

## INCLUSIVE EDUCATION: INTERNATIONAL EXPERIENCE AND UKRAINIAN REALITIES

### ІНКЛЮЗИВНА ОСВІТА: МІЖНАРОДНИЙ ДОСВІД ТА УКРАЇНСЬКІ РЕАЛІЇ

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*The article presents the results of leading international experience and Ukrainian realities on inclusive education. The analysis of educational systems of different countries in the aspect of the implementation of inclusive practices shows that the mandatory basis for the implementation of inclusive education is the system of legislative acts, which provide for the declaration of the necessary rights and freedoms, as well as mechanisms for their provision. At the same time, national education systems should have a clear concept and strategy for the implementation of inclusive education, including a training system. The children involved in the general education process create special additional conditions, provide assistance and support that facilitates learning. Own models of inclusion are being implemented, which testifies to the impossibility of creating universal inclusive education models.*  
**Key words:** inclusive education, inclusion model, child with disability.

*У статті представлено результати провідного міжнародного досвіду й українські реалії щодо інклюзивної освіти. Аналіз освітніх систем різних країн в аспекті реалізації інклюзивних практик показує, що обов'язковою базою для здійснення інклюзивної освіти є система законодавчих актів, які передбачають як декларацію необхідних прав і свобод, так і механізми їх забезпечення. Національні освітні системи повинні мати чітку концепцію і стратегію реалізації інклюзивної освіти, що включає систему підготовки кадрів. Залученим до загально-*

*освітнього процесу дітям створюють спеціальні додаткові умови, надають допомогу і підтримку, які полегшують навчання. Реалізуються власні моделі інклюзії, що свідчить про неможливість створення універсальних інклюзивних моделей освіти.*

**Ключові слова:** інклюзивна освіта, модель інклюзії, дитина з інвалідністю.

*В статье представлены результаты ведущего международного опыта и украинские реалии по инклюзивному образованию. Анализ образовательных систем разных стран в аспекте реализации инклюзивных практик показывает, что обязательной базой для осуществления инклюзивного образования является система законодательных актов, предусматривающих как декларацию необходимых прав и свобод, так и механизмы их обеспечения. Национальные образовательные системы должны иметь четкую концепцию и стратегию реализации инклюзивного образования, включая систему подготовки кадров. Вовлеченным в общеобразовательный процесс детям создают специальные дополнительные условия, оказывают помощь и поддержку, облегчающие обучение. Реализуются собственные модели инклюзии, что свидетельствует о невозможности создания универсальных инклюзивных моделей образования.*

**Ключевые слова:** инклюзивное образование, модель инклюзии, ребенок с инвалидностью.

**The problem statement in general.** A recent trend in the development of modern education in Ukraine is the transition to an accessible education system for everyone in educational institutions. Nowadays, the formation of learning processes with the setting of adequate goals for all students, the process of eliminating the various barriers for the greatest support to each and maximizing the disclosure of its potential for creation an effective inclusive environment – the most important task of educational institutions. Inclusion is considered as the full inclusion of a child with disabilities in all positive aspects of the life of an educational institution that is accessible to the students at the same age.

**Analysis of recent research and publications.** Ukrainian scientists V. Bondar, M. Vasylieva-Khalatnykova, T. Yevtukhova, A. Kolupaieva, Y. Naida, N. Sophii, V. Sinov, L. Tokaruk, A. Shevchuk, N. Chernukha emphasize the relevance of the scientific research.

**Stressing of previously unresolved parts of the general problem.** It should be noted that the emergence of ideas of accessible education leads to deliberate and objective changes in the relationships within the educational systems, resulting in a new object

branch of research; theory and practice –inclusive education. Thus, there is a new social phenomenon of development of the Ukrainian educational system.

In the narrow sense, inclusive education is the inclusion of a child with a disability in the educational process, along with other children, for the acquisition of social experience and the existing system of social relations.

