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Reality and strategies for development of inclusive education in the institutions of secondary education in Chernivtsi region of Ukraine

The right to education of persons with special needs is declared by a number of international documents, some of which have been ratified by Ukraine even in the Soviet era. The idea of ensuring the right to education, eliminating discrimination against people with mental and physical disorders is especially relevant and perspective for the Ukrainian society from the point of view of the establishment of humanity and democracy, the change of public opinion, rethinking the attitude of society and recognizing their rights to high-quality education.

The current educational policy of Ukraine is aimed at implementing the leading democratic principles of civil society. The consequence of this position is the adoption of a number of documents – the “National Plan of Action for the Implementation of the UN Convention on the Rights of Persons with Disabilities and Development of the Rehabilitation System for Disabled Persons for 2012–2020”, “National Strategy for the Development of Education in Ukraine for 2012–2021”, laws of Ukraine “On Amendments to the Law of Ukraine «On Education» re-

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garding the peculiarities of access of people with special educational needs to educational services” (2017), “On Education” (2017), etc., that regulate the implementation of the rights of persons with special needs to integrate into the educational space, expanding the practice of inclusive education in secondary schools¹.

The official introduction of inclusive education in modern secondary schools is a unique achievement of Ukrainian education for students with disabilities in psychophysical development – an opportunity to become a full-fledged citizen of Ukraine, to be ready for democratic and market transformations, able to live and work in the information technology society, the global civilizational environment and, at the same time, to be the spokesperson of his own interests, who skillfully builds up the motivational potential of the individual, constantly self-evolves and self-perfection.

Ukrainians are witnessing the gradual inclusion of inclusion in the education system, overcoming social and organizational obstacles. The first and decisive actions for lobbying the interests of persons with a violation of psychophysical development were made by the All-Ukrainian Foundation Step by Step, which has been operating in Ukraine since 1999. The main mission of the charitable foundation is to promote the implementation of educational reforms to implement a personality-oriented, inclusive education model with active involvement. families and communities by conducting trainings for educators, parents, representatives of civic organizations; initiating and implementing projects aimed at ensuring equal access to quality education for all children, including children with special needs. Throughout 2001–2011, the Step by Step, with the support of the International Renaissance Foundation, successfully implemented the All-Ukrainian Scientific and Pedagogical Experiment and six projects (“Inclusive Education in Ukraine” (2007), “Inclusive Education for Children with SEN in Ukraine” (2007–2015), etc., which were endorsed by the approval of the “Concept for the Development of Inclusive Education in Ukraine” at the state level.

¹ Platash L. B., *Inklyuzyvne navchannya ditey z osoblyvymy potrebamy u zahal'noosvitniy shkoli: realiyi ta perspektyvy v Ukrayini*, [in:] *Rol' i mistse psykholohiyi i pedahohiky u formuvanni suchasnoyi osobystosti: Zbirnyk tez mizhnarodnoyi naukovo-praktychnoyi konferentsiyi (m. Kharkiv, Ukrayina, 12–13 sichnya 2018 r.)*, ed. L. B. Platash, Kharkiv 2018, p. 10–14.

Following the adoption of the “Concept for the Development of Inclusive Education in Ukraine” (2010), there is an active inclusion of inclusive educational institutions. At the beginning of 2019, there are about 60 current legislative and regulatory acts, including eight laws, five decrees of the President of Ukraine, the rest – orders, letters, orders of the Cabinet of Ministers of Ukraine and the Ministry of Education and Science of Ukraine, which specify the organizational and methodical principles of the inclusive training in educational institutions. In addition, from September 2017, the Ministry of Education and Science of Ukraine implements state policy in the direction of transition of mass secondary schools to inclusive education, gradual reformatting of special schools for children with mental disorders.

