



SERVICE PROVISION FOR AT-RISK CHILDREN UNDER INCLUSIVE EDUCATION REFORM IN UKRAINE

SITUATION ANALYSIS OF SERVICES PROVISION FOR AT- RISK CHILDREN AND CHILDREN WITH SPECIAL EDUCATIONAL NEEDS UNDER INCLUSIVE EDUCATION REFORM

REPORT

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EXECUTIVE SUMMARY

Recent legislative reforms in Ukraine reflect a commitment to providing education *to all children of all age and at all educational levels* in accordance with international conventions. New legislative reforms focus on the provision of quality education for *all* through support to the various services, institutions, centres, and specialists, belonging to different sectors, to provide services to children and their families in need. Ukraine has committed to allocate financial and human resources and incentives for inclusive educational environments to provide the necessary support to children with special educational needs (SEN). This political and financial support is intended to empower teachers within an inclusive education system through and Inclusive Education Strategy that includes teacher education for inclusion.

This report presents a detailed analysis of service provision for at risk children from birth to 15, their families and service providers in Ukraine and makes recommendations for the key actors in education reform efforts with an emphasis on monitoring of current service provision and future monitoring of Inclusive Resource Centres (IRCs), as they replace Psychological-Medical-Pedagogical commissions.

KEY FINDINGS

1. Educational reform promoting inclusive education in Ukraine has produced a new framework law on education that establishes 'inclusive classes' in mainstream schools and 'inclusive groups' in kindergartens along with the development of **Inclusive Resource Centres** (IRCs) to ensure services for at-risk children and their families. However, admission to inclusive education is still restricted for certain groups of children.
2. The IRC has been approved, but the legacy of the medical model and correctional focus of services and terms, such as 'invalidist', 'teacher-defectologist', 'correction', are still evident in policy and practice. Assessment practices remain focused on child deficits rather than an examination of the educational needs and learning environment.
3. Early childhood intervention (ECI) is prioritized within the national reform agenda of Ukraine and is legalized through governmental National Action Plans related to ECI pilot projects initiatives. A National Council for ECI has been established and a national coordinator of ECI appointed. However, the availability of early childhood intervention is variable and currently services for young children from 0 to 3 remain therapy based, provided by different sectors (e.g., *healthcare, social policy, and education*) in childcare institutions (infant homes, educational and rehabilitation centres etc.).
4. Ukraine has committed to allocate financial and human resources and incentives for inclusive educational environments to provide the necessary support to children with SEN. However, there are still high numbers of children with diverse needs in institutions and many remain excluded from school.
5. Many policies developed by different ministries that potentially impact upon inclusive education present a coordination challenge to ensure consistency in the development of high quality provision and data collection.
6. Pre-service and in-service teacher training and specialist ('defectologist') programs have yet to be aligned with an inclusive education approach. In addition, the need to develop the capacity of IRC specialists and teacher assistants through in-service training, is urgent to support the successful implementation of the new reforms

RECOMMENDATIONS

Recommendations for central and local educational policy makers

1. The development of Inclusive classes and groups into inclusive schools and kindergartens should be supported by national policies that follow the framework of internationally recognized inclusive education principles and standards. Priority should be given to consistency of policy, provision and support across geographical areas of a country and access to mainstream education and necessary support services within all levels for all children with SEN as those with diverse needs who are at-risk of SEN and their families. Monitoring and quality assurance of service provision should be developed to ensure the same quality of service across locations (cities, rural areas, villages etc.)
2. Cooperation and collaboration of education, health and social sectors to establish a national database on children from birth including children with SEN and those with diverse needs who may be at risk is needed.
3. A long-term ECI Strategy taking into account key elements of evidence-based practices: adopting a family centred approach to ECI; articulation of services; inclusion and natural environments; trans-disciplinary teamwork; continuity of services and family support within the transition from ECI to (pre)school education system will help to ensure that the new policy is implemented in a way that meets international standards.
4. New Legislation should ensure the right of young children at-risk (0 to 3) and their families to receive permanent quality multi-services as early as possible despite their living place. The IRC model of service provision should be developed in ways that allow a shift from concentration of all services in IRC towards networking and cooperation based model with shared responsibilities among service providers focusing on educational services to a child in a natural environment, e.g. kindergarten, school.
5. Assessment of children with SEN, support to families, teachers and schools/kindergartens, and coordination of service provision should replace 'correctional' support provision to a child outside of the school.
6. Funding of inclusive education should ensure flexible teaching and support to children in inclusive setting and improved teacher preparation. For example, the 'funds follow the student' formula introduces new opportunities that could contribute to the rational and efficient use of funds. Additional resources, including professional development for school and kindergarten professionals should be allocated.
7. Any updated framework law on education should include teacher and educational support professional education for inclusion. Legislation on teacher education for inclusion should include educational standards related to pre- and in-service teacher and educational support professionals, such as special pedagogue, speech therapist, psychologist, and teacher assistant education for inclusion. Framework of teacher and specialist competencies for inclusive education is recommended as one of the tools that helps to identify training requirements. The European 'Profile of Inclusive Teachers'¹ can be used as a guide for designing and implementing inclusive teacher education programmes.

¹ European Agency for Development in Special Needs Education (2012). Profile of Inclusive Teachers, Odense, Denmark: European Agency for Development in Special Needs Education: www.european-agency.org

Recommendations for Inclusive Resource Centres and other educational service providers

1. IRC services should be available *to all children* at any age from 0 and their families in need. The model of service provision for children at-risk and with SEN, including assessment, educational support, service coordination etc., should be based on close cooperation among IRC and educational institutions. Services provided to all children with SEN should be education oriented and family centred.
2. The assessment of children with SEN should be educational needs focused rather diagnosis focused, should be on-going process, used to inform intervention, and should be an integral part of assessment, planning, teaching, learning, support and re-assessment.
3. Recommendations for support and services should be in line with the needs of the child rather than linked to diagnosis of a particular category of disorder or disability. Recommendations and responsibilities of support providers teacher, school/kindergarten professionals or IRC professionals, should be clearly specified so that it is clear who has responsibility for particular support to a child and a family.
4. Organisation of provision to support inclusive education at school/kindergarten requires changes from individual support via many different individualised documents often based on diagnosis and permanent individual support towards systemic approach based a coordinated and flexible plan of support for the school, teacher, children in need and their families. For example, services can be included in one 'Individual Educational Trajectory' instead of many documents such as individual development programme, individual education plan, and individual rehabilitation programme
5. Leaders of schools and kindergartens should ensure that inclusive classes and groups develop into inclusive schools and kindergartens. This will require the development of school and kindergarten level policy that provides support for diversity and mobilization of educational resources for orchestrating learning for all children enrolled in the school. Such polices might involved the following strategies:
 - develop a wide 'culture of inclusion' and take steps to ensure that school/kindergarten communities and, especially teachers and educational support specialists, hold positive attitudes towards inclusive education and diversity of children, including those with SEN;
 - use a variety of teaching and learning strategies and educational environments in order to meet educational needs of children rather to focus on the students' disorders and individual support to a child via teacher assistant only;
 - ensure teacher assistants work collectively with teachers rather than permanently assist an individual child;
 - provide a team of educational support professionals for teachers;
 - value cooperation with parents as a resource of inclusive education.

REFERENCE POINT FOR FUTURE MONITORING OF SERVICE PROVISION AND IRCs

The full report includes key assumptions for quality assurance and main criteria for the evaluation of service quality, as well as main principles to follow for service providers. Service providers are responsible for the coordinated quality multi-level services for children at-risk and those with SEN. Monitoring and evaluation should be used to ensure the quality and effectiveness of service provision. The administrations of local authorities usually are responsible for the organization of the monitoring. However, the results of self- and other external evaluation are also helpful and can identify

recommendations for service improvement and further decision making. For example, determining how account could be taken of children who are residents of institutions within the Ministry of Social Policy sphere who do not receive education and educational support.

It is important to note there will be challenges in taking the reforms forward. Attributes of the medical model related to correctional focus of services and terms, still exist in new legislation and there are many new responsibilities and few resources allocated to IRC sector to drive the implementation of the new reforms. The full report includes key elements of successful implementation of IRC staff functions, requirements posed for IRC leaders and other professionals. These are based on successful teamwork, that creates a *'community of practice'* based on common meanings, values, attitudes, and knowledge. This type of approach can help IRC staff establish the sense of social and professional identity, and possibilities for active participation in an inclusive education system.

1. INTRODUCTION

This Report is completed in accordance with the Open Society Foundations' Early Childhood Program, Education Support Program, Human Rights Initiative and the International Renaissance Foundation research project.

The overall **aim** of the research - to conduct needs assessment of services for at-risk children and children with special educational needs (SEN), and their families, linked to equitable access to education for all at all educational levels. Research seeks to contribute to the implementation of the education reform in Ukraine and its transition to an inclusive education system by improving the efficiency of quality service provision to children with diverse needs in education. A focal part of this needs assessment - analysis of the role of Inclusive Resource Centers (IRC) in the provision of services to at-risk children and children with identified and assessed SEN, and the recommendations for these structures and other relevant players involved in the ongoing education reform to improve efficiency of service provision.

The Report is based on the main findings gained for the **desk review** and **the field study** while visiting Ukraine. The Report reviews the current situation of inclusive education in Ukraine, including review of relevant statistical data, most recent national legal documents, and a comprehensive analysis of service provision for children at risk belonging to 0-15 age group, their families and professionals involved in the service provision, as well as the role of IRCs. In addition, the recommendations for the key actors in the education reform are provided.

The internationally adopted key messages² on inclusive education and framework of key inclusive education principles³ have been employed as a basis for the comprehensive situation analysis. The key messages include the following aspects:

- As early as possible - the positive impact of early detection and intervention as well as of proactive measures;
- Inclusive education benefits all - the positive educational and social impact of inclusive education;
- Highly qualified professionals - the importance of having highly qualified professionals in general, and teachers in particular;
- Support systems and funding mechanisms: the need for well-established support systems and related funding mechanisms;
- Reliable data - the important role played by data, as well as benefits and limitations of its use.

UNESCO Policy Guidelines [34] highlight the following propositions regarding inclusive education: inclusion and quality are reciprocal; access and quality are linked and are mutually reinforcing; quality and equity are central to ensuring inclusive education. These propositions were fundamental to the development of the set of key inclusive education principles [25], such as:

- **Policies that promote inclusion:** the promotion of quality in inclusive education requires a clearly stated policy. The goal of the school *for all* should be promoted in educational policies, supported via school ethos and leadership and teacher practice. Policies that aim to promote quality in inclusive education include the following aspects among others: take account of international level policies and initiatives; are flexible enough to reflect local level needs; maximise the factors supporting

² European Agency for Special Needs and Inclusive Education (2014). *Five Key Messages for Inclusive Education. Putting Theory into Practice*. Odense, Denmark: European Agency for Special Needs and Inclusive Education.

³ European Agency for Development in Special Needs Education (2009). *Key Principles for Promoting Quality in Inclusive Education – Recommendations for Policy Makers*. Odense, Denmark: European Agency for Development in Special Needs Education (now: European Agency for Special Needs and Inclusive Education).

inclusion for the individual learner and their parents at the teacher and educational organisation levels [25., p. 21].

- **Legislation that promotes inclusion:** all legislation that potentially impacts upon inclusive education within a country should clearly state inclusion as a goal. Consequently, legislation across all public sectors should lead to the provision of services that enhance developments and processes working towards inclusion in education. In particular there should be: *'integrated' legislation across sectors leading to consistency between inclusive education and other policy initiatives; one legal framework covering inclusive education in all educational sectors and levels; comprehensive and co-ordinated legislation for inclusive education that fully addresses issues of flexibility, diversity and equity in all educational institutions for all learners.* It ensures that policy, provision and support are consistent across geographical areas of a country/region. Such legislation is based upon a 'rights approach' where individual learners, along with their families or carers as is appropriate, can access mainstream education and necessary *support services within all levels;* the alignment of national legislation with international agreements and statements concerning inclusion [25., p. 22-23].

The framework of key principles on inclusive education also includes other important aspects, such as:

- **Widening participation to increase educational opportunity for all learners:** the goal for inclusive education is to widen access to education and to promote full participation and opportunities for all learners vulnerable to exclusion to realise their potential [25., p. 15].
- **Education and training in inclusive education for all teachers:** for teachers to work effectively in inclusive settings, they need to have the appropriate values and attitudes, skills and competences, knowledge and understanding [25., p.17].
- **Organisational culture and ethos that promotes inclusion:** at the level of the school, or other educational organisation, a shared culture and ethos based upon positive attitudes towards welcoming a diversity of learners in classrooms and meeting diverse needs in education is crucial [25., p. 18].
- **Support structures organised to promote inclusion** that impact upon inclusive education are diverse and often involve a range of different service professionals, approaches and working methods. *Established support structures can act as a support to, or as a barrier to inclusion* [25., p. 19].
- **Flexible resourcing systems that promote inclusion:** funding policies and structures remain one of the most significant factors determining inclusion. Limited or no access to certain facilities and provision may actually hinder inclusion and equality of opportunity for learners with SEN [25., p.20].