In the broad sense, inclusive education is viewed on the basis of the meaning of the term in French (from French. inclusive – includes itself). Accordingly, to the definition of professor at the University of Manchester, Peter Mittler, “inclusive education is the first step towards achieving the ultimate goal of creating an inclusive society that will enable all children and adults, regardless of gender, age, ethnicity, ability to fully participate in society and make a contribution” [1, p. 23].

The ideas of inclusive education are developing in the Ukrainian society, testifies to its democratization. The processes of democratization, humanization of social life are widely supported in a number of international legal acts, which laid the basic principles and approaches to the implementation of the ideas of inclusive education in the world of educational space.

Organizers of inclusive education should note that state members of the UN were recommended: 1. Recognize that inclusive education is a continuous process aimed at providing quality education for all, while respecting the diversity and diverse needs and abilities of students and society in education, eliminating all forms of discrimination; 2. Give priority attention to the problems of social inequality and poverty, as they are the main obstacles to the implementation of inclusive education policies and strategies, solving these problems within the policy of cross-sectoral interaction; 3. Promote the formation of a school culture and climate favorable to the child, promote effective learning and ensure inclusive of all children, support children's health and protect them, have gender sensitivity, encourage active participation and participation of students themselves, their families and local communities [7, p. 68].

The mentioned normative acts laid the foundation for innovations in the education system of many countries of the world. In the Netherlands, for example, children with Down syndrome are enrolled in elementary schools. The most radical changes are observed in the poorest countries of the world (Uganda, Lesotho, Vietnam). In the Arab countries, the process of girls' integration into mass schools is underway [8, p. 29].

**Formulating the goals of the article.** Today, there are tremendous changes in the views on the education system of children with disabilities. In the restructuring of the system of special education reflects the values of modernity, the most important trend in the organization of education of children with disabilities is the integration into the space of mass education. Therefore, we accumulate attention on the main segments of inclusion. The inclusive approach in education shows the transition to a "social" model, which states: the cause of disability is not in the disease itself; the cause of disability – in the existing barriers in society, stereotypes and prejudices [9, p. 44].

**Presentation of the main research material.** Inclusive education is subject to specific principles: the value of a person depends not only on his abilities and achievements; every person is unique; every person is able to feel and reason; every person has the right to communicate and to be heard; real educational activity can be carried out only in the context of real relationships: all people need each other, all people need support and friendship of peers and mentors; achieving progress for all students may be faster in what they can do than they cannot; diversity enhances all aspects of human life [20, p. 34].

The right of a child with disability to inclusive education is provided for internationally by the Convention on the Rights of Persons with Disabilities, the Salamanca Declaration on Principles, Policy and Practice in the Education of Persons with Disabilities, the Standard Rules for Equal Opportunities for Per-

sons with Disabilities and a number of other documents [15, p. 48–50].

Productive is the experience of Sweden, where socio-pedagogical work was carried out for the processing and assimilation of teachers, parents, and the whole population of inclusion. Here, as in the United States, inclusiveness gradually grew "from below", initiated and supported by the Social-Democratic movement, positive social and economic development of the country [12, p. 6–7].

In particular, in Finland, inclusive education is enshrined at the legislative level and understood as a process of development and continuous improvement of general education, which should be accessible to all, without exception, children [11, p. 101–105].

In Sweden, the right of children with disabilities to study in a general secondary education institution is legally enshrined. In this case, the state provides social and financial support to such institutions of general secondary education [9, p. 70].

In Norway, there is the Law "On the Accessibility of Education for Children with Disabilities". At the same time for children with disabilities there are state centers, which specialize in providing assistance to certain categories (children with early childhood autism syndrome, with hearing impairment, vision) [11, p. 56].

At present, at the municipal level, inclusive education is presented in France in two forms: children with disabilities study in the normal class together with other children under the guidance of a non-specialized teacher (a class of so-called "school inclination"); children with disabilities study in a special class for children with disabilities under the guidance of a special teacher ("class of pedagogical inclusion") [4, p. 65].