Over the past ten years, we have witnessed a gradual increase in interest in the problem of inclusive education and the uniting of educators-practitioners, scientists, parents, and public representatives in solving the common, in the opinion of each cohort of the participants in the theoretical and practical search, the important task is to find the maximum possible benefits of inclusion – for children with violations psychophysical development and its parents, “normotypic” schoolchildren, teachers of modern school, etc. Involvement of all those interested in inclusive education and professional development of pedagogical workers in inclusive education is carried out through the implementation of the training program “Inclusive education – the level of consciousness of the nation”, which is being implemented in Ukraine since 2016, with the close cooperation of the Ministry of Education and Science of Ukraine and the Charitable Foundation Petro Poroshenko.

Let's highlight the following groups of studies on inclusive education: the relevance of reforming the modern educational system (I. Bech, V. Kemin, A. Wychrush, A. Lokshina, A. Sukhomlinskaya, M. Chapil, B. Shake, Y. Bogutsky and others); features of the introduction of innovative inclusive education (S. Efimova, A. Kolupaeva, J. Nida, T. Skrypnyk, N. Sophia, I. Yukhymets, etc.); organizational principles of the activities of inclusive educational institutions (V. Bondar, L. Danilenko, Y. Nida, N. Sofia, M. Tchaikovsky, etc.); pedagogical support and socio-psychological support of children with special needs in institutions of general secondary education (T. Alekseyenko,

V. Bochelyuk, I. Zvereva, B. Ivanova, O. Raskazova, V. Shulga, etc.) and others². We note the presence of diametrically opposed opinions of scholars, educators, practitioners of pedagogical education and correctional teachers regarding the essence and necessity of inclusive education in general secondary education institutions. However, there is no analytical information on the real state of inclusive education in the Chernivtsi region among a wide range of studies.

The purpose of the study is to analyze the organizational and pedagogical aspects of the development of inclusive education in the Chernivtsi region of Ukraine:

- task 1 – to analyze the statistical indexes of inclusiveness in the Chernivtsi region;
- task 2 – to trace the basic principles of the development of inclusive education;
- task 3 – to design the general conditions and prospects of solving the problems of inclusive education in institutions of general secondary education in the conditions of decentralization and reforming of the modern educational system in Ukraine.

In the process of work, the following research methods were used:

- systematic analysis, synthesis, comparison, generalization made it possible to distinguish the general tendencies of the development of inclusion and the creation of reference, inclusive schools in Ukraine;
- prognostic – enabled to determine the positive experience of inclusive education in the institutions of general secondary education of the Chernivtsi region and possible strategies for successful development;
- questionnaires – conducting a written questionnaire for education workers, parents to determine their position regarding the inclusive education of children with special needs in the conditions of general secondary education.

² *Inclusive education as innovation in Ukraine – experience of European countries. Development and modernization of social sciences: experience of Poland and prospects of Ukraine. Collective monograph*, ed. L. B. Platash, Vol. 2, Lublin 2017, p. 323–342.

In accordance with the law of Ukraine “On Amendments to the Law of Ukraine «On Education» regarding the peculiarities of access of people with special educational needs to educational services” (2017), introduction of inclusion in a general education school with forms of study – full time, evening, correspondence, distance, individual, external, as well as pedagogical patronage (article 3) is carried out at the request of parents of children with special needs (article 7, article 36), two orders – the director of the school and the Education Department (district state administration, city administration) with the inclusive form of training and organization of the educational process in them for the current academic year.

In order to ensure equal access of children with special needs to quality education, support schools are created – an educational institution “is modern and accessible to all students of the community independent of the state of health, opportunities and other needs of the child”³. According to the data of the ministry of education of Ukraine, in September 2016 their number was 24⁴, December 2017 – 449⁵, January 2019 – 799⁶. According to the official data of the Department of Education and Science of the Chernivtsi Regional State Administration, as of April 2018 there were seven basic schools and 11 branches in which there were 3249 students, including 245 in the branches.