In the last decade, a number of major international statements have appeared that affirm the principle of inclusive education in the global educational policy agenda. The key legal frameworks influencing inclusive education are outlined within the UNESCO Policy Guidelines on Inclusion in Education [34] beginning with the Universal Declaration of Human Rights [35], moving to the Convention against Discrimination in Education [20], the Convention on the Rights of the Child [21], the Convention on the Protection and Promotion of Diversity in Cultural Expressions [22].

Article 24 of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) states that **inclusive education** offers the best educational opportunities for learners with disabilities [36]. It is argued that these and other international documents *set out the central elements that need to be addressed in order to ensure the right to access to education, the right to quality education and the right to respect in the learning environment* [36., p.10]. Most European countries have signed the Convention and the majority of these have also signed the optional protocol and are in the process of ratifying both the convention and protocol. **Ukraine has both signed and ratified the UNCRPD.**

Together, the UNCRPD and the United Nations Convention on the Rights of the Child (1989)⁴ provide a framework for a rights-based approach for all children. The UNCRPD calls for staff training to incorporate disability awareness, the use of augmentative and alternative communication and education techniques and materials to support persons with disabilities. However, it was pointed out that *the specialist support demanded by inclusive education requires that it be provided without perpetuating the segregating practices that have been associated with traditional approaches to special education* [31., p. 9].

The UNESCO Policy Guidelines [34] suggests that *inclusive education is a process of strengthening the capacity of the education system to reach out to all learners ... An inclusive education system can only be created if ordinary schools become more inclusive – in other words, if they become better at educating all children in their communities* [34., p. 8]. Guidelines were developed to support the UN Sustainable Development Goal for education (SDG4), which calls upon national education systems to *ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*.

Despite agreement on broad international policy initiatives, countries determine national policy that take different approaches in structuring provision of pupils with SEN. Across countries, it is possible to identify approaches aimed towards ‘full’ inclusion in mainstream settings; approaches involving a ‘continuum of provision’ aimed at meeting diverse needs; and approaches with clearly defined and separate systems for mainstream and special schooling. It is however, also possible to see that ‘conceptions of, policies for, and practice in inclusive education are constantly undergoing change in all countries’ [25], [33., p. 16]. This paper reviews the situation in Ukraine, where educational reform towards inclusive education are announced and started to be implemented recently. However, developments towards inclusive education in Ukraine with the best intentions to give access to quality education to children with SEN, are still influenced by the traditional issues related to ‘correctional pedagogy’.

1.1. Methodology

The main aim of the research – to contribute to the implementation of the education reform in Ukraine and its transition to an inclusive education system, by improving the efficiency of quality service provision to children with diverse needs in education. This Report presents a review of relevant statistical data and the most recent national legal documents⁵, and comprehensive analysis of service provision for children at risk belonging to 0-15 age group, their families and professionals involved in the service provision, as well as the role of Inclusive Resource Centres. The research findings lead to concrete recommendations for the key actors in the education reform.

A methodology has been developed in accordance to project tasks and expected outcomes.

Project tasks:

1. To assess the needs for additional support of at-risk children in order to facilitate equitable access to education at all educational levels, including to early childhood.
2. To analyze the services available, lacking or overlapping/duplicated for at-risk children and children with diverse special education needs.
3. To analyze the scope, quality, and accessibility of services provided to children with diverse special education needs based on the sample of a selected region, which will be identified to represent the overall situation in the country.

⁴ Since Ukraine ratified UN Convention on the Right of the Child (1991) an ever growing role is assigned to social model, which is particularly focused on protection of human rights.

⁵ See References.

4. To develop a child-centered map of services provided by different institutions, including but not limited to kindergartens, schools, IRCs, medical and social service institutions, and NGOs, based on the sample of selected regions identified to represent the overall situation in the country.
5. To analyze the services provided by IRCs to at-risk children and children with identified special education needs, including but not limited to the unique services provided only by IRCs, services provided by IRCs and other institutions. A separate focus of the analysis should be the coordinating role of IRCs for the services provided by other institutions.
6. To develop the recommendations for MoES, local authorities and IRCs on improving the efficiency and quality of services for children at risk.

Expected Outcomes:

1. A map of services provided to children at risk by different institutions (including but not limited to schools, IRCs, medical and social service institutions and NGOs), and coordinated by IRCs, is developed.
2. Analyses of needs for mainstream multi - sectorial service provision of children at risk and their families.
3. Recommendations for the MoES, IRCs and local authorities on improving the services to meet the needs of children at risk within the system of inclusive education.
4. The establishment of a reference point for future monitoring of service provision for children at risk.
5. The establishment of a reference point for future monitoring of the IRCs' performance. This should include the assessment of the needs of the IRC's staff for capacity development.

The research has been carried out in **two phases**:

- I. **Desk review** on current situation, including relevant statistical data and most recent national legal documents, related to educational reform towards greater inclusiveness [A sequence of legal documents' review see in Appendix 1].
- II. **Field study** - detailed analysis of service provision for children at risk belonging to 0-15 age group, their families and professionals involved in the service provision, as well as the role of Inclusive Resource Centres. Field study included focus group discussions and semi-structured in-depth individual interviews, local document review, and site visits. Preliminary topics of the interviews and focus group discussions with different stakeholders are provided in Appendix 6.

The other important aspects of both phases of the research were *to clarify*:

- If legal documents that potentially impact upon inclusive education within a country, clearly state inclusion as a goal;
- How these documents are inter-related;
- How changes towards inclusive education that are foreseen in a new legislation possibly become the system of education;
- How national legislation align with international legislation concerning inclusion.
- Assessment and support policy of children aged 0 to 15;
- Assessment practice;
- Educational and support practice;
- Teacher and specialist education for inclusion.

For the **first phase**, the research team – international consultant and national consultant with regular consultations with the Early Childhood Program’s long - term international consultant - carried out a desk review that analyzed current situation of inclusive education in Ukraine including review of relevant statistical data and the most recent national legal documents.

In order to identify a progress and challenges of legislation towards *quality education for all*, the existing national legal documents [4; 6] have been compared with recently developed legislation [2; 3] [See Appendix 2].

In addition, the glossary including the main terms and definitions, related to quality education for all, as they are in international recommendations, was developed in order to use and understand specific terms and concepts similarly [See Appendix 0].

In order to identify similarities and differences of the main terms and definitions in national legislation and international recommendations a comparative analysis was done [See Appendix 3]. Comparison of the main principles of education as in national legislation and international recommendations is provided in Appendix 4. Inter-relationship among framework Law on Education [3] and other national legislation that potentially impact upon inclusive education has been reviewed [See Appendix 5].

For the **second phase**, an inception report, including a work plan and methodology as in the project tasks, has been developed, and **field study** has been carried out. Both international and national expert visited governmental organizations at central level, teacher education and educational institutions, inclusive resource centres, non-governmental and other related organizations in Ukraine and carried out semi-structured interviews (individual and focus group) as foreseen in a work plan (see Table 1.1.1 and Appendixes 7a, b).

Table 1.1.1: Stakeholders involved in interview and focus group discussions

Stakeholder	Stakeholder ⁶	Approach to use	Minutes recorded	Location
Central level	Officials from the Ministry of Education and Science (8 persons)	Focus group interview	64	Kyiv, 12.10.18
	Official from the Ministry of Health Care (2 persons)	Individual interview	28	
	Official from the Ministry of Social Policy (2 persons)	Individual interview	64	
	Representative of Institute of Education Content Modernization National Academy of Educational Sciences (6 persons)	Focus group interview	40	
National level	Experts from the field early childhood intervention (2 persons)	Individual interviews (2)	60	Kharkiv 10-11.10.18
National/ Regional / Local level	Representatives of Faculty of Pedagogical Education in Lviv National University, Department of General and Social Pedagogy, Department of Correctional Pedagogy and Inclusion, Department of Elementary and Preschool education (6 persons)	Focus group interview	80	Lviv 16.10.18
	Official from regional Education department	Individual interview	64	Lviv 15.10.18
	Officials from Service in children’s affairs (2 persons)	Individual interviews (2)	62	Lviv 15.10.18 17.10.18

⁶ More information provided in Appendix 7b

	Official from Regional Social Services' Center for Family, Children and Youth	Individual interview	45	Lviv 16.10.18
	Official from Lviv Region Institute of Postgraduate Pedagogical Education	Individual interview	-	Lviv 17.10.18
School / Preschool level	Teachers, teacher assistants and specialists of inclusive schools (in Lviv and rural area)	Focus groups (2) Individual interview Visit to schools (3)	174	Lviv 17-19.10.18
	Preschool teachers of inclusive groups in kindergartens	Focus group Visit to kindergarten	50	Lviv 17.10.18
	Teachers and preschool teachers of special school	Individual interview Visit to special school	56	Lviv 19.10.18
	Parents of children with and without SEN (in Lviv and rural area)	Focus groups (4) Individual interviews (3)	232	Kharkiv, Kyiv, Lviv 10.10.18, 13.10.18, 15.10.18, 17-18.10.18
Services for children with SEN providers	Inclusive Resource Centre specialists (in Lviv and rural area)	Individual interviews (2) Visits to IRCs (2)	87	Lviv 17-18.10.18
	Psychological-Medical-Pedagogical Commission specialists	Individual interview Visit to PMPC	30	Lviv 16.10.18
	Specialists of Early Childhood Intervention centre and rehabilitation centre for children with disability	Individual interview Visit to ECI	72	Lviv 18.10.18
	Representatives of Centre for Social and Psychological Aid	Individual interview Visit to Centre	48	Lviv 16.10.18
Civil society stakeholders	Donors, experts, NGO leaders	Individual interviews (4)	186	Kharkiv, Kyiv, Lviv 10.10.18, 13.10.18, 15.10.18, 19.10.18
<i>Total number of minutes recorded</i>		<i>1442 or 24 hours and 02 minutes</i>		
<i>Total number of participants</i>		<i>Over 50</i>		
<i>Total number of focus groups</i>		<i>10</i>		
<i>Total number of interviews</i>		<i>23</i>		
<i>Total visits to schools (3), pre-schools (2), IRC (2), PMPC (1).</i>				

In order to achieve geographical representation across the country interview and focus group discussions were carried out across three diverse cities - Kyiv, Kharkiv, and Lviv, however, focusing on Lviv region. Selection of the region in focus Lviv was based on the following criteria:

1. Readiness of public servants and officials to cooperate within the project;
2. The main structures and institutions involved in the process of quality education for all present in the region;
3. Progress in inclusive education and relevant multi-sectorial services provision for children more efficient than average in Ukraine);
4. Early Intervention services provision;
5. Inclusive Resource Centres are established;
6. Developed infrastructure of social services for children with disabilities provision;
7. Good practices of special education service provision;

8. Strong and powerful parental non-governmental organizations that advocate the rights of their children on education and services provision at a community level;
9. Progress in reforming childcare institutions (boarding homes, 'internats' etc.) (more efficient than average in Ukraine);
10. Participation of non-governmental organizations in social services provision (more efficient than average in Ukraine);
11. Readiness of the representatives of the Department of Pedagogy, University of Lviv, to cooperate within the project.

As an additional argument in favour of the selected region is that Lviv is one of the pilot region in the OSF's project 'Support the development of a model of transition from Early Childhood Intervention (ECI) to Inclusive Early Education (IEE) services in 2 regions of Ukraine'.

The issues related to early childhood intervention were explored during the individual interviews while both national and international experts attended international conference 'ECI EURLY AID Ukraine 2018' in Kharkiv, and during group and individual interviews in Kyiv and Lviv.

We visited three ministries [see Table 1.1.1] in Kyiv and had focus group discussions and individual interviews with the officials from the mentioned above ministries.

In Lviv region, we visited:

- 3 secondary schools providing inclusive education (2 in Lviv; 1 in Lviv region) and observed two lessons in inclusive classes;
- 1 kindergarten; 1 PMPC; 2 IRCs (1 in Lviv; 1 in Lviv region);
- 1 Children's Rehabilitation Centre in Lviv;
- 1 Education and Rehabilitation center for children with visual impairments;
- Lviv National University, Institute of Education Content Modernization National Academy of Educational Sciences;
- Lviv Region Institute of Postgraduate Teacher Education;
- Regional Education department; Service in children's affairs;
- Regional Social Services Center for Family;
- Children and Youth and other NGOs,
- In addition, we met with representatives of parents.

