporting children from a dysfunctional family is conducted in two

directions: work directly with students, as well as with their families and social preventive work. The need to create such a system is determined by the requirements of the legal norms for protection of the younger generation. The help and support service should be built on many principles. One of the main among them the humanization of the attitude of society towards children, transition from a delayed punitive response to deviations in behaviour to provision of comprehensive and timely assistance, restoration of the priority of development before punishment.

Improperly arranged work on identification of child ill-being leads to belated intervention in family problems and time-consuming resolution. This requires increased responsibility of heads of educational institutions, beginning from pre-school education, teachers, class teachers (supervisors), all teaching staff for interaction with a family, study of individual characteristics of each child, conditions of his upbringing and living, attitude to school and social environment.

Currently, there is an acute need for new and effective methods of work with dysfunctional families and children. In the same time effectiveness of assistance to a family depends on how quickly unfavourable position of a child in the family was revealed and what types of aid and when were provided to the family by specialists.

In the activities of schools today, there are a number of problems that make it difficult to carry out effective work on social and pedagogical support. The first is that school lacks real levers of influence on parents who do not want to fulfil their basic functions in normal maintenance and upbringing of their children. Then the school does not have enough authority and resources (administrative, material) to implement a full cycle of preventive activities to obtain sustainable positive results. Even at the stage when school representatives have to visit student's home, they can face a situation when nobody opens the door. Moreover, such situation may repeat many times. To solve these problems, it is necessary to organize a continuous, integrated, purposeful activity on the social and pedagogical support to a child.

An initial objective of the research was to analyse the support to children from alcoholic families. However, at closer examination, impossibility of this task became clear. The question of family dysfunction is related to ethical issues requiring tactful treatment. Even though the school has certain criteria of family dysfunction, they do not set strong limits. So, for example, in case with alcoholic families, where is the border when a person can be called alcoholic? How much shall a person drink to get in trouble? This situation faces the issue that is more ticklish. A person cannot be called alcoholic until he or she is officially registered with a narcologist. In all other cases, contending that a person is alcohol addicted can be treated as insulting. However, it is obvious, that a child from this background will show the signs of family dysfunction and neglect and will be the subject of close attention from the part of the school. Moreover, all kinds of support will be designed based on the child's personal needs instead of the type of family dysfunction.

5.4 Survey

The present study was designed to understand the actual support and attitude to children from dysfunctional environment from teacher's perspective. In addition, I wanted to get into teachers' understanding and perception of inclusion.

The results of the survey are consistent with the literature review, which showed that there is no single cause of family dysfunction. The causes of family dysfunction are diverse, interrelated and interdependent. It is possible to distinguish three groups of causes of family dysfunction, negatively affecting the child. First, the causes of the biological nature, like alcohol dependence. Secondly, crisis phenomena in the socio-economic sphere, which directly affect the family and reduce its educational potential. Third, the causes of psychological and pedagogical nature associated with the morality of the family, intra-family relations and upbringing of children in the family.

The study supports previous research into the influence of the family environment on the development, communication and behaviour of children. As mentioned in chapter 2 *Literature Review*, in an unfavourable psychical atmosphere of families with obvious dysfunctioning, children with deviant behaviour appear. A large number of children from such families have deviations in behaviour from generally accepted norms. A troubled family demonstrating and instilling anti-social habits, attitudes, needs, which does not provide control, emotional support and protection from external negative influences, has a destructive effect on development of moral characteristics of child's identity. Closure of these children in their environment creates favourable conditions for consolidation of value orientations received from parents, and finally, for their development into truly criminal, consciously anti-social attitudes. The child develops distrustful hostility towards others, suspicion, aggressiveness. It is increasingly difficult for him to establish friendly contacts with peers.

One interesting finding is that most children under the research are seen by teachers as kind-hearted, sympathetic and hard-working, which does not agree, for example, with the research of Balsa (2008), where she stated a negative effect of parental drinking on children's labour force participation. However, these consequences may be manifested later during adult stage of life.

In respect to the second objective of the survey, the current study found that teachers in Belarus do not understand the concept of inclusion in full and do not feel engaged in the practices of inclusive education. They see inclusion processes only through the lenses of mainstreaming children with disabilities with healthy students. A possible explanation for these results may be the lack of adequate knowledge and training of teachers related to inclusion. In addition, it should be mentioned, that the state ideology towards inclusion aims at students with disabilities and teacher's perception of inclusive education is merely reflection of those policies.