In the Chernivtsi region, inclusive education is organized since 2011 in accordance with the procedure for the organization of inclusive education in educational institutions. In the 2011/2012 academic year, 35 students with special educational needs in 24 classes in 18 general schools were involved in inclusive education. Indicator coverage of inclusive education in the 2017/2018 academic year amounted to 258 children with special educational needs, who studied in 100 educational institutions in 216 classes. In 2018/2019. The inclusive education is organized for 459 children with special educational needs, who study in 170 institutions of general secondary education, 386 classes. Compared to

³ <http://ussf.kiev.ua/a/FAQ10.html> (1.01.2018).

⁴ <https://mon.gov.ua/ua/osvita/zagalna-serednya-osvita/oporni-shkoli> (31.03.2018).

⁵ General information about basic schools: <https://mon.gov.ua/ua/tag/oporni-shkoli> (31.03.2018).

⁶ <https://mon.gov.ua/ua/tag/oporni-shkoli> (1.01.2018).

last year, the number of children increased by 201, institutions by 70, classes by 170 (chart 1).

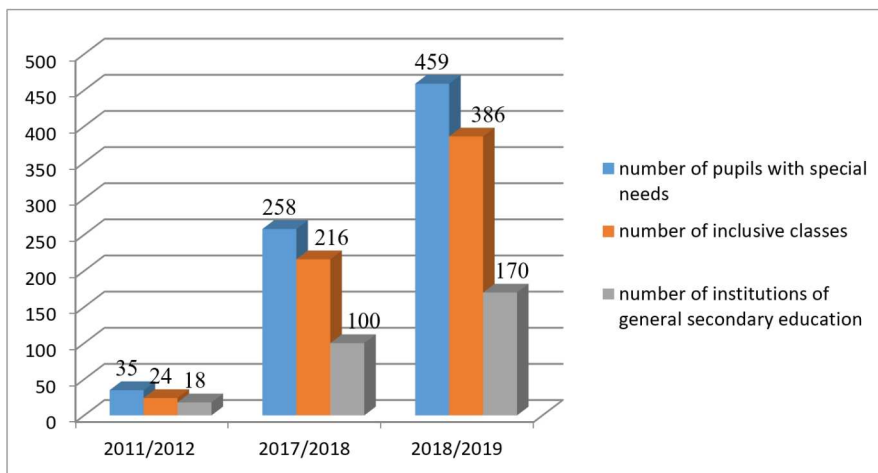


Chart 1. Dynamics of coverage by inclusive education of children with special needs in Chernivtsi region (2011–2019)

In Chernivtsi region, 22.2% (4,122 people) from the total number of children (185,315 people) aged 0 to 18 years are persons with psychophysical disorders.

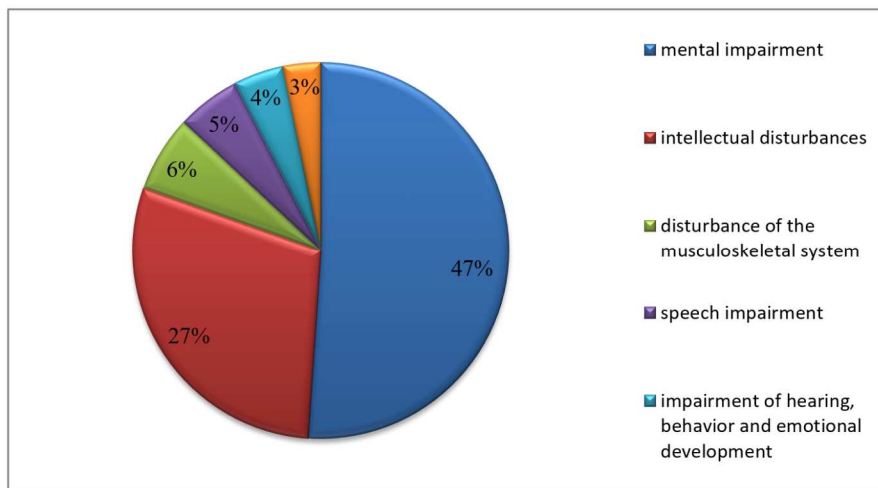


Chart 2. General indicators of children with disorders of psychophysical development for nosologies in the Chernivtsi region (beginning of 2019)

Chart 2 illustrates the percentage of children with special educational needs for nosologies, according to data from the Department of Education and Science of the Chernivtsi Regional State Administration.