In light of the proposed areas of study, the **methodology of exploratory field study** was based on a mix-method approach that includes:

- Descriptive analysis of statistical data regarding children at risk, including children with special educational needs to describe the basic features of the analysed data;
- Qualitative research and its techniques: document review by analyzing secondary data: during a desk review, main legal documents on education reform in Ukraine, including laws, resolutions, decrees, orders, and statistical bulletins have been reviewed.
- Comparative approach and interpretive techniques (coding and recursive abstraction⁷) have been applied while conducting secondary data analyses.

⁷ The manner to follow recursive abstraction is by summarizing the data. The first step under this is classifying data into different categories. One of the most prominent among these "classifying factors" is response to the particular situation. Carrying on with the method, the next step is summarizing. It does not involve only one layer of summarizing, but different layers. This helps to

- For the comparative analysis, international recommendations on inclusive education have been used as a basis for the review of legislation related an educational reform in Ukraine towards more inclusiveness.
- Qualitative content analysis to categorize text material originating from interviews, focus groups, observation protocols. A directed approach of content analysis has been applied. With direct approach, analysis starts with a theory or relevant research findings as guidance for initial codes.

Taking into account the main project tasks [see page 13], the findings of both desk review and field study were combined.

During the desk review phase, current situation, in particular, relevant statistical data have been analysed, and the relevant legal documents have been selected for the review and reviewed⁸. During the field study phase, a statistical data have been checked and amended; data on available services and their accessibility were analysed.

Structure of the Report is as follows:

- Review of data on target groups according to the age groups [0 to 3; 3 to 6/7; 7 to 18] and a character of risks at a national level and in a selected region (Lviv):
 - Statistics on children population and statistics on children at diverse risks;
 - Statistics on children with identified special educational needs population and character of SEN;
 - Statistics on children with identified disabilities and character of disabilities;
 - Statistics on children in special schools and kindergartens: a) number of children receiving early intervention; b) number of children in special kindergartens according to their SEN/disorders/disabilities; c) number of children in special schools according to their SEN/disorders/disabilities; d) number of children receiving home education.
- Map of structures, responsible for identification, needs assessment and support, including educational, social, psychological, health care services to a child & a family.
- Analysis of main legal documents, related to identification, assessment, education and support (educational, social, psychological, medical) of children at risk and children with identified special educational needs (aged 0-15) at all educational levels, and their families.
- Overview of recent research reports, related to the services provision for at-risk children under inclusive education reform.
- Field study via individual interviews with:
 - Main stakeholders in the three line ministries: Ministry of Education and Science, Ministry of Health Care, and Ministry of Social Policy;
 - Main stakeholders in both special and regular schools and pre-school institutions;
 - Managers of Inclusive Resource Centres and Pedagogical Medical Psychological Commissions (PMPC);
 - Experts and specialists from the field of early childhood intervention;
 - Representatives of NGOs;
 - Managers of pre-service and in-service teacher training institutes;
 - Officials from regional / local departments of education

remove any discrepancy that may have crept in during finalizing of the result (<http://www.qualitivedataanalysis.net/methods-of-recursive-abstraction/>).

⁸ The list of the legal documents, used for the light touch analysis can be found in the References.

- Field study via focus group discussions with:
 - Specialists of Inclusive Resource Centres;
 - Specialists of PMPC;
 - University teachers involved in pre-service and in-service teacher education;
 - University teachers involved in pre-service and in-service specialist (speech therapists, special pedagogues etc.) education;
 - Family members of children with and without special educational needs;
- Field study via local document review:
 - Regulations developed by regional / local departments of education related to assessment and support of children with SEN'
 - Documents of Inclusive Resource Centres - protocols of assessment and recommendations;
 - Documents of schools and preschools related to assessment, and educational support of children in inclusive classroom/group;
 - Documents related to teacher and specialist education (curricula, study programme, description of the module etc.).
- Informal observations while visiting Inclusive Resource Centres and educational institutions.

All visits, interviews and discussions have been conducted by the 2 experts both national and international. The main working language for the individual and focus group interviews was Russian. According to the request of the interviewees, the working language in some meetings was switched to Ukrainian (with available simultaneous translation).

Both individual interviews and focus group interviews were recorded taking into account ethical considerations as they are provided below in the chapter 'Ethical Considerations'. In addition, the notes of all meetings and interviews were taken in written. At the end of each day, all notes of two experts were compared to ensure maximum details were fixed and transcriptions were compiled. Also at the end of each day, the experts were engaged in an informal review of notes and impressions; a running tally of both available data and possible recommendations were compiled. Once data collected, it was translated into English, then coded, and analysed across the following key themes to address the project tasks and the main issues that were planned to explore [see Appendix 6].

Quotations from the interviews and focus group discussions are marked as provided in Appendix 7b [A7b/1; A7b/2 etc.]. Links among Project tasks, expected outcomes and key findings are provided in Appendix 2

1.2. Ethical Considerations

A research team followed the main ethical requirements for research. Before starting primary research (individual or group interview) participants were informed about project goal and tasks. In addition, they were given an opportunity to ask questions about the project and were provided with the researchers' contact details. In line with ethical principles of social research, appropriate information about the research process was provided.

One of the main principle of research ethics included *voluntary participation* and informed consent in order to guarantee that all human subjects are choosing to participate of their own free will and that they have been fully informed regarding the procedures of the research project.

A consent was obtained from all participants prior to conducting focus groups or interviews (among other methods). Participants who do not give consent were not be included in the research process. Participants were asked for different levels of consent, e.g. whether or not they consent to their responses being

featured in resulting reports with names, roles and names of institutions, or with their roles and institutions, just with roles alone or with no identifying information at all. In addition, the consent for audio recording of research process was obtained from all research participants in a verbal form.

Ethical standards also protect the *confidentiality and anonymity* of the subjects. Interviewers explained to the interviewees that information is collected anonymously, and that the interview is confidential. Another ethical principle is a *permission*. Any recorded contribution, in written form, on tape etc., or in notes taken from the interview by the interviewer, was used in accordance with the wishes of the interviewee. Although the question of ethics is not unique to focus group interview approach, there are ethical issues that are specific to this approach. The major issue to consider as a researcher using this technique is the potential of over disclosure by the participants, particularly if the research topic is sensitive. The research team insured that participants are not harmed (physically or psychologically) by the research

1.3. Limitations

The relevant legislation for the review have been selected taking into account the following issues:

- The significance of general legislation for education.
- The up-to-date versions of national legislation of education.
- The legislation related to quality education for all and service provision in light of an overall transformation of the country's education system toward inclusive education.
- The documents related to early childhood intervention.

Legal documents were selected with the purpose of analysing them through the lenses of inclusive education concept in order to identify the progress, challenges and needs related to quality education for all. International recommendations related to quality education for all have been used as a frame of reference.

Documents for the review were collected via Project's national consultant as well as via open e-sources. The selected national documents needed translation. While the legal documents used for analysis were translated into English (documents used in non-original language), there is still a risk for misinterpretation of the terminology and definitions. In addition, it is important to acknowledge that the completeness of data, in particular statistical data on children, professionals and institutions involved may differ in relation with the source and collection methodology used. Consequently, the conclusions and recommendations should be considered with a caution.

2. NATIONAL STATISTICS RELATED TO CHILDREN IN NEED OF SERVICES

2.1. Statistical data on target groups according to age groups and risk character



Table 2.1.1: General statistical information⁹

Total population		
	In UA ¹⁰	In Lviv region
Total population	42 216 766	2 529 608
Total children population (0-17)	7 609 297	485 361
Children population in pre-school education institutions	1 304 000	72 944
Children population in general education schools	3 921 673 ¹¹	269 180
Children population according to the age groups		
Children population aged 0-2	1 164 637	79 589
Children population aged 3-6	2 356 275	117 846
Children population aged 7-15	3 840 301	240 178

The share of children's population in Ukraine is 18% of total population. The share of children population in pre-school education institutions is 17,1% and of children population in general education schools is 51,5% of total children population. In Lviv region, share of the children's population is 19,2% of total

⁹ As of January 1, 2019

¹⁰ UA - Ukraine

¹¹ At the beginning of the 2017/18 academic year

population. The share of children population in pre-school education institutions is 15,0% and of children population in general education schools is 55,5% of total children population.

If we consider that the category of children from 3 to 6 years old are children, who need to receive a pre-school education service (in fact, there is a small number of younger / older who receive such service), then 66.1% children from the total number of preschool children in Lviv region receive this service. Within Ukraine, this figure is 55.3%.

Statistics on children at diverse risks are provided in Table 2.1.2¹²

Table 2.1.2: Statistics on children at diverse risks¹³

Children at risk population		
	In UA	In Lviv region
Number of orphan children and deprived of parental care	69 352	2 204
Number of children affected by hostilities and armed conflict	10 611	39
Number of children in difficult life circumstances	31 491	1 035
Number of children separated from the family	17	0
Number of homeless children	no data	no data
Number of refugee children	no data	no data
Number of children in need of additional protection	no data	no data
Number of children in need of temporary protection	no data	no data

Statistics provided in tables 2.1.1 and 2.1.2 show, that 0,9% of total number of children in Ukraine are orphan children and children deprived of parental care. Besides, 0,4% of total number of children are in difficult life circumstances. In Lviv region less than 0,5% of total number of children are orphan children and children deprived of parental care; 0,2% of total number of children are in difficult life circumstances.

In addition to the information provided above in tables 2.1.1 and 2.1.2, review of the available statistical data show that Ukraine has the biggest institutional childcare system in Europe, that consists of 774 institutions ('internats') for 106 700 children, and only 8 147 (7,7% of total number of children in institutions) are orphan children or children deprived of parental care. So the share of children which are residents of childcare (boarding) institutions to total number in total children population is 1,4%. These children are excluded from mainstream secondary education, among them: more than 37 000 children are taught in special secondary schools, and more than 16 000 – in sanatorium schools. Moreover, 1950 children with disabilities (1,9% of total number of children in childcare institutions), who are residents of institutions within the Ministry of Social Policy sphere, are radically excluded from the education, because there are no educational services in these institutions at all. We consider that all children, which are residents of institutional childcare system, are children at risk¹⁴.

In Lviv region, the share of children who are residents of childcare institutions ('internats') to total number in total children population is 1,3% and only 4,5% of them are orphans or deprived of parental care.

Statistics on educational services in Ukraine and in Lviv region are provided in Table 2.1.3 below¹⁵.

¹² Data was provided by Ministry of Social Policy: https://dostup.pravda.com.ua/request/statistichni_dani_shchodo_katieg

¹³ As of 31.12.2018

¹⁴ Data on institutional Childcare system was collected by National Deinstitutionalization of reform project office: <https://www.ukrinform.ua/rubric-society/2464791-usinovlenimi-mozut-buti-ne-bilse-5-vihovanciv-internativ-kuleba.html>

¹⁵ Data provided by Ministry of Education and Science be request:

<https://dostup.pravda.com.ua/request/49841/response/119936/attach/3/6%20159%2019.pdf>

Table 2.1.3: Statistics on educational services

Educational statistics and children population	In UA		In Lviv region	
	2017/2018	2018/2019	2017/2018	2018/2019
Total number of kindergartens	14 907	14898	819	840
Total number of schools	16 160	15421	1 259	1205
Number of kindergartens with special groups	1 568	1548	117	76
Number of special groups in kindergartens	4 160	4137	237	157
Number of special schools (including training and rehabilitation centers and secondary boarding schools with special classes)	333	325	20	19
Number of IRCs: as planned to establish/already established ¹⁶		603/560		30/27
Number of PMPCs	no data	no data	no data	no data
Children in special kindergartens	65 044	62717	3 467	2179
Children in special schools (including training & rehabilitation centers & secondary boarding schools with special classes)	39 727	37787	2 074	1883
Children under individual form of education (home education)	51541	60274 ¹⁷	3244	3798
Number of inclusive kindergartens	425	929	27	72
Number of inclusive groups in kindergartens	578	1284	43	144
Number of inclusive schools	2620	3790	142	224
Number of inclusive classes in schools	5033	8417	149	409
Children with SEN in inclusive classes in schools	7179	11866	293	513
Children with SEN in kindergartens	no data	2359	no data	318
Teacher's assistants	3732	7636	232	379

According to statistics as in Table 2.1.3, only **16,6%** kindergartens in Ukraine (17,6% in Lviv region) provide educational services for children with SEN (kindergartens with special groups & inclusive kindergartens). Furthermore, the Ministry of Education and Science of Ukraine recognizes that at the 1st of September 2017 among 4 068 923 of school-age children (from 6 to 18 years old) 45992 of them (1,1%) do not study for secondary education and about 20610 pupils (0,5%) – no **information** available¹⁸.