At the same time, the teachers recognise the existence of certain groups of students needing more attention from pedagogical staff and have positive view

on additional support of them. Besides, they agree on a significant part played by school in the attempt to change the life of these children. However, an important finding was that in spite of the requirements to school, the majority of teachers do not render any support to children in trouble. The results of this study did not show that all the teaching staff are engaged in the assisting process, which in its turn is violation of the law. A possible explanation for this might be that teachers in Belarusian school, besides teaching, are overloaded with paper work and reports. Thus, due to their business they tend to perform only their own duties as subject teaching believing that it is responsibility of class teachers and school administration to carry out extra support and care of certain children. However, other possible explanations may exist which are seen as a topic for further research.

The results of this study indicate that teachers psychologically are not ready to accept children with diverse health problems. Yet they understand that all students are unique and have diverse needs. Therefore, some of the issues emerging from this finding relate specifically to teachers' education. The primary and important stage in preparation of the education system for implementation of the process of inclusion is the stage of psychological and value changes of its specialists and the level of their professional competencies. Already at the first stage of the development of inclusive education, the problem of unpreparedness of teachers to work with children with special educational needs is acute; a lack of professional competence of teachers to work in the inclusive sphere, the presence of psychological barriers and professional stereotypes is obvious. The main barrier is fear of the unknown, negative attitudes and prejudices, professional uncertainty of teachers, reluctance to change, psychological unpreparedness to work with special children. This poses serious challenges not only for the psychological community of the education sector, but also for methodological services, and most importantly for the head of educational institutions that implement inclusive principles. Teachers of general education need specialized comprehensive assistance from specialists in the field of correctional pedagogy, special and pedagogical psychology that will provide

understanding and implementation of approaches to individualizing the education. First of all, it is work with children with diverse needs and consideration of this diversity in pedagogical approaches to everyone.

It must be marked that the study has *limitations* as these findings cannot be extrapolated to all schools in the country. Moreover, with a small sample size, caution must be applied, as the findings might not be in line with the results from other schools, since they reflect only the situation in one certain school. As it has already been mentioned above, in spite of the common goal and direction, and even state prescription, different schools implement support programmes in their own way and obviously have their own results of that implementation.

6 FINAL CONSIDERATIONS

This study was set out to understand how the support to children from dysfunctional environment provided by Belarusian schools fits the idea of inclusion. In accordance with the aim and objectives of the research, I described the theoretical and methodological foundations of socio-pedagogical support for children from dysfunctional families in Belarus, analysed the current state of socio-pedagogical support based on a specific example of the activities of the school X, and by means of the web-based survey I analysed teacher's attitude to children from dysfunctional background and inclusion as such.

The research proved the basic assumption of the study that a dysfunctional family has a negative impact upon child's development, behaviour and communication and that these children require a special support and care from the part of the school to minimize negative outcomes of the influence.

The research has raised important questions about the nature of inclusive practices in Belarus and their implementation. It has shown that Belarus has sufficient legislative base in support of inclusion corresponding to the requirements of international legislation. The main points of Belarusian laws state that any child regardless of its age, language, origin, religion, etc. has the right to full-fledged living conditions, meals, health, family life and education. However, it must be mentioned that inclusion in official Belarusian policies is only reflected with respect to people with disabilities. On the other hand, even not being considered as inclusion, all children in educational institutions have right to additional care and support depending on their own diverse needs.

The research has also shown that Belarusian regulations make it incumbent upon the school to identify, monitor and work on the living conditions of its students. Besides, the school is obliged to identify minors living in dysfunctional families or families at-risk, perform preventative and correction work with such families and to provide special support to children from dysfunctional background. To implement this, the work of the school is regulated by a number of governmental documents. As prescribed by these documents, each school has

its own social and psychologic service focused on unification of pedagogical impact of the school and the environment. The service is aimed at organizing active cooperation of the school administration, teachers, pupils, parents, external social structures with the purpose of rendering real, qualified and comprehensive assistance to the schoolchild in the processes of formation and development of its identity. Moreover, use of teamwork implies a professional, system approach to the work with a student and a family as a whole.

Furthermore, each school develops its own support programs. If the family of a student gets into the area of special attention of the school and placed on the register as dysfunctional or a family at risk, or if the student manifests any signs of problems of psychological, somatic, mental or other nature, without delay he becomes an object of extensive school support. Analysis of the work of the school with minors from dysfunctional families shows that identification of minors at risk, analysis of their families is a labour-intensive process of collecting and analysing information from various sources. When identifying such children, it is impossible to single out one reason, which served as a risk factor. As a rule, the combination of unfavourable conditions leads to a deviation in behaviour and in the development of personality.

The significant finding was that even though in general such children provoke sympathy with teachers, not all of them are ready to provide special assistance to this child. On the other hand, teachers recognize the importance of such work with the students from the part of the school as, according to the previous studies, children from dysfunctional families have many problems related to their behaviour, development and communication. One of the important findings to emerge from this study is that teachers showed very low awareness of inclusion as such and their unreadiness to its implementation.