The statistics in chart 1 and 2 also cover children with special needs attending city schools. In the city of Chernivtsi, there is an annual increase in the number of schools with inclusive forms and children with developmental disorders covered by inclusive education. Chernivtsi Secondary School No. 24 – the first educational institution, which in 2011 accepted 1 inclusive education for inclusive education. In the 2017/2018 academic year, 62 children with special educational needs of different nosologies were enrolled in 17 general secondary education institutions in Chernivtsi. In the 2018/2019 academic year, there is a doubling of all indicators (chart 3). It should be noted that since 2011 a pilot site “Formation of harmoniously functioning psychological limits of personality as a means of prophylaxis of handicapism in conditions of inclusive education” has been working for the long time at Secondary School No. 24 on the basis of inclusive classes, the success of which was an example for many schools of the region.

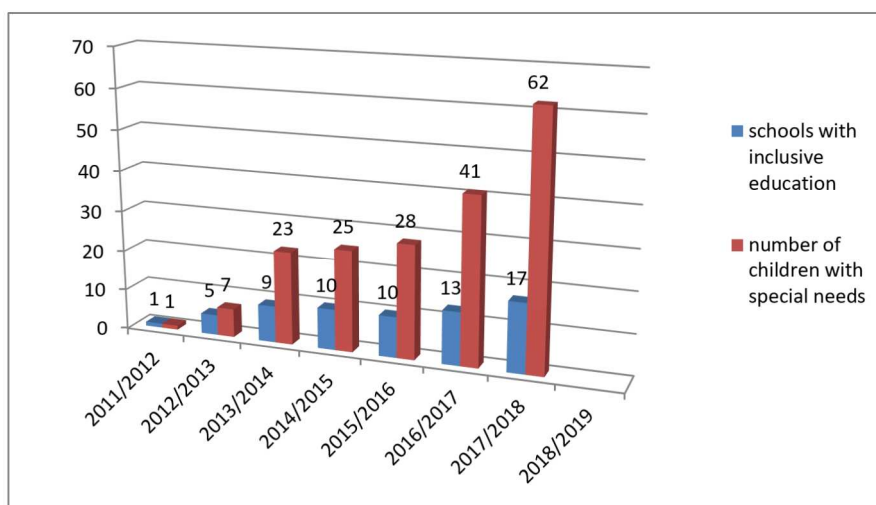


Chart 3. The correlation of the number of inclusive schools to the number of children with special educational needs (indicators of Chernivtsi)

The analysis of the distribution of nosologies of children with special needs in institutions with inclusive form of studying in Chernivtsi in

2017–2018 states the following: students with intellectual disabilities – 35, musculoskeletal disorders – 10, disorders of the autistic spectrum, different degrees of intellectual deviations – dominate 9, language – 4, hearing – 3, vision – 2. Inclusion in the elementary 42 classes encompasses 46 students with special educational needs, 16 pupils studying in 14 inclusive middle-level classes. The status of a child with a disability has – 24 children (chart 4).

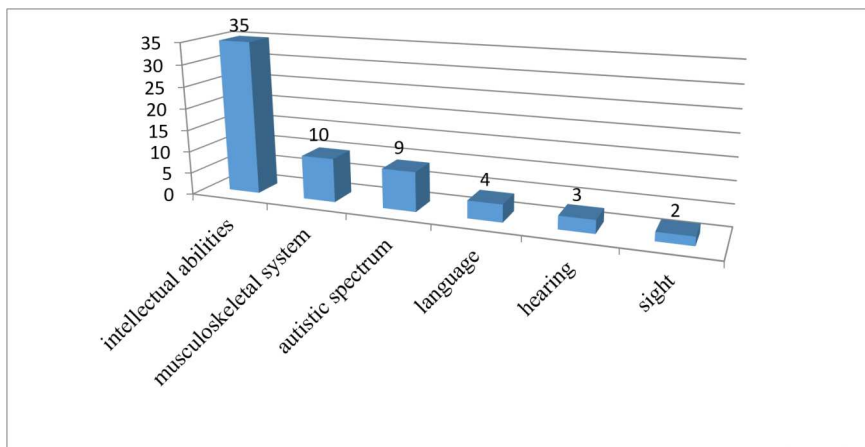


Chart 4. Prevalence of children with special needs for nosologies in Chernivtsi general secondary education institutions (as of 2017–2018)