The statistics on children with SEN in special and inclusive classes in schools (by nosology) are provided in Table 2.1.4

¹⁶ As of May 27, 2019 according to the information provided by Ministry of Education and Science

¹⁷ The data on pupils of special schools under individual education is included

¹⁸ Statistical Yearbook "General and vocational educational institutions": <http://www.ukrstat.gov.ua/>.

Table 2.1.4: Children with SEN in special and inclusive classes in schools (by type of SEN)¹⁹

Type of SEN	2017/2018								2018/2019								
	Ukraine				Lviv region				Ukraine				Lviv region				
	In special classes	In inclusive classes	Total number be type of SEN	% of total number of children with SEN	In special classes	In inclusive classes	Total number be type of SEN	Share of total number of children with SEN	In special classes	In inclusive classes	Total number be type of SEN	Share of total number of children with SEN	In special classes	In inclusive classes	Total number be type of SEN	Share of total number of children with SEN	
1	Intellectual developmental disorders	17875	1596	19471	41,8	616	28	644	27,2	16776	2296	19072	38,4	655	51	706	29,5
2	Blind	438	20	458	1,0	84	4	88	3,7	397	36	433	0,9	72	5	77	3,2
3	Visual impairment	4253	379	4632	9,9	270	11	281	11,9	4227	527	4754	9,6	278	17	295	12,3
4	Deaf	1784	18	1802	3,9	100	2	102	4,3	1672	30	1702	3,4	93	7	100	4,2
5	Hearing impairment	1916	336	2252	4,8	58	39	97	4,1	1856	530	2386	4,8	57	50	107	4,5
6	Musculoskeletal system disorders	1996	918	2914	6,3	54	64	118	5,0	1926	1327	3253	6,6	18	89	107	4,5
7	Severe speech impairment	3647	598	4245	9,1	419	6	425	18,0	3832	980	4812	9,7	255	16	271	11,3
8	Delay in mental development	4779	2790	7569	16,2	259	100	359	15,2	3390	4879	8269	16,7	193	197	390	16,3
9	Complex developmental disorders	1395	97	1492	3,2	49	5	54	2,3	2109	468	2577	5,2	89	20	109	4,5
10	Autism spectrum disorders	891	281	1172	2,5	100	16	116	4,9	1071	538	1609	3,2	119	29	148	6,2
11	Down syndrome	453	146	599	1,3	65	18	83	3,5	531	255	786	1,6	54	32	86	3,6
	Total	39427	7179	46606		2074	293	2367		37787	11866	49653		1883	513	2396	

¹⁹ Data was provided by Ministry of Education and Science by request: <https://dostup.pravda.com.ua/request/49842/response/119910/attach/3/6%20158%2019.pdf>.

Statistical data in Table above are provided according to type of SEN. The biggest group of children are those with Intellectual developmental disorders [38,4% from total number of children with SEN in special & inclusive classes in 2018/2019 educational year; see table 2.1.4], and, possibly, experiencing diverse learning difficulties due to diverse reasons and having special educational needs.

Despite the fact that new legislation is focused on assessment of SEN of children and quality pedagogical-psychological support, less is known about children with SEN and the character of their needs. All available data are focused on disorders. The interface among *no data, no problem, and no support* is risky for both children and education system. The mentioned above evidence highlights the need for more recent disaggregated data on disability, focusing on the educational needs of a child. This issue remains a challenge at a country level as well as in Lviv region.

It is likely that relevant statistical data will be collected and presented after the network of IRC starts to work, because one of the tasks of IRC is to keep the register of children who have passed a comprehensive assessment and are registered in IRC [15].

However, the process of the development of IRC network is rather slow. *For example*, according to the plan, in 2018 in Lviv region, 30 IRCs should be established and should be provided with services, however, only 9 IRCs have been established since we visited Lviv region [A7b/13].

Children population with identified disabilities and the character of disability see in Table 2.1.5.

Table 2.1.5: Children population with identified disabilities and the character of disability²⁰

Children with identified disabilities ²¹				
	In UA		In Lviv region	
	2018	2019	2018	2019
Total children with disability population	159044	161594	10 917	11134
Mental and behavioural disorders	23950	25462	no data	1668
Diseases of the nervous system	25885	25579	no data	1694
Congenital malformations, deformations and chromosomal abnormalities	49138	49256	no data	3538
Diseases of the eye and adnexa	5972	5827	no data	443
Diseases of the ear and mastoid process	10129	10223	no data	579
Other	43970	45247	no data	3212

At the beginning of 2019 there were 161 594 (2,1% of total children population; see table 2.1.5)²² of children under 18 were officially registered with a disability, and the prevalence of disability within the total population of Ukraine grew up in the recent years. However, the prevalence of children with disabilities is very low. It can be related to a weak 'Child find' system and particular specifics of criteria for data collection. In Lviv region the share of children with disability is 2,2% of total children population.

Among children with disabilities, 73 161 of them in 2018/2019 educational year (68 714 – in previous period) were taught in secondary education (including special schools, schools of social rehabilitation and sanatorium) and vocational institutions, and 9 014 of children in 2018/2019 educational year (9 447 – in previous period) were educated at pre-school education (including special groups in kindergartens and kindergartens of 'compensating' type). Therefore, it is obvious that almost 80 000

²⁰ Name groups of diseases according to ICD-10

²¹ Data was provided by Ministry of Health care by request:

https://dostup.pravda.com.ua/request/statistika_shchodo_ditiei_z_inva#incoming-119454

²² As in the source *Data Collection on Children with Disabilities In Eastern Europe and Central Asia Summary Report on Disability Measurement, 2013*, amongst children 0-14 years of age, 5.1% are estimated to live with moderate to severe disability.

children with disabilities (almost 50% of total number of children with disability or 1% of total number of children population) are excluded from mainstream education in Ukraine.

There is no data collection on how many children have disabilities, difficulties and disadvantages, and special educational needs. Disability in Ukrainian legislation means ‘the degree of loss of health due to disease, trauma (the consequences) or congenital defects that the interaction with the environment can lead to a limitation of the person's life’.

In the field study phase, in order to analyse a service provision for children at risk belonging to 0-15 age group, their families and professionals involved in the service provision, a particular questions such as *what definitions are used to define special educational needs (SEN) of children / children at risks/ children with disabilities for statistics collection and analysis? How many children (in percent) are identified having disabilities/at risk/with SEN in a country? What proportion of children with disabilities/ at risk/ with SEN receive support services in special educational institutions and in inclusive classes and groups? etc.*²³ have been discussed during interviews with the officials from the Ministry of Education & Science (MoES); Ministry of Health Care (MoHC); and Ministry of Social Policy (MoSF) while visiting Ukraine.

In the interview with the representatives of educational policymakers, it was noticed that:

<...MoES approved the changes to the documents on statistical data collection and soon a relevant information regarding children with SEN and inclusive education in kindergartens and schools will be collected...>. Interviewees acknowledged that <...there is no available statistics on children with special educational needs now because of transformation of PMPC system that was responsible for collecting such data...> [A7b/6].

In the interviews, it was emphasized that, according to the Resolution of Cabinet of Ministries of Ukraine No.88 (2017) 'On Approval of the Procedure and Conditions for Granting Subvention from the State Budget to Local Budgets to Provide State Support to Persons with Special Educational Needs':

<...there are 6 categories of children with SEN: blind children and with low vision, deaf and low hearing, severe speech impairment, mental retardation, musculoskeletal disorders, intellectual disorder, and complex developmental disorders, including autistic spectrum disorders...> [A7b/6].

Representatives of central level health care policy makers noticed that they:

<...take responsibility for some issues of inclusive education...> and <...develop financial standard on the needs in inclusive education...according to the draft legal act there will be 5 categories of children with developmental disorders...>. It was also stressed that <...we suppose that medical doctors note not only diagnosis for IRC, but identify physical characteristics of the child and restrictions according to ICF²⁴...> [A7b/8].

It should be noticed, that in the interviews, the representatives of different organizations shared with their own understandings of the terms that were mentioned above:

<...Children with SEN are not equivalent of children with disorders...> [A7b/9]; <... children with SEN are not only children with disorders; they could be children of Roma nationality, or at different social risk...> [A7b/10].

The clearly defined terms such as ‘disability’ and ‘special education needs’ as well as links between these terms would facilitate understanding *what is what* and would support a more precise collection of relevant statistical data.

The efforts of the official structures to improve the system of statistical data collection related to children with special educational needs etc. are evident, however, the agreed content of the main

²³ See Appendix 6

²⁴ In the document ‘*Організаційно-методичні засади діяльності інклюзивно-ресурсних центрів: навчально-методичний посібник*’ / За заг. ред. М.А. Порошенко та ін. – Київ : 2018. – 252р. (Note: voluminous document ‘The Methodology for IRC functioning’ has been developed recently), p. 28-33, the main ideas of ICF are presented, however, there is no any recommendation in the document how ICF can be adopted and used by IRC in identification SEN of children.

terms such as *special educational needs, disabilities ('invalidnost'), difficulties, disadvantages* etc. would facilitate a collection of relevant statistical data.

It should be admitted that while different sectors are developing similar documents on statistical data collection etc., a cooperation and collaboration in this process would be extremely important.

Key findings 1

Number of inclusive schools, inclusive classes and children with SEN in inclusive classes as well as number of teacher assistants are growing up rapidly in Ukraine. Less is known about inclusive education progress in preschool sector.

Statistical data are provided according to nosology and disability. Less is known about children with special educational needs. Despite a formal focus on 'special educational needs' statistical data are provided according to 'nosology', 'disorder'.

The biggest group of children are those with Intellectual developmental disorders - 38,4 percent of children with delay from total number of children with SEN are in special & inclusive classes, and, possibly, experiencing diverse learning difficulties due to diverse reasons and having special educational needs. Less than 1/2 (41 percent) of children with delay in intellectual development and 88 percent of children with intellectual developmental disorders are still educated in special classes.

About 16,6 percent of preschool settings in Ukraine and 17,6 percent in Lviv region provide educational services for children with SEN in kindergartens with special groups and inclusive kindergartens. 1,1 percent of children do not study for secondary education, and 1,9% of total number of children in childcare institutions, who are residents of institutions within the Ministry of Social Policy sphere, do not receive education and educational support, because there are no educational services in these institutions.

There are still many children in boarding institutions ('internats'), special schools and 'sanatorium' schools. The share of children who are residents of childcare institutions - 'internats' (in Lviv region) to total number in total children population is 1,3% and only 4,5% of them are orphans or deprived of parental care. Young children aged 0-3, including children with "defects of physical and mental development and at social risks are still placed in residential institutions - 'infant homes'.

Suggestions 1

A national children database, including regional statistics on children with special educational needs and diverse risks, in particular of preschool age children, should be revised and elaborated to inform planning and formulation of educational policy.

Methodology with description of the term 'special educational needs' and relevant criteria for systematic collection of relevant data on children in need for services would significantly contribute to development of databases for quality identification of children needs for services. Cooperation and collaboration of different sectors involved such as education, health and social, while developing consentaneous methodology would facilitate the process of data.

It should be legitimated that every child has a right to inclusive education, including children with disabilities, and no one should be excluded from education, including children who are residents of institutions within the Ministry of Social Policy sphere.

2.2. Map of structures, responsible for identification, needs assessment and support to a child & a family at a national level

In this chapter, data on services available for at-risk children and children with diverse SEN to the age, institutions and professionals involved in identification, needs assessment and support to a child and a family in Ukraine have been analysed and are provided in the Tables 2.2.1 and 2.2.2.

Table 2.2.1: Services for children according to the age

	Child's age in years																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Basic pillar Universal services for all children 25,26	Nursing observation: identification of children with developmental peculiarities, delays and/or those who (could) get into difficult life circumstances.																	
	Family doctors in outpatient clinics of family health: identification of children with peculiarities of development and/or those who (could) get into difficult life circumstances; identification of children's needs in health care services; provision of health care services (primary link).																	
	Social work specialists of Centers of Social Services for Families, Children and Youth (or similar institutions at the community level): identification of children with developmental peculiarities and/or those who (could) get into difficult life circumstances; identification of children's needs in social services; provision of social services.																	
	Kindergartens (teachers, assistants, medical and other workers): identification of children with developmental peculiarities and/or those who (could) get into difficult life circumstances & inform relevant institutions; provision of educational services.																	
					Secondary schools (teachers, assistants, medical and other workers): identification of children with developmental peculiarities and/or those who get into difficult life circumstances, inform relevant institutions; provision of educational services.													
General pillar Children rights protection services	Services in children's affairs: identification of children who could get into difficult life circumstances																	
	National Police identification of children who could get into difficult life circumstances.																	
Special pillar – special services for children with developmental disorders / disabilities	Early intervention services (exist only in 4 regions): identification of children with developmental peculiarities and/or that (could) get into difficult life circumstances; identification of children's needs in medical, educational, social, and rehabilitation services; provision of early intervention services.																	