Taken together, these results suggest that more comprehensive work shall be done in school towards implementation of principles of inclusion. The current data highlight the importance of special support to children from dysfunctional families. The research provides a framework for the exploration of how inclusion

is perceived and implemented in the Republic of Belarus and extends our knowledge in regards to support of children from dysfunctional families.

It seems that what is now needed is a cross-national study involving all regions to prove or disprove the efficiency of the Belarusian model of support and preventive work. I think, that subsequent research could investigate to what extent a country's school policies can reduce the effects of growing up in a dysfunctional family. The government and local authorities should be more open to researches not relying only on school information but also to consider research results from the outside.

There are a number of important changes shall be made. Teachers shall take more active part in the process of support and to reveal less indifference to the life of students beyond the school building. Continued efforts are needed to improve teachers' education. Training of teachers to work in the context of inclusive education should be carried out through the development of their skills, which can significantly supplement existing professional competences, indicate the vector of their further development, overcome cognitive dissonance caused by difficulties of work in the conditions of inclusion. Within the framework of inclusive education for personal and professional training of the pedagogical collective of the general educational institution, teachers need knowledge about what inclusive education is, what are its features and what is its difference from other forms of education; knowledge of psychological, personal and age features of children's development in conditions of inclusive education; the ability to competently interact with all subjects of the educational process. Staff of the educational institution, first of all, should be ready to create an enabling environment for teaching children with different needs, and be prepared for self-education and professional self-improvement.

For each country, regardless of its political, social, economic and cultural peculiarities, care for the younger generation is one of the main national priorities. The role of children in the life of the society always was, is and will remain significant. Aristotle argued that "all who have meditated on the art of governing mankind have been convinced that the fate of empires depends on the

education of youth" (1976). The life of the country in the future depends on how children live in the present.

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APPENDICES

Appendix 1 Main mechanisms of school work for prevention of family dysfunction, social disadaptation, delinquency and neglect of minors

Contents of activities	Criteria.	Rationale	Actions of the educational institution in regard to students and families	Person in charge
Analysis of the social situation at school	Identification of groups at social risk (minors in a socially dangerous situation), groups at risk in social disadaptation (including students who are in difficult life situations), families in a socially dangerous situation;		identification of students who are in a socially dangerous situation, families in a socially dangerous situation; identification of students who are in difficult life situations; participation in operations <i>Family, Contact</i> and others.	Administration Prevention Council Social pedagogue Class teachers
Drawing up a social passport of the school	Situation monitoring		analysis of the social situation, preparation of the data base;	Administration

		allocation of categories of students, families (category of the school social passport).	Social pedagogue Class teachers
Implementation of general preventive measures	Prevention of child neglect, delinquency, family dysfunction	implementation of prevention activities with students, their families; implementation of programs for prevention of child neglect and juvenile delinquency; class teacher's work with students and their families on prevention of social disadaptation according to the plan.	Administration Social pedagogue Psychologist Class teacher
Assistance of administration, school specialists, non-	Provision of targeted assistance in the absence of improvement, deterioration of the situation,	a request from the class teacher for the provision of targeted assistance;	Administration Social pedagogue Psychologist

governmental organizations to work with students	inefficiency of the individual work done by the class teacher	assistance from the administration and school specialists within their competence; assistance of non-government organizations (parent committee, public children's movements and organizations, Board of Trustees, etc.).	Medical worker Class teacher
Social situation control	Prevention of neglect, delinquency. Prevention of social orphanhood.	control of students' attendance; control of students' behaviour; participation in operations Family, Teenager. control visit of students, families in a socially dangerous situation by school specialists; participation in raids jointly with specialists of the	Administration Prevention Council Social pedagogue Class teacher

		prevention system of child neglect and juvenile delinquency.	
Work with students who are in difficult life situations	Individual work	individual work with a student and his family by the class teacher, according to her functional responsibilities; individual work with student and his family, carried out by a social pedagogue, according to his functional responsibilities in cooperation with the class teacher, experts of different agencies and services; work of psychologist according to his functional responsibilities.	Class teacher Social pedagogue Psychologist

Contacting services and agencies of prevention of child neglect and juvenile delinquency, including JAC, Juvenile Affairs Inspection, guardianship, social protection, education department	Upon detection of a child and (or) a family in a socially dangerous situation.	Notification of services and agencies of prevention of child neglect and juvenile delinquency on a child and (or) a family in a socially dangerous situation to determine strategies and mechanisms of assistance to the student and his family.	Administration Prevention Council Social pedagogue
Assistance of the school collective bodies to students being in a difficult situation, minors and families who are in a socially dangerous situation	Provision of complex assistance	Assistance of the school collegiate bodies and in case of need, development of specialists' support programs	Administration SPPS Prevention Council Teachers' Council