Since 2016, inclusive education in the institutions of preschool education of the region is being implemented at a rapid pace. In the 2017/2018 academic year, 32 preschool institutions of 34 children with special educational needs were included in the educational process. In the 2018/2019 school year, 71 children in 60 kindergartens were covered with inclusive education. Compared to the previous year, the number of children increased by 34, institutions – by 28 (chart 5). The dynamics of the number of inclusive institutions of the city of Chernivtsi is observed. Currently, 17 preschool groups with inclusive form of education are functioning successfully in 12 preschool establishments, in which there are 17 pupils with special educational needs.

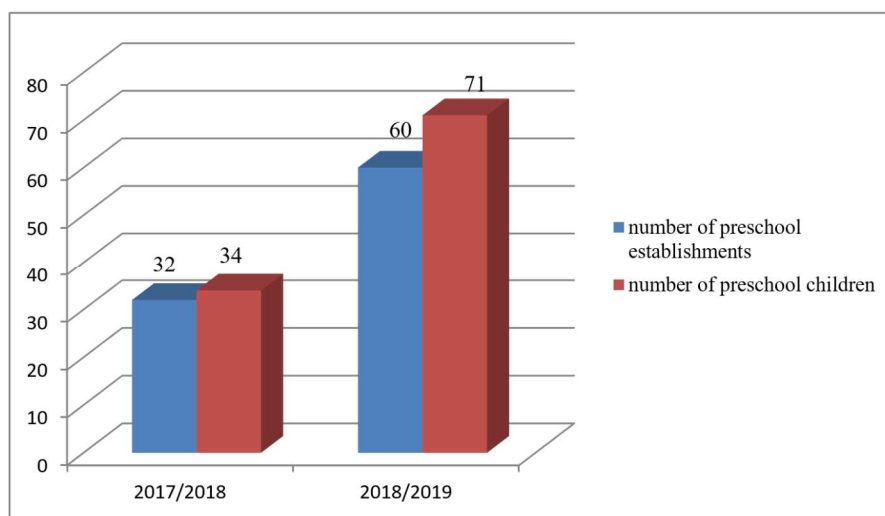


Chart 5. Introduction of inclusive education in preschool establishments

An educational institution that has committed itself to teaching children with special needs should create a barrier-free environment that will ensure the joint education of children with developmental disabilities with their healthy peers, receive education in the framework of special educational standards, socialization, rehabilitation, education and training, implementation compensatory possibilities; Recognizes the diverse needs of children through matching the types and pace of learning; involves parents in collaboration with diverse professionals.

By the Resolution of the Cabinet of Ministers of Ukraine No. 545 dated July 12, 2017, amendments were made to the existing psychological-medical-pedagogical commissions, which, in the beginning of 2017/2018 started work as Inclusive Resource Centers (hereinafter referred to as IRCs) “in order to ensure the right of children with special educational needs at the age of 2 to 18 years to receive preschool and general secondary education... by carrying out a comprehensive psycho-pedagogical assessment of the development of the child, providing psycho-pedagogical, corrective-development services and ensuring their systematic skilled support”⁷. Existing IRCs carry out activities taking into ac-

⁷ About the approval of the regulations on the Inclusive Resource Center: <https://zakon.rada.gov.ua/laws/show/545-2017-%D0%BF> (1.01.2018).

count the principles of respect and perception of children's individual characteristics, the best interests of the child, the prevention of discrimination and the violation of child's rights, confidentiality, the availability of educational services at an early age, interagency cooperation (p. 2 of the general part of the provisions on the IRC).