²⁵ Explanations regarding the colors that blocks are highlighted in the tables: blue – health care sphere, orange – social sphere, green – educational sphere, white – not approved, grey - law enforcement sphere

²⁶ Services differentiation on 3 pillars (basic, general and special) is not official and/or approved in legislation – it is proposed by authors of Desk Review

	Child's age in years																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			
	Medical-Advisory Commissions: identification of children's needs in medical, educational, social and rehabilitation services; admit (establish) disability; develop (correct) with the participation of representatives of the education and social protection authorities an Individual Rehabilitation Program.																				
	Infant homes (including for children with "defects of physical and mental development"): identification of children's needs in medical services; provision of medical services.																				
	Psycho-Medical-Pedagogical Commission: identification of children with developmental peculiarities and/or those who (could) get into difficult life circumstances; identification of children's needs in medical, educational, social and rehabilitation services; prepare conclusions and recommendations on the development, content, forms and methods of learning, taking into account the peculiarities of educational and cognitive activity of the child.																				
	Centers for comprehensive rehabilitation of people with disabilities: provision of rehabilitation services (including early rehabilitation services for children up to 2 years)																				
					Inclusive Resource Centers: identification of children with developmental peculiarities and/or those who (could) get into difficult life circumstances; identification of SEN; provision of correctional and developmental services for children; developing an Individual Development Program.																
					Pre-school institutions of compensating type, special & inclusive groups in kindergartens: provision of educational services for children with SEN.																
					Special (boarding) schools, training and rehabilitation centers with pre-school groups for children who need correction of physical and/or mental development: provision of educational and rehabilitation services.																
									Day care centers (groups) for children with disability (exist only in some communities): provision of social services.												
									Boarding institution for children with "defects of physical and mental development": provision of social services.												
									Special & inclusive classes in secondary schools: provision of educational services for children with SEN.												
								Sanatorium schools - strengthening of children's health in conjunction with general education, providing with qualified medical, psychological and pedagogical assistance.													

Structures, responsible for identification, needs assessment and support to a child & a family and provision of **universal services** (see Table 2.2.1) are focused on health care and social services for children mainly. Medical doctors are the main specialists who are responsible for identification of developmental peculiarities of children from birth. Nurses at outpatient clinics of family health are responsible for follow-up of young children (0 to 3) development and identification of their developmental peculiarities, delays and/or those children who (could) get into difficult life circumstances.

Special services for children with developmental disorders, disabilities, and special educational needs include a wide range of institutions, such as:

- Early Childhood Intervention Services;
- Medical-Advisory Commissions;
- Infant homes;
- Psychological-Medical-Pedagogical Commissions; Rehabilitation Centres for people with disabilities;
- Inclusive Resource Centres;
- ‘Compensatory’ type pre-school institutions and nursery kindergartens, special & inclusive groups in general kindergartens;
- Special (boarding) schools, education and rehabilitation centres with pre-school groups for children who need correction;
- Sanatorium schools;
- Day care centres for children with disabilities (in some communities);
- Boarding institution for children with ‘defects of physical and mental development’;
- Special & inclusive classes in general secondary schools.

Study finds that **special services** for children with SEN are focused on **health care, ‘correctional’ and social issues** mainly. For example, in day care centres and boarding institution for children with ‘defects of physical and mental development’, education and educational services, are not provided.

Within a new structure - **Inclusive Resource Centre**, despite its’ innovative purposes, a provision of correctional developmental services for children still prevails. In addition, **early childhood intervention (ECI) services are available** for children **only in four regions**: Kiev, Kharkiv, Lviv, and Uzhgorod. Services for young children in Ukraine are still therapy and correction based²⁷

The relevant support for the families of young children at developmental risk or with SEN should be a strong focus for early childhood intervention services.

Services for at-risk children that are available **at a national level** (Table 2.2.2) in order to facilitate equitable access to education at all educational levels, including to early childhood development, are presented below.

Table 2.2.2: Institutions & professionals involved in identification, needs assessment & support to a child & a family in Ukraine

	Institutions	Professionals	NGOs
Identification of children that (could) get into difficult life circumstances	Services in children’s affairs	Public servants	
	National Police	Policemen	
	Centers of Social Services for Families, Children and Youth	Specialists on social work	
	Departments of social work in communities		
Medical institutions,	Medical Doctors		

²⁷ According to participated families representatives (see in appendixes); In addition, as in the research based Report *Heeding the Voice of Parents: Families’ experience of services for children with disabilities and/or special needs, aged 0-4, in Ukraine, including experience of an innovative Early Intervention Service*, UNICEFF, Insitut Raneva Vmeshatelstva, et al: <http://rvua.com.ua/media/314/128e8e3c23aff2f467ad6aca6dbc9697.pdf>
However, ECI system in Ukraine (legislation, standards etc.) still developing; data on EI services are not collected in regard of not official status of such service yet.

	Educational institutions (kindergartens, schools)	Pedagogues	
Identification of social needs of a child and a family	Centers of Social Services for Families, Children and Youth (rayon, community level)	Specialists on social work	
	Departments of social work in communities		
	Medical-Advisory commissions	Medical Doctors	
Identification of health care needs of a child and a family	Medical-Advisory commissions	Medical Doctors	Private medical institutions use legalized clinical tests ²⁸
	Medical institutions		
Assessment of the child' SEN	Inclusive Resource Centers	Speech therapists, defectologists, practical psychologists, physical education teachers	Ukrainian Association of Behavioral Analysts. Tools are not certified.
	Psycho-Medical-Pedagogical Commissions	Defectologists, practical psychologists, psychiatrists, neurologists	
Provision of support educational/social/ psychological/ medical	Centers of Social Services for Families, Children and Youth (rayon level), community centers of social services (including psychological support)	Social work specialists, social worker practical psychologists, social pedagogues,	
	Rehabilitation Centers of people with disabilities	According to the need & structure of center	
	Educational institutions (kindergartens, schools, special schools), Inclusive Resource Centers – educational & psychological support services	School & kindergarten teachers, assistants, speech therapists, defectologists, practical psychologists, physical education teachers	
	Medical institutions/medical services	Medical Doctors	

There are some statistical data on how many institutions and professionals are involved in which regions (collected within deinstitutionalization reform), but it is not verified yet and need some time to be properly double-checked.

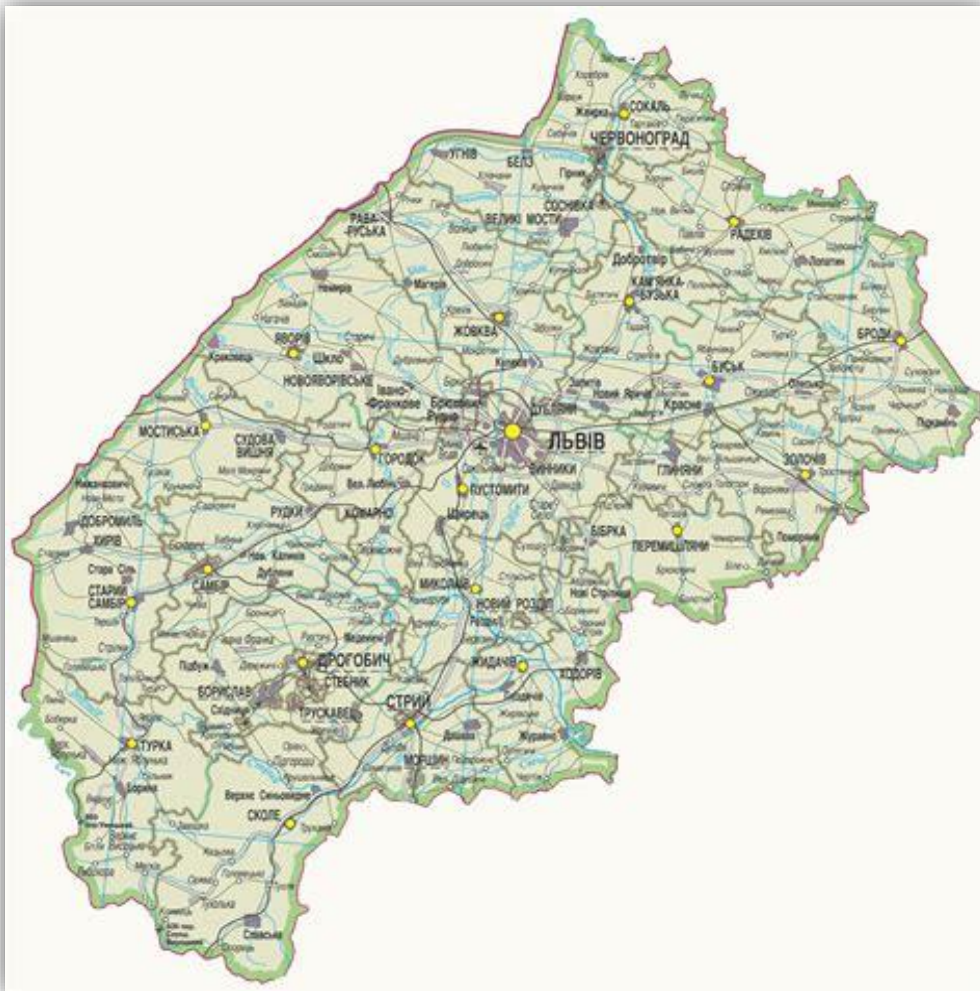
²⁸ Giunti Psychometrics: <https://giuntipsy.com.ua/>.

2.3. Map of services provided to children at-risk & analyses of needs for mainstream multi-sectorial service provision in Lviv region

In the field study stage, services provided to children at risk and their families by different institutions in Lviv region have been identified, and later on, some of them have been visited.

A map of services provided to children at risk by different institutions (including but not limited to schools, IRCs, medical and social service institutions and NGOs), and coordinated by IRCs, in Lviv region is presented in Appendix 8.

There are **64 cities and amalgamated communities** in Lviv region ('oblast') with **488 554²⁹ total population of children aged 0 to 17**.



Cumulative statistics on institutions, responsible for identification, needs assessment and support to children at risk and their families in Lviv region are provided below (see Table 2.3.1).

²⁹ This data do not match to the official statistics that is represented in table 2.1.1. The difference is 3193 children or less than 1% of children population in Lviv region identified in official report. Data in this paragraph were collected by every administrative and territorial unit (amalgamated community, city, rayon) by National Deinstitutionalization Office, but was not verified. Therefore, it may include double counted data. We decided to represent this information in this report because there is no any accessible data on the issues we analyze and research within the project.

Table 2.3.1: Institutions & professionals involved in identification, needs assessment & support to a child & a family in Lviv region

Sector	Institution	Quantity
Education	Kindergartens	639
	Schools	1327
	Special schools	8
	IRCs	26
	Education and Rehabilitation Centers	11
Social	Institutions on social and/or rehabilitation services provision	34
	Center for Social and Psychological Aid (regional)	1
	Social Center for Mother and Child (regional)	1
	Social dormitory for orphan children and children deprived of parental care	1
	Centers of Social Services for Families, Children and Youth	30
	Early intervention services Center	1
Health Care	Medical institutions	559

It is difficult to make a statement that at least in one administrative and territorial unit (hereinafter – ATU) of Lviv region, children and their families are sufficiently provided with required services. Because of the lack of available statistical data, it is impossible to identify the needs of targeted audiences.

The availability of services for at risk children and their families in different cities and communities differ³⁰. For example,

In Brodivskiyi rayon with 11238 children population, 18 kindergartens, 47 schools, 11 health care institutions, 1 Centers of Social Services for Families, Children and Youth, 1 Education and Rehabilitation Center, 1 IRC, and 2 institutions on social and/or rehabilitation services provision are available.

In Mykolayivskiyi rayon with 9244 children population, 5 kindergartens, 29 schools, 14 health care institutions, 1 Centers of Social Services for Families, Children and Youth, 1 IRC, and 1 institution on social and/or rehabilitation services provision are available.

*While in Buskiy rayon with 9584 children population (similar as in Mykolayivskiyi rayon), there are 9 schools, 1 IRC, 1 health care institution, and 1 Centers of Social Services for Families, Children and Youth, however, there are **no kindergartens** in the rayon. Therefore, it may be considered, that Buskiy rayon is the challenging rayon in terms of educational services for children provision.*

According to available data, we can assume that only Lviv city is able to provide a full range of services for children and their families, including early childhood intervention. It should be emphasized that early childhood intervention services are provided only in Lviv city while there are no early intervention services available in the region.