Registration of students, families for intraschool control	According to the decision of the Prevention Council, according to the criteria of registration	Drawing up individual support programs, organization of the individual work with students and their families.	Prevention Council
Support of the student, family, placed on the intraschool register	Carrying out a purposeful individual work with the students, placed on the intraschool register	organization of the work of the class teacher with the students and their parents, families, placed on the intraschool register, according to the individual support program; organization of social and pedagogical support for students placed on the intraschool register and their parents, families, by a social teacher according to the decision of the Prevention Council; at the parents' request, by the decision of the collegial bodies organizing psychological help by a	Social pedagogue Psychologist Class teacher

		psychologist to the students placed on the intraschool register, their parents and families, according to the decision of the Prevention Council	
Assistance by services and agencies	Provision of psychological, legal, social, medical, rehabilitation assistance to students and their families; individual preventive work	Assistance by services and agencies: juvenile affairs inspection; social security authorities; guardianship authorities; youth affairs bodies; health care authorities; employment agencies; departments of internal affairs; - territorial centres for social assistance to families and children.	Administration Prevention Council Social pedagogue
Removal from intraschool register	Positive dynamics	Removal of the student from the intraschool register by the decision of the Prevention Council, in accordance with the regulation.	Prevention Council

Contacting juvenile affairs inspection	Absence of positive dynamics when working with students and their families, deterioration of the social situation	Provision of the information about minors in socially dangerous situation and their families.	Administration Prevention Council
Support of the student, family, placed on the register of the juvenile affairs inspection	Holding a joint prevention work	interaction with the juvenile affairs inspection on the work with students, put on JAI register and their families; work of the school specialists with students, put on JAI register, and their families by the class teacher, social pedagogue, psychologist; interaction with specialists of the system for prevention of neglect and juvenile delinquency (including social security specialists, local police inspectors, etc.) on work with the students, placed on the register	Administration Social pedagogue Psychologist Class teacher

		of the juvenile affairs inspection, and their families.	
Contacting JAC	Inefficiency of activities undertaken on work with students and (or) their parents (on condition that all the possible actions in relation to students and (or) their parents have been done)	Contacting JAC for assistance and (or) application of enforcement actions.	Administration

Appendix 2 Questionnaire. Social and pedagogical support of children from dysfunctional families

1. Do you know any children from dysfunctional families?
2. How many children do you know living in dysfunctional families?
3. What are your sources of information about the dysfunctional family? (teachers, medical staff, police officers, neighbours, relatives, friends, own observation, other)
4. How are dysfunctional families diagnosed (specialists' observations, testing, questionnaires, interviews, trainings, documents, analyses of children's creativity products, lists of dysfunctional families, social-psychological passport of a family, family's application for help, analysis of child's health condition, analysis of child's development, other)
5. What is the reason to recognize the family as dysfunctional? (alcoholism of parents, conflicts in the family, financial situation of the family, single parent family, a morally deformed family, other)
6. How long do you know a child?
7. What positive things can you say about a child?
8. What worries you about the child (children)?
9. What are the indicators of dysfunctional family's negative influence upon a child's behaviour? (challenging behaviour - vagrancy, aggressiveness, hooliganism, thefts, extortions, offences, amoral behaviour, inappropriate reactions to adults' remarks, other)
10. What are the indicators of dysfunctional family's negative influence upon a child's development? (poor progress, neurasthenia, lack of personal hygiene, mental misbalance, alcoholism, illnesses, malnutrition, other)
11. What are the indicators of dysfunctional family's negative influence upon a child's communication? (conflicts with teachers, frequent use of informal vocabulary, fussiness, conflicts with parents, contacts with criminal groups, other).

12. How do you evaluate your relationship with parents? (good, relations are absent, strained, conflict)
13. In your opinion, what is the most important to create favourable environment in the school for a child from a dysfunction family?
14. Do you help the child with solving his personal and social problems, in case they are? How?
15. Do you provide a child with psychologically comfortable and safe environment? How?
16. Do you involve other specialists, services?
17. In your opinion, what are the reasons for dysfunction in the families you know?
18. In your opinion, what measures shall be taken from the school's part to reduce the negative impact of a family, if any, on a child?
19. In your opinion, what general principles shall be followed in order the taken measures to be effective?
20. Do you know what "inclusion" means?
21. How do you understand inclusive education?
22. Are you ready to introduction of an inclusive education? Why?