According to the "Regulations on IRCs", one IRC is designed to provide services to children living within a united territorial community/district (no more than seven thousand children) and city/city district (no more than 12 thousand children). When exceeding the allowable number of children, the IRC itself attracts the necessary specialists, taking into account the children's nosologies⁸. So, according to the number of children in the Chernivtsi region, at the beginning of 2019 there were created 13 IRCs in 10 districts, two united territorial communities and the city of Chernivtsi. Positive is that access to IRC is 100% secure. In order to inform the regional public about the activities of the IRC regarding the provision of specific services for children with special educational needs, an interactive map of the coverage of the IRC was created and is presented on the website of the Department of Education and Science of the Chernivtsi Regional State Administration.

Qualified assistance in learning the material for pupils with special educational needs in inclusive classes is provided by 332 teacher assistants, the total number of which in Chernivtsi region is 86%, which is 163 more than in the past 2017/2018 – 169 (78,2%), 2016/2017. There are 61 assistants in the preschool educational institutions, which is 31 more than last year. In 2018/2019 56 posts of teacher assistants (28 rates) and 17 assistant educators in preschool establishments of the city of Chernivtsi were introduced.

Note that the financing of positions as assistant teacher, assistant tutor in inclusive classes and groups is carried out in accordance with current legislation. On the basis of the Decrees of the Cabinet of Ministers of Ukraine dated August 15, 2011 No. 872 "On Approval of the Procedure for the Organization of Inclusive Education in General Educational Institutions", February 14, 2017. No. 88 "On Approval of the Procedure and Provisions for Provisioning Subvention from the State Budget to

⁸ Ibidem.

Local Budgets for the Provision of State Support to Persons with Special Educational Needs” 368 hours were approved for carrying out correctional and developmental activities in the individual curricula of the students in the amount (from three to eight hours per week) taking into account the conclusions of the diagnostic meeting of the Chernivtsi Regional IRC, which, according to labor agreements, are provided by correctional educators and practical psychologists.

181 practical psychologists (100%), 136 speech therapists (72%), 113 social pedagogues (67%), 28 oligophrenopedagogues (14%), and 24 defectologists (11%) provide correctional and developmental training in educational institutions of Chernivtsi region with inclusive education. The correctional component of teaching children with special educational needs in the institutions of general secondary education in the city of Chernivtsi is provided by 17 speech therapists, 37 psychologists and social pedagogues of educational institutions of the city.

In total in the Chernivtsi region 339 specialists were trained to work with children with special educational needs, 66 of them were teachers/tutors, 81 teacher-speech therapists, 192 defectologists. In 2016, 43 assistant teachers (2017 – 23), teachers-speech therapists 26 (2017 – 26, 2018 – 14), defectologists – 64 (2017 – 114, 2018 – 14). In particular, in the period of 2011–2018, teachers, assistants of teachers and specialists in correctional-developmental activities work at Chernivtsi Secondary School No. 24 named after Olga Kobylianska with children with special needs: teachers-speech therapists, defectologists, psychologists, social pedagogues. The institution closely cooperates with the special institutions of the city of Chernivtsi. For many years in a row, pedagogical conferences with specialists of Chernivtsi Regional Training and Rehabilitation Center No. 1 are traditional.

To create the right conditions for ensuring correction-development environment in schools with an inclusive form of training, it is envisaged: provision of didactic fillings, equipping of speech therapist's rooms and psychological cabinets; rooms for psychological unloading; opening of sensory rooms for the implementation of amendments to the Procedure and conditions for subvention from the state budget to local budgets for the provision of state support to people with special educational needs, approved by the Resolution of the Cabinet of Ministers of

Ukraine dated November 15, 2017, No. 863. Thus, taking into account the need to purchase special means of correction of psychophysical development, the Department of Education of the Chernivtsi City Council purchased special means of correction of psychophysical development for the amount of UAH 542 314; on the state-allocated 100 thousand hryvnias from the regional budget is equipped with a touch room in Chernivtsi Secondary School No. 24 named after Olga Kobylanska.