As for the other administrative and territorial units (hereinafter – ATUs) it is expedient to pay more attention to amalgamated communities because in a few years all rayons will be eliminated according to decentralization reform. Among 35 amalgamated communities, the pre-school services are

³⁰ Decentralization reform means uniting (amalgamating) several communities into a more capable one, including through uniting budgets of these communities and get more power and resources. At present, the stage of voluntary amalgamation of communities continues, and therefore there is a parallel functioning of the ATUs, which represent the old and the new systems of state structure. It should be noted that, since the current system of social services in the state means the functioning of Centers of Social Services for Families, Children and Youth in every rayon and town of regional significance, these institutions are usually closed when much of the area already covered by amalgamated communities. At the same time, not all amalgamated communities take on the balance these institutions or create their own services. That is why, unfortunately, due to decentralization, access to social services has deteriorated in most ATUs. Besides, as decentralization is ongoing reform, the situation with the number of amalgamated communities changes every few months, as well as services provision there. Therefore, it complicates the complying of the actual map services and analysis of the availability of these services.

provided in 34. Only in 8 amalgamated communities there are social and rehabilitation services provision. According to this, the most ATUs are not capable to ensure appropriate services at the community level and the system is still centralized. To receive the proper services, parents must go to Lviv city.

In this context, **non-governmental organisations** in Ukraine, actively initiate needs analysis of services for children at diverse risks and those with special educational needs and immediately organise needed support accordingly.

We do not work with the institutions directly, we work with the communities on development services for children and their families to reintegrate children from institutions and to prevent institutionalization <...> we organize an active group of people in the community, among them there are teachers, medical doctors, etc. We train them and motivate to build family centered environment in the communities <...> we have mobile brigade, which consists of a psychologist, a speech therapist, medical doctors etc. (according to the need of the community). These specialists work with children that are at risk of entering the institutions. Then we start to implement the project 'Good neighbor', with the aim to motivate neighbors to help each other <...> in some communities, we have already created a day care center for autistic children, a family gym, a children's recreation center <...> we cooperate closely with local authorities on the regional and rayon level. Heads of communities not always understand why they should provide social services if they could build roads, and so on <...>. In Western Ukraine, church and priests are very reputable, so we cooperate with them very closely and implement the project 'Social service church'!...> [A7b/33].

Recently, the process of the needs analysis for diverse services, including mainstream multi-sectorial service provision of children at risk and their families was initiated by regional structures (mainly NGOs) - Lviv city Service in Children Affairs, Lviv Educational Foundation office etc.

In the interview with the representatives of mentioned above organizations, it was emphasized that:

<...in Ukraine is carried out de-institutionalization (DI) reform. Services in children's affairs are determined as the coordinators of the reform at the local level. Since DI is not about closing institutions, but about the creation of services at the community level, we have developed a questionnaire on which we want to identify the needs of children³¹. Total number of children in Lviv is 131586, among them there are 3009 children with disability. However, our task is to assess the needs of all children at risk. There are up to 15000 children at risk in Lviv. The questionnaire was placed on the website of the city council, distributed via social services organizations, among medical doctors, to be distributed by parents to fill in. There were received 424 completed questionnaires (129 were filled online and 295 were brought by specialists of social work). Parents of children with disability are interested in inclusive out-of-school activities (85), teachers and specialists who are ready to work with children with disability (22), socialization needs (12), free clothes (6), psychological support for children (5). Many parents declare the need to receive positive attitudes towards their children...> [A7b/28].

It should be mentioned that NGOs³² work closely with local communities in order to find a child in need and assess children's and their families' needs. Representatives noticed that:

<...We identify needs assessment for this community and develop urgent services for children and their families <...>. In some communities, we have already created a center for day care for autistic children, a family gym, a children's recreation center <...> we have a requirement that our grant is only the part and community should to co-finance the creation of the service...> [A7b/33].

A significant focus on inter-institutional cooperation is evident in Lviv region, however it still needs for further strengthening:

<...we cooperate very closely with local authorities on the regional and rayon level. A lot of public attention is now drawn to veterans, internally displaced persons, and we have faced the problem of not paying attention to the problems of families at risk in communities...> [A7b/33].

³¹ <https://city-adm.lviv.ua/lmr/di-lviv/form>

³² Lviv city Service in Children Affairs, Lviv Educational Foundation office etc.

Key findings 2

In Ukraine, there are many services for children at risk.

Universal services are focused on health care and social services for children. Medical doctors are the main specialists who are responsible for identification of developmental peculiarities of children from birth to 3. Early childhood intervention services are therapy based and are available for children only in some regions, mainly provided in regional centres; for example, in Lviv region, services for young children are available only in Lviv city.

Variety of *special services* for children with developmental disorders, disabilities, and special educational needs are focused on health care, 'correctional' and social issues.

Inclusive Resource Centre is responsible for special educational needs assessment and provision of correctional services to children aged 2 to 18, and services coordination.

In Lviv region, the availability of services for at risk children and their families in different cities and communities differ. There are rayon and communities with a very low availability of services, such as preschool education, early childhood intervention services, and services of IRCs etc. According to available data, we can assume that only Lviv city is able to provide a full range of services for children and their families, including early childhood intervention.

Non-governmental organisations play an active role in 'child find' and identification of children and their family's needs, needs analysis of services for children at diverse risks and those with special educational needs and in organising needed support accordingly.

Needs analysis for diverse services, including mainstream multi - sectorial service provision of children at risk and their families shows, that parents are interested in inclusive out-of-school activities; teachers and specialists ready to work with children with disabilities; socialization opportunities for their children; psychological support for children, and positive attitudes towards their children.

Suggestions 2

Statistical data on children in need living in regional rayon would facilitate planning of equitable access to required services provision for children at risk and their families. Children's and family's needs analyses would be recommended.

It should be ensured that no one child with special educational needs is left without a sufficient support, despite its' living place.

Services provided to children with special educational needs should be more education oriented and family centred.

Diverse sectors and institutions, including NGOs should cooperate in needs identification, assessment, service planning and provision. All these processes should be coordinated with shared responsibilities.

3. MAIN LEGAL DOCUMENTS RELATED TO INCLUSIVE EDUCATION AND THEIR REALIZATION IN EDUCATIONAL PRACTICE

In this chapter, the links between national and international legislation concerning inclusion are analysed and review of the main legislation developments in Ukraine towards inclusive education presented. In addition, the changes in legal documents regarding services provision for at-risk children and children with special educational needs and their families, in the context of ongoing inclusive education reform in Ukraine, linked to equitable access to education for all at all educational levels are analysed.

3.1. Links between national and international legislation concerning inclusion

There is increasing acceptance among all countries, supported by Article 24 of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), that inclusive education offers the best educational opportunities for learners with special educational needs, including those with disabilities. At European Union (EU) level, Article 26 of the Charter of Fundamental Rights of the European Union provides a guiding principle for EU legislative and policy measures to support full inclusion of children with disabilities. This is reflected in the European Disability Strategy 2010-2020, that clearly supports the inclusive education and efforts to remove legal and organisational barriers to people with SEN entering the general education and lifelong learning systems and to guarantee them inclusive education and personalised training at all levels of education.

There is an evidence that the education reform in Ukraine has a strong direction towards quality education *for all*. The reviewed legal documents reflect the commitment of the government of Ukraine in providing education to all children of all age and at all educational levels in accordance with international conventions. Recently adopted legal framework of education is based on a new paradigm with the focus on **democratization and humanization of education** within the person in the center and **human rights perspective**.

Review of recent national legislation, in particular framework Law on Education, [3.,1], shows that education methodology related to inclusive education mainly reflect internationally adopted recommendation. The right to education, quality education for all, and equal opportunities are emphasised throughout the entire document, particularly Article 3 [3., 3]:

Every person has the right to high quality and affordable education [3., 3.1];

Equal opportunities for access to education are established in Ukraine... [3., 3.2];

State creates conditions for obtaining education by persons with SEN considering their individual needs, capacities, abilities and interests [3., 3.6].

It is not possible to understand inclusion and inclusive education without using and understanding specific **terms and concepts**. It is important that an appropriate language that is based on new paradigm in education be used.

In this regard, a move from traditional, formal education towards person-centred inclusive education in the new Ukrainian legislation is evident in the main terms and definitions, such as *individual educational trajectory, individual educational plan, individual development programme, inclusive education, inclusive education environment, person with special educational needs, etc.* [3].

The definition of person with special educational needs emphasises the needs of additional support in education instead of a disorder. In addition, in the recent legislation an attempt is made to follow innovative approaches for quality and accessible education for all, in particular while including the term related to universal design and / or universal design for learning ('Universal design in the area of education'; *ibid*).

However, not only the commonalities but also differences, related to inclusive education in Ukrainian legislation and International recommendation, were found³³.

There are some terms relevant to special educational needs in Ukrainian legislation that can be interpreted differently. When specific terminology or ideas are discussed, it would be relevant to clarify the concept using a variety of words, to ensure everyone has the same understanding, e.g., special educational needs; special needs; correction; correctional pedagogy; compensatory institutions; universal design in the area of education; inclusive classes etc.

However, nor the explicit content of frequently used term 'special educational needs', neither characteristics of SEN were found in the legislation [3; 15] for review. Latently, the content of SEN [inclusive education of children with special educational needs / children with physical, intellectual and mental disabilities] can be recognised in some documents [1., 3.].

As stated in European Agency references [33], SEN is a construct that countries usually define within their legislation. These definitions are used to identify, assess and make provision for learners with different needs – including recognised disabilities – in different ways. Special or 'additional' needs should not be seen as the result of 'in-child' factors, but rather 'a discrepancy between what a system of schooling ordinarily provides and what the child needs to support their learning (Rouse, 2008, p. 6, cit. by European Agency, 2017, p. 22). In particular, special educational needs are linked to the need for assistance and services in the education process that occurs due to different risk factors, including social risks and disadvantages in child's environment, developmental disorders and disabilities, etc.

The terms representing a medical model of disability, such as 'invalidist', 'teacher-defectologist; 'defectology', 'correction', etc., are still used in a new legislation [1., 3., etc.]. It should be noticed, that the other legislative documents that refer to the spheres of child's rights protection and provisions of educational, social, medical services for children, have an ambiguous terminology on children with SEN: 'a child with a persistent disorder of the functions of an organism caused by disease, trauma or congenital malformations of mental or physical development' [8]; 'Children with defects in physical or mental development' [5], etc..

It is important to acknowledge, that a revision of terminology, concepts and definitions are important in order to move from discriminatory terminology related to 'defectology' concept towards non-discriminatory and respectful children rights-based terminology.

Despite the fact that in the Law [3] a definition 'person with special educational needs' is provided, however, explicit content of SEN and precisely described other related terminology would help to collect relevant statistical data.

The principles of the state educational policy and principles of educational activity in a new legislation [3., 6.1.], in general, address special educational needs, universal design in the area of education etc., and relate to a new education paradigm and inclusive education principles, including quality education *for all*. However, some other important inclusive education principles should be included into national legislation in relation to international recommendation³⁴.

Despite the fact that principles declared in a new legislation [3] are the core ones ensuring the quality education for all, however, there are still some issues to take notice:

1. There is a long list of principles, for example, in the Law on Education [3]. The explicit definitions of the provided principles would be very much relevant.
2. Some core principles that address inclusive education would be relevant to include additionally, e.g. *participation, social justice, equity etc.*;

³³ Comparative table of the main terms and definitions that are used in Ukrainian new legislation and in international recommendations are presented in Appendix 3.

³⁴The comparative table of the principles that are related to inclusive education in Ukrainian new legislation and in international recommendations are presented in Appendix 4.

3. A systemic approach and internationally recommended framework can be followed while developing set of principles that address a legal framework of inclusive education.

Framework of key principles for promoting quality inclusive education are provided by European Agency³⁵. Framework consists of the following principles: *widening participation to increase educational opportunity for all learners; education and training in inclusive education for all teachers; organisational culture and ethos that promotes inclusion; support structures organised to promote inclusion; flexible resourcing systems that promote inclusion; policies that promote inclusion; legislation that promotes inclusion.*

Key findings 3

Recently adopted legal framework of education in Ukraine seeks to legitimate a new paradigm in education. In a new legislation, focus on democratization and humanization of education within the person in the center and human rights perspective is evident.

There are also challenges with an interpretation of current approach on inclusive education.

Terms representing medical model of disability, such as 'invalidist', 'teacher-defectologist', 'correction', are still used in new legislation.

Explicit content of frequently used term 'special educational needs' nor its' characteristics were not found in the legislation. In the analysed documents, it can be recognised that the term 'children with special educational needs' usually are used keeping in mind 'children with physical, intellectual and mental disabilities'.

Suggestions 3

The framework of internationally recognized inclusive education principles and terminology would be seen as a bridge between the justifications for following an inclusive approach. It would facilitate development of systemic and comparable national framework of inclusive education.