In Germany, there are various types of institutions of general secondary education functioning on a legislative basis: primary, basic, real, gymnasium, comprehensive and special – which are intended to give students knowledge, depending on their abilities, abilities and natural talent. Also, the law regulates the transition of students from one type of school to another, while defining the status and opportunities for further education of graduates of these schools [11, p. 79].

Inclusive education in Denmark is not only enshrined in legislation, but also a national strategy for the implementation of inclusive education, which consists in the fact that the national resource center manages the process of inclusive education. There is an operational team of representatives from different universities in the country who conduct inclusive education studies, monitor the work of municipalities in the field of inclusive education [9, p. 106].

In Bolivia, there are several approaches to the concept of "inclusive education". Initially, in Bolivia, inclusive education was seen as a special education

for children with disabilities. First of all, inclusive education, is meant as social inclusion at present Bolivia. The state seeks to contribute to the construction of a more equitable society by addressing the problem of poverty, social, economic and cultural isolation, and promoting the full realization of the rights of citizens of the country [11, p. 89].

In Brazil, there are also different approaches to the concept of “inclusive education”. One of them is the educational integration of children with disabilities into the general education system. The second approach is to ensure the right of all children to free and compulsory education [11, p. 43].

Inclusive education in Peru means, in principle, equal access to opportunities, including the creation of appropriate material conditions for learning and equal development [11, p. 98].

The following strategies in the field of inclusive education have been identified in the preparation of UNESCO’s report on inclusive education in the countries of the Asia-Pacific region: conditions must be created for the inclusion of official, national and international languages alongside their mother tongue; in order to avoid discrimination against other children, teachers and parents, adequate education and training on forced migration must be conducted at schools; the illegal status of children should not affect their right to education; it is necessary to introduce the practice of teaching in the native language at the beginning of the year; access to quality education for children affected by wars, civil disturbances, and natural disasters must be ensured; the education system should be built on intercultural and interreligious dialogue [11, p. 97].

Today, in institutions of general secondary education in Japan, the education of an active and healthy child is one of the main goals of education. In Japan, children with disabilities study together [11, p. 107].

In South Korea, the topic of special education for children with disabilities is a subject of special attention. The most important merit of the South Korean government is not only the creation of the regulatory framework, but also the adoption of adequate and timely measures for the successful implementation of the laws in practice [11, p. 109].

At present, the introduction of inclusive education in Ukraine is a logical process, which is why the actual problem of inclusive education should be given maximum attention so that it can successfully deal with its special pupils.

The experience of European countries demonstrates the positive impact of inclusive education not only on children with disabilities, but also on all participants in the educational process.

Teaching students with disabilities in the institution of general secondary education is a significant stage of socialization, since it is here that their worldview position and value orientations are formed, an indi-

vidual model of relationships with peers and teachers is established. It is the students who are normatively developed to learn to perceive the differences between themselves and their friend, a classmate as a normal phenomenon, respect human honor and dignity, be responsible for others, sympathetic and attentive to the needs of others [4, p. 56–57].

It should be noted that in Ukraine, the development of inclusive education – social and pedagogical innovation, which is in the stage of implementation and adaptation, respectively, meets a lot of difficulties.

Actual problems of the development of inclusive education in Ukraine are in the format of the following segments:

Professional non-training of teachers of institutions of general secondary education to work with students with disabilities in comparison with teachers of special schools.

Architectural inappropriateness of educational institutions to work with children with disabilities.

Underdevelopment of normative and legal base of Ukraine, concerning the successful development of inclusive education.

The need for additional funding for inclusive education institutions to improve the quality of educational services provided to students with disabilities.

Academic overload of curricula that are difficult to adapt to the psychological and physical requirements of children with disabilities [7, p. 67].

**Conclusions.** Thus, the analysis of educational systems of different countries in the aspect of the implementation of inclusive practices shows that the mandatory basis for the implementation of inclusive education is the system of legislative acts, which provide for the declaration of necessary rights and freedoms, as well as mechanisms for their provision. At the same time, national education systems should have a clear concept and strategy for the implementation of inclusive education, including a training system. At the regional level, effective scientific and methodological support for inclusive practices should be provided.

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