Thus, the current location of inclusive institutions of general secondary education in the Chernivtsi region has well-established consultative and methodological cooperation with inclusive-resource centers on issues of inclusive education. It is likely that this contributes to the uniform and quality provision of the needs of children with special needs in obtaining quality educational services at the place of residence. Let us note the general direction of educational institutions – ensuring the right of children with special needs to complete full secondary education, taking into account individual abilities, health conditions.

November 03, 2017 in Chernivtsi City School No. 33 under the patronage of the of the public organizations Dolon'ky (O. Onchul), Mylesonechko (T Venhrenyuk), Autism. Alternative, Specialized Center for Children with Peculiarities of Development Lado (O. Trushik, A. Moroz), with the participation of students and teachers of the Yuriy Fedkovych Chernivtsi National University, was held a Chernivtsi City Educational Seminar “Special Children in an Ordinary School. Inclusive education”. The importance of this kind of measures on the introduction of inclusive education is evidenced by the number of 286 participants (teachers of inclusive classes, teachers' assistants, educators, practical psychologists of inclusive groups of preschool institutions, teachers-defectologists, speech therapists of the Chernivtsi region, parents of children with special needs, students and teachers Yuriy Fedkovych Chernivtsi National University).

The results of the survey conducted by the participants indicate that the experience of inclusive education in secondary schools (started in 2010/2011) in Bukovyna and hence in Ukraine, the concentration of special attention of state bodies and decisive actions of the Ministry of Education and Science of Ukraine, the activity of public organizations and funds (Renaissance, Step by Step, Poroshenko Foundation, etc.) in lob-

bying interests and rights of people with violations of psycho-physical development.

In order to ensure the right of children with special educational needs, Chernivtsi Regional State Administration signed a memorandum on cooperation with the Poroshenko Charitable Foundation on the creation of a network of inclusive-resource centers in the region of May 11, 2018 and joined the All-Ukrainian project “Inclusive education – the level of consciousness of the nation”.

The application of the environmental approach to highlighting the problem of training people with special needs by researchers (A. Ananiev, S. Voronov, S. Khajiradeva, M. Tchaikovsky, etc.) made it possible to formulate a number of requirements that ensure the specificity and quality of the organization and implementation of this process:

1. Restriction of the personality of the child is conditioned by the environment (at the level of family, class/group, educational institution, etc.). The practice of inclusive education, as well as the questioning of pedagogical workers, parents testifies to psychological unwillingness (54%), caused by professional incompetence (76%), personal barrier – the inability to establish communication with a special child (28%). The motivation of teaching staff is based on the compulsory nature of the organization of inclusive education, the need to recognize the fact that inclusive education requires additional resources that are necessary to meet the special educational needs of persons with disabilities.
2. A “disabled person” is included in the educational environment on his own terms (the environment adapts to the child, and not *vice versa*), since the educational environment restricts the unimpeded inclusion in the educational process; the success of inclusive education is provided by identifying obstacles limiting the child's livelihoods at all levels; prevention, elimination or relaxation of obstacles may be carried out in the transformation of the educational environment.
3. Giving positive meaning to the notion of diversity as an integral part of the experience of people, where everyone can contribute, appreciate it, learn. The introduction of curricula based on a person-centered, individual approach that promotes lifelong learning

and full participation in community life, society must be based on a clear understanding and effective use of the results of current research and practice when implementing an inclusive model of education.