It is internationally agreed that inclusive education is an education system that includes all students, and welcomes and supports them to learn, whoever they are and whatever their abilities or requirements. This means making sure that teaching and the curriculum, school buildings, classrooms, play areas, transport etc. are appropriate for all children at all levels. Inclusive education means all children learn together in the same schools.³⁶

The content of the definition of 'children with special educational needs' should be differentiated from the definition of 'children with disabilities'.

It would be relevant to explicitly define the content of terms using a variety of words, to ensure everyone has the same understanding, e.g., *special educational needs; special needs; correction; correctional pedagogy; compensatory institutions; inclusive classes* etc.

Special or additional needs should not be seen as the result of 'in-child' factors, but rather a discrepancy between what a systems of schooling ordinarily provides and what the child needs to support their learning.

³⁵ European Agency for Development in Special Needs Education, 2009. *Key Principles for Promoting Quality in Inclusive Education* – Recommendations for Policy Makers, Odense, Denmark: European Agency for Development in Special Needs Education. Detailed description of inclusive education principles can be found in www.european-agency.org

³⁶ *Inclusive education. Including children with disabilities in quality learning: what needs to be done?* September 2017, UNICEF.

3.2. Review of main national educational legislation developments towards inclusive education and its' realization in educational practice

A decisive move towards greater inclusiveness in the education system in Ukraine has been part of an ongoing major reform in the education system. The highest level of the government is supporting the transition to a robust inclusive education system. Significant legislative reform work is currently underway in the country: Parliament, the Ministry of Education, and civil society experts were actively involved in the development of the framework Law on Education³⁷, amendments to the existing law on pre-school education, new edition of law on secondary education, and continue to contribute in the development of the subsidiary legislation.

Reviews of the most recent national legal documents, in particular framework Law on Education [3]; Resolution on Approval of the Regulations on the Inclusive Resource Centre [15]; Resolution on Approval the Procedure for the Provision of Inclusive Education in General Educational Institutions [1], and Order on the Approval of the Procedure of Establishment of Inclusive Groups in Preschool Educational Institutions [12] are presented below.

3.2.1. Framework Law on Education: main issues related to inclusive education³⁸

The framework Law on Education [3] emphasizes that the goal of education is focused on comprehensive development of the human being as a personality <...> improving an educational level of the people in order to ensure Ukraine's sustainable development and its European choice.

The Law regulates social relations arising in the process of realization of the constitutional human right for education, rights and responsibilities of physical and legal persons participating in implementation of this right, and establishes powers of the state authorities and bodies of local self-government in the area of education.

In the Law [3], the move towards new paradigm of education is confirmed by the attempt to **democratize and humanize educational system** within the person in the center, **human rights perspective**³⁹ and inclusive education principles, focusing on **quality education for all**.

The framework Law [3] marks a gradual transition from a medical model of educating children with special educational needs towards a social model through the principles of the state educational policy with a strong emphasis on *ensuring quality of education for all* [3.6.] and main terms and definitions with an emphasis on inclusive education (see Table 3.2.1.1).

Table 3.2.1.1: Evidence of move towards inclusive education in legislation

Principles and terms related to Inclusive Education in the Law [3]	
Principles related to Inclusive Education	Main terms related to Inclusive Education
Equal access to education without discrimination on any grounds including on the ground of disability	Inclusive education <i>a system of educational services guaranteed by the State that is based on the principles of non-discrimination, human diversity, effective involvement and engagement of all relevant participants into the educational process [3., p.8].</i>
Equal opportunities for all	
Development of inclusive educational environment including at education institutions that are the most accessible and	Inclusive education environment <i>totality of conditions, ways and means of their realization for co-education, upbringing and development of education seekers based on their needs and capabilities[3., p.8].</i>

³⁷ Law on Education. Adopted by the Verkhovna Rada of the Republic of Ukraine on 5 September 2017.

³⁸ Ibid.

³⁹ Law on Education, 2017, Article 3. *The right to education.*

closest to the place of residence of persons with special educational needs	
	<p>Individual educational plan <i>document that defines a sequence, form and pace of mastering educational components of an educational programmes by an education seeker with the goal of implementing his/her individual educational trajectory, and is developed by the education institution in cooperation with the education seeker, subject to availability of necessary resources [3., p.8].</i></p>
	<p>Individual development programme <i>document that provides individualization of education of a person with special educational needs, establishes a list of required psychological, pedagogical, remedial needs/services for the development of a child and is developed by a groups of professionals, with compulsory engagement of parents of the above child, in order to define specific educational strategies and approaches to education [3., p.8].</i></p>
	<p>Individual educational trajectory <i>an individual path of realization of a personal potential of an education seeker that is formed taking into account his/her capabilities, interests, needs, motivation, opportunities and experience; rooted in the selection of types, forms and pace of education acquisition, educational agents and educational programmes, academic disciplines and their complexity level, teaching methods and education means. An individual educational trajectory may be implemented in the education institution via an individual educational plan [3., p.7].</i></p>
	<p>Person with special educational needs <i>a person that needs additional permanent or temporary support in the course of education in order to ensure his/her right to education [3., p.8].</i></p>
Ensuring the universal design and reasonable adjustment	<p>Universal design in the area of education <i>design of objects, environment, educational programmes and services that ensures maximum suitability for the use by all persons, without the need in adaptation or special design [3., p.9].</i></p>

The Law [3] provides a list of the principles of the state educational policy [3.,6.; Table 3.2.1.1] however, some additional highly important inclusive education principles would complement mentioned above list. According to internationally adopted recommendations for inclusive education and recent research [25a, b, etc.]⁴⁰, inclusion is based on three main pillars: **involvement, participation, achievements**, and related principles. It means that inclusion starts with learning together with peers in a common educational environment, with sense of belonging, and active participation in a school life and quality achievements to acquire successful learning experience. **Diversity** is treated as a strength.

However, despite the fact that in the Law [3], only few principles and terms related to inclusive education are provided, they are relevantly described and show a strong evidence of move towards inclusive education in legislation.

Main terms related to Inclusive Education (as in Table 3.2.1.1) include descriptions of the documents used for individualization of child education, in particular, *Individual educational plan*,

⁴⁰ Haug, P., (2016). Understanding inclusive education: ideals and reality. Scandinavian Journal of Disability Research. 19(3); Equality: Making It Happen. A guide to help schools ensure everyone is safe, included and learning (2016); Ainscow, M., Booth, T., & Dyson, A. (2006). *Improving schools, developing inclusion*. London: Routledge; Ainscow, M., Booth, T., Index for Inclusion: developing learning and participation in schools (Revised 2011).

Individual development programme, Individual educational trajectory. Realization of mentioned above documents are analysed in chapter 3.2.6.

The Law [3] declares more flexibility in education. However, some significant barriers to inclusion may arise due to some legitimated issues. In particular,

<...Persons with SEN may start obtaining primary education at different age...>; <...the length of obtaining primary and basic secondary education by such persons may be extended while supplementing the educational programme with a special development component ...>; <...special aspects of obtaining complete secondary education by such persons are established by a special law ...> [3., 12.5];

<...at levels of primary and basic secondary education, educational process may be organized in cycles defined by a special law; division into cycles is performed based on age-specific physical, psychological and intellectual development of children ...> [3., 12.6].

The statements that are provided above slightly contrast with an inclusive educational approach that focuses on the education of children together with their peers - *being together, learning together, belonging to the peer group etc.*, and in some extent, are comparable with special education provision rather than inclusive education / education for *all*. Special education is a potential barrier to the development of inclusive education as it limits children rights to learn together with their peers from the beginning.

The review of the statements of the Law [3.,19; 3.,20], such as '*Education of persons with special educational needs*' [3.,19.] and '*Inclusive education*', evoked some thoughts if inclusive education is being legitimated as 'new' type of 'exceptional' education [3.,20]. For example, it is stated that

<...If needed, education institutions create inclusive and/or special groups and classes for education of persons with special educational needs... [3., 20.1] <...>'In case of request submitted by a person with SEN or his/her parents, establishment of such group and class is mandatory' ...> (ibid.).

In this context, the question arise what are the roles of school, Inclusive Resource Centre, other institutions and professionals responsible for the identification of educational needs of a child? The mentioned above questions together with other related issues have been explored in the field study stage, findings of which are presented in Chapter 3.2.3.

In the Law [3], the particular statements such as

<...Government authorities and bodies of local self-government create conditions to ensure rights and opportunities of persons with SEN to gain education at all levels based on their individual needs, capabilities and interests [3., 19.1].

<...Create conditions for gaining education by persons with SEN via provision of reasonable adjustments and universal design [3., 19.5].

are declared. However, the same Article states that:

<...enrolment of persons with SEN to special education institutions procedure...> [3., 9.7].

According to a particular context, it can be presumed that a '*reasonable adjustments and universal design*' for persons with SEN are provided in special education institutions.

Taking into account that in the Law '*Education of persons with special educational needs*' [3.19] and '*Inclusive education*' [3.20] are defined in two separate articles, a focus on inclusive education is evident. If so, may be the later article can cover the issues related to quality education for all, including children with SEN.⁴¹

⁴¹ Haug, P., (2016). Understanding inclusive education: ideals and reality. Scandinavian Journal of Disability Research. 19(3): *inclusion in a narrow perspective concerns placement of students receiving special education, about where the teaching is going on and together with whom. <...> students with disabilities shall be entitled to a membership in regular classes together with children from the same neighborhood in local schools* (p. 3). An alternative way to practice the narrow approach is to define inclusive education *<...> as the best place for learning.* When deciding where to teach students, Warnock (2005)⁴¹ gives

In addition, as stated in the Article 19.8, [3], '*categories of persons with SEN are defined by regulations of the Cabinet of Ministers of Ukraine*' however, neither definition of 'special educational needs', nor categories were found in the Law [3]. As the mentioned above 'Regulations', where the '*categories of persons with special educational needs are defined*', were not found for review, we consider that the 'Regulations' are under development.

Despite the evidence to legitimate a new paradigm in education, some attributes of medical model are still in the Law [3]. For example, it is stated that

<...Persons with SEN are provided with <...> as well as correctional and developmental services...> [3.,20.4]; <...Educational programmes may contain a correction and developmental component for children with SEN...> [3., 33.4].

A special emphasis is still put on correcting impairments, correctional developmental services etc. [3.,0.4]⁴².

In the Law [3], various services, institutions, centres, and specialists are mentioned [3., 20.4; 3., 20.5; 76] to provide support to children and their families. Some of these structures and agencies belong to different sectors, e.g., education, health care, and social protection. For example, in the process of *identification of children that get into difficult life circumstances*, many institutions are involved, in particular National Police, Services in Children's Affairs, Centers of Social Services for Families, Children and Youth, Departments of social work in communities, Medical institutions, Educational institutions (kindergartens, schools).

However, it also would be relevant to legitimate, *how* and *when* these services are **cooperating** and working together, *if*, how and *by whom* their activities are **coordinated**.

In addition, in the process of assessment of the child's SEN, Inclusive Resource Centres and Psychological Medical Pedagogical Commission are involved. It would be reasonable to define in the legal document what are the relationship or model of collaboration between newly created net of IRCs and PMPCs, pre-school institutions and schools, and other services involved.

In many countries, children with SEN and their families continue facing significant barriers to access high quality inclusive education. One the main barriers relates to **teachers' preparedness** and their changing roles in inclusive school.

Despite the fact, that the Ministry of Education and Science and the Institute of Special Education at the National Academy of Educational Sciences of Ukraine developed 72 hours course '**Introduction to Inclusive Education**' as a part of the postgraduate education curricula, it would relevant to legitimate a teacher education for inclusion in the new framework law on education.

Political support is needed to empower teachers within an inclusive education system. This can be provided through appropriate legislation and policy (at national and local levels) that is underpinned by inclusive values and has an increasing focus on human rights and equity. In particular:

- Inclusive principles should be ingrained in all components of initial teacher education and in-service teacher training programmes;
- Policies should be introduced to develop a 'continuum of support' to enable teachers to meet the full diversity of learner needs <...>⁴³

priority to where students experience the highest potential for learning, in combination with a participation, fellowship, feeling of belonging and well-being (ibid., 4).

⁴² It should be noted that the order No. 1008 *On approval of a plan of implementation in Ukraine of the International Classification of Functioning, Disability and Health, and the International Classification of Functioning, Disability and Health Children and Adolescents* was approved by Cabinet of Ministries of Ukraine on December 27, 2017.

⁴³ European Agency for Special Needs and Inclusive Education, 2015. Empowering Teachers to Promote Inclusive Education. Literature Review. Odense, Denmark: European Agency for Special Needs and Inclusive Education

To be able to realize inclusive education it is needed to further develop teachers' competencies in this particular form of education. To implement inclusive practice, teachers should be equipped not only with competences, but also with appropriate values and beliefs, to meet diverse learners' needs and develop more equitable education systems (European Agency, 2012; Engelbrecht, 2013).