The analysis of domestic and foreign studies carried out by us, studying the experience of Bukovynian schools, and questionnaires of pedagogical staff made it possible to identify strategies (a set of activities and activities aimed at achieving goals and solving problems) for the successful implementation of inclusive education:

- in the field of state social policy (formation of a policy of positive, tolerant attitude towards children with special needs, their joint training with “normative” peers, specification of priorities for ensuring rights and guarantees of free access of “disabled” to quality education, improvement and unification of normative – legal, scientific and methodological, financial and economic components of inclusive education, definition of indicators of the state of inclusion of educational institutions, monitoring of “net needs” and liquidity of functioning I am inclusive of educational institutions through adherence to the principles of openness, informality, systematicity, anticipation of risks, community control, active involvement of local community in the implementation of inclusive practice, collective review of the planning process of an inclusive educational institution);
- in the field of institutionalization/inclusion of an educational institution (the creation and development of an inclusive educational environment; the definition and implementation of the active inclusion of all participants in the educational process, the formation of cooperation relations, a thorough selection of methods and means for overcoming barriers, the creation of a universal design of the educational environment and accessible quality education of persons with disabilities, the formation of inclusive values, culture, traditions, strengthening the practice of diversity of forms and species and planning, self-assessment and identification of the priorities of inclusive development in an educational institution; search

for support of pedagogical and professional development of all participants in educational inclusion);

- personal sphere/personal competence (creation of conditions for the successful socialization, support, acceptance and full participation of each child included in the inclusive process, elimination of discrimination, recognition of the value of the individual – the child, the contribution of an adult (teacher, assistant teacher, tutor, individual assistant, special and social educators, psychologists, parents, etc.) in the development of inclusive education, the minimization of psychological barriers of personality (child, adult) and the mobilization of additional resources in Improvement of the professional capacity of pedagogical workers through formal and informal education in the development of an individual program for the development and individual plan of inclusive child education, the universality of criteria for assessing academic achievement of students, enhancement of opportunities for pedagogical cooperation in the interdisciplinary team, development of personal interest of specialists in finding additional resources for support and full participation of each student in life and inclusive educational institution; increase of social responsibility of the family in the education of children with disabilities, inclusion of parents in the inclusive educational process.

Changing the status of an educational institution to an inclusive one changes the nature of the educational space of the institution by purpose, content, technologies, volume of educational services, using technical means of training. It is important to provide specialized equipment, didactic materials, interdisciplinary activities and support (psychological, adaptive, medical and rehabilitation and social) specialists of different profiles. However, an important aspect is the professional competence of pedagogical workers as an indicator of purposeful training of pedagogical workers.

The presented ideas regarding the aspects of the successful functioning of the inclusive educational environment do not claim to be exhaustive, but are considered as determining in a strategic orientation of the educational institution for a democratic approach in creating the

conditions for successful socialization, education and education of persons with special needs. The process of inclusion can be considered as complete if the educational process takes as much as possible the special educational needs and potentialities of each “special” student; provide an opportunity to attend an educational institution, living in a family, and parents – to bring up their own children; will promote the expansion of the circle of communication with the child with the characteristics of psychophysical development and improve the quality of its social adaptation.

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Summary

The article is devoted to the analysis of such urgent problem as the inclusive education in the institutions of secondary education in Chernivtsi region. The importance of inclusion for Ukraine and of the participation of the state in solving organizational issues of inclusive education is determined. Statistical data for the period of 2011–2019 provided by inclusive educational institutions for pupils and children of preschool age is analyzed. The importance of establishing “fundamental” secondary schools is substantiated, the dynamics of this process in Ukraine is presented. The organizational principles of inclusive resource centers’ functioning as important institutions, which ensure the right for education to children aged 2 to 18 years are analyzed. The dynamics of involvement of teacher’s assistants, psychologists, speech therapists, social workers, oligophrenopedagogist, defectologist is presented. In the course of survey conducted within the framework of Chernivtsi City educational seminar “Special child in regular school. Inclusive education” was determined that the attitude practitioners working in educational institutions is ambiguous and depends on their level of psychological and professional readiness. The main strategies of the effectiveness of inclusive education in Ukraine are determined.

keywords: inclusive education, school, institution of secondary education, preschool educational institution, inclusive teaching, inclusive learning environment, inclusive education in Chernivtsi region

słowa kluczowe: edukacja włączająca, szkoła, instytucja szkolnictwa średniego, przedszkolna instytucja edukacyjna, nauczanie integracyjne, środowisko sprzyjające włączeniu, edukacja włączająca w regionie Czerniowce