In the Law [3] **parents are seen as main decision-makers** concerning critical issues in their child's education. The emphasis on parents' roles in education, on the one hand, allow recognize them as most important persons in a child's life and engage them into decision-making process. On the other hand, it shifts a responsibility for child education to parents, who have not always enough appropriate competences and expertise in the field.

For example, parents are entitled to choose education institution, educational programme, type and form of obtaining respective education by their children, etc. [3., 55.2]; submit a request for establishment of inclusive/special group and [3., 20.1], etc.

Parents' involvement into child's education process is extremely positive issue in education. However, despite a positive side of parents' involvement, there is some issues to re-think. Taking into account that parents are not always capable to make decisions alone it would be reasonable to highlight a collaboration between families and teachers in child's education rather than overestimating of parents' role in education and shifting responsibility on parents.

Key findings 4

Move towards new education paradigm in a new legislation is confirmed by focusing on quality education for *all* and various services, institutions, centres, and specialists, belonging to different sectors, to provide support to children and their families in need.

Despite the evidence to legitimate new paradigm in education, some attributes of medical model, such as *correctional services, correction* of impairments etc., are still in the legislation.

Suggestions 4

Consistent alignment of educational legislation with inclusive education approach and coherent differentiation between inclusive and special education would make educational reform more fluent. Legitimation of how structures and specialists involved in service provision for children at risk or identified SEN are cooperating and working together, *if, how* and *by whom* their activities are coordinated, would improve service quality and facilitate delivery of services for children and their families.

Defined model of collaboration between newly created net of IRCs and educational institutions, and other services involved would facilitate process of service provision.

Political support is needed to empower teachers within an inclusive education system. Teachers need training and guidance to be adequately trained to work in inclusive schools. Inclusive principles should be ingrained in all components of initial teacher education and in-service teacher training programmes.

3.2.2. Regulations on Inclusive Resource Center: main issues to support inclusive education⁴⁴

The Regulations [15] legitimate a new structure - Inclusive Resource Centres (IRC) that are going to replace Psychological-Medical-Pedagogical Consultations.⁴⁵ IRC aims to ensure the rights of children with special educational needs from 2 to 18 to receive preschool and general secondary education, including education in vocational schools, through a comprehensive psychological and pedagogical assessment of a child's development (hereinafter, comprehensive assessment); to provide psychological, pedagogical and remedial services and systemic qualified support.

Generally, the text of the Regulations [15] is based on **children rights approach** and the best interests for the child perspective, focusing on the quality education for all and relevant support as early as possible through inter-sectorial / inter-agency collaboration. This is evident, that the Regulations are influenced by a social model approach and declare the following issues:

- Shift from identification of disorders and diagnosis towards assessment of special education needs (SEN) of children from 2 to 18;
- Focusing on the competences and needs of the child in the conclusion of the assessment;
- Focusing on recommendations for education, educational and /or multi-professional support to a child;
- Organizing psychological – pedagogical support to a child via IRC as near to living place as possible;
- Individualising learning according to SEN of a child;
- Counselling and collaboration with teachers and parents;
- Methodological support to teachers;
- Data collection and analysis - developing and administrating data bases on assessed children, institutions in charge of meeting of diverse needs of children, and specialists;
- Networking with different sectors and institutions;
- Evidence-based pedagogical – psychological support practices; research-based innovative educational methods and technics;
- Professional development through in-service training etc.
- Community awareness raising towards inclusion.

However, those who work in the IRC would face with some challenges and support would be required, as the focus of their work should shift from interventions based on a medical model to interventions based on a social model of disability.

One of the main questions while reviewing Regulations was *how to ensure a methodological consistency* - on the one hand, as the Regulations declare that IRC is focused on the identification of the needs of the child [15., 8.1., p.3], on the other hand, the assessment is focused on physical, speech

⁴⁴ Resolution on Approval of the Regulations on the Inclusive Resource Center. Adopted by the Cabinet of the Ministers of the Republic of Ukraine on 12 July, 2017.

⁴⁵ There is no any legal document or decision approved on the deadline of further functioning of PMPCs. However, local self-government bodies are liquidating PMPC and establishing IRC according to the Resolution 'On Approval of the Regulations on the Inclusive Resource Centre'. In accordance with the regulation approved by this Resolution, 'to recommend bodies of local self-government and local executive authorities, to create Inclusive Resource Centres...to support inclusive education by reorganizing psychological, medical and pedagogical consultations' [15]. Recently (when Report was almost finalized), an official information was received with the notion that since Regulations on psychological, medical and pedagogical consultation were canceled in September 2018, "collection of statistical information on this issue is not conducted".

and language and cognitive development [15., 18., p.6]. In the Regulations, a lot of attention is paid to developmental issues (physical, speech and language, cognitive etc.) of the child, that are important to assess, but also it is of most importance to identify educational needs of a child. In particular, it would be important to identify if there is a need:

- to adapt (certain subjects and at certain level) or individualize educational programme, or, if possible, to employ universal design for learning;
- to use a particular teaching and learning strategies, methods and means;
- to adjust learning materials, textbooks etc.;
- to adjust learning environment;
- to employ technical measures;
- for special educational support;
- for special assistance, including gestures language translation etc.
- for psychological support;
- for social educational support, etc.

Considering above mentioned criteria for identification of special educational needs of children, we base our understanding of SEN as a need for assistance and services in the education process that occurs due to being exceptionally gifted, having congenital or acquired disorders or disadvantages in a person's surroundings. So, not always SEN of a child is caused by a disorder.

Taking into account that Regulations are focused on the assessment and identification of SEN of children [15., 8.1], it would be relevant to define the concept of 'special educational needs'. Moreover, in the Annex 1 of the Regulations [15], information about the category of SEN would be relevant. The fact that the concept of SEN is not clearly defined can cause misinformation for data collection and analysis (see chapter 2.1) and support to a child.

Discriminative terminology '*invalidnist*' [15., 11.], '*teacher defectologist*' [15., 23.] etc., are still used in the Regulations. The terminology and composition of the team of IRC specialists, including medical nurse, still address the elements of medical model [15. 43.].

It is expected that Regulations define a pedagogical – psychological model of the support to a child and other education participants – teachers, school administrators, parents etc., and the structures involved. The clearly defined roles of the school, teacher, and school specialists in the process of assessment and educational support in a nearest educational environment of the child, and the coordination of provision process of the support are of most importance in the context of quality education for all children. Regulations declare that IRC is responsible not only for the assessment of SEN, but also for the recommendations and provision of psychological-pedagogical support to a child [15., 39.; 15., 49.]. In relation with that, addressee of the recommendations would be relevant - for whom these recommendations are developed – for teacher(s), school specialists or IRC specialists, etc., and who are going to realize them. In addition, it would be relevant to describe what are the responsibilities of the educational institutions related to provision of the support to a child, what are the relationships between IRC and schools; are any specialists or team of specialists to provide educational support to a child and a teacher at school level.

Regulations declare individualisation of education taking into consideration SEN of a child. In the Regulations (15., Annex 1), a 'Individual Education Plan' (IEP) is mentioned. In addition, some other similar terms are used, such as '*Individual Developmental Program*' [15., 14.] and the '*Individual Rehabilitation Program*' [15., 11.]. It would be relevant to describe these documents in detail (including in what cases they are used) and to explain the similarities and differences among them. *Are these*

documents similar or different? What other types of education programs can be used in a school in order to meet SEN of children, and in what cases education program/plan can be individualised?

Despite the declared statement that a Conclusion of the assessment is focused on, the competences and needs of the child [15.; Annex 5], some clarification of the procedures, the methods, and the instruments used for the assessment and identification of needs and competencies of a child would be relevant.⁴⁶ In addition, the description of the procedure on how the results of the assessment are discussed in a team would be practicable. The statement 'Results of Voting' in the Conclusion [15., Annex 5] needs for more explicit description.

In relation with the process of the assessment of child's SEN, some questions arise, e.g., if only the parents of a child can apply for the assessment and / or support to IRC as it is stated in Regulations [15., 33.; 15., 12., etc.]. However, parents alone not always can recognize special educational needs of a child. *Do any other options are foreseen in order to avoid a risk that child's needs are not recognised and met properly?* In this context, it would be considerable clearly to describe a management of the assessment process and organization of pedagogical – psychological support.

Mentioned above issues among others have been explored in the field study stage, the findings of which are presented in Chapter 3.2.3.

Key findings 5

Regulations on Inclusive Resource Centres are based on children rights approach and the best interests for the child, focusing on quality education for all. In the Regulations, a lot of attention is paid to developmental issues of the child that are important to assess, but also it is of most importance to identify educational needs of a child. Regulations [15] declare individualisation of education through 'Individual Education Plan', 'Individual Developmental Program', and 'Individual Rehabilitation Program' taking into consideration special educational needs of a child. Individual transition plan has not been mentioned in the Regulations.

Suggestions 5

A practical Guidance with clearly defined model of service provision, including roles and functions of IRC and its' specialists as well as role of the school, teacher, and school specialists in the process of assessment and educational support, and the coordination of services would facilitate management of service provision practice. The document should be practice-oriented and short.

Taking into account that Regulations are focused on the assessment and identification of special educational needs of children it would relevant to explicitly define the concept of 'special educational needs'. We consider SEN as a need for assistance and services in education process that occurs due to being exceptionally gifted, having congenital or acquired disorders or disadvantages in a person's surroundings. In particular, it should be identified does a child need adapted or individualized educational programme, or universal design for learning; particular teaching and learning strategies, methods and means or / and adjusted learning materials, learning environments etc.

Description of 'Individual Education Plan', 'Individual Developmental Program', 'Individual Educational Trajectory', 'Individual Rehabilitation Program' etc., in detail, including when they can be used, and to explain the similarities and differences among them. In addition, it would be relevant to specify what other types of education programs can be used at school in order to meet SEN of children. A clearly defined addressee of the recommendations and responsibilities of support providers would facilitate their realisation.

⁴⁶The Methodology for IRC functioning - 'Організаційно-методичні засади діяльності інклюзивно-ресурсних центрів: навчально-методичний посібник' / За заг. ред. М.А. Порошенко та ін. – Київ : 2018. – 252р. (Note: voluminous document has been developed recently).

3.2.3. Services provided by IRC to children in need and their families: interpretation of findings

In the field study, among others, we seek to explore the main issues to support inclusive education via relevant assessment of special educational needs of children. Particularly, to analyse *how services provided by IRCs to at-risk children and children with identified special education needs, including but not limited to the unique services provided only by IRCs, services provided by IRCs and other institutions, with a separate focus on the coordinating role of IRCs for the services provided by other institutions.*⁴⁷

In this Chapter, we provide our interpretations related to study field findings on services provided by IRC to at-risk children and children with identified special education needs and their families⁴⁸.

In the field study stage, we visited 2 IRCs - 1 in Lviv city and 1 in Lviv region and 1 PMPC in Lviv city and met with more than 50 persons⁴⁹ with the aim to clarify the issues related to services provided by IRC and other institutions, in particular:

- **What are the model of service provision?** This includes the following issues: How the assessment of children at risk and / or with SEN is organized, including procedures, instruments, assessment documents in IRC, at school? What definitions are used to define SEN of children / children at risks/ children with disabilities for assessment? What are the main functions and responsibilities of IRC specialists (e.g., contributing to development of IEP, IDP, IET⁵⁰, support service provision, etc.). How institutions, teachers, specialists and families collaborate in the process of the assessment?
- **What are the link between PMPC and IRC?**

The main issues of the authentic narratives of the participants were used for further analysis and interpretations⁵¹.

Model of service provision for children at risk and with special educational needs

New structure in Ukraine - Inclusive Resource Centre⁵² - aims to provide a complex services for children at risk aged 2 to 18, in particular, psychological – pedagogical assessment of a child, psychological – pedagogical support.. The net of IRCs started to be established recently⁵³ (since 2017) and still is under development. In Lviv region, as a pilot region of the project, it is planned to have 26 IRCs, 9 IRCs are already established and working⁵⁴.

Shift from the net of PMPC to IRC is based on changing paradigm from clinical model towards social educational model of education and educational support to children at risk and developmental disorders and disabilities. There are many responsibilities foreseen for the new structure - IRC in legislation⁵⁵, in particular:

⁴⁷ As in the ToR, Project Task 5.

⁴⁸ The extracts from authentic narratives of the participant groups on the assessment and other services provided by IRCs as well as short summaries of the narratives are provided in Appendixes 10a, b, c.

⁴⁹ See Table 1.1.1 and Appendixes 6; 7a; 7b.

⁵⁰ IEP - Individual educational plan; IDP - Individual development programme; IET - Individual educational trajectory.

⁵¹ Comparison of different participant groups' views on main issues related to assessment and other services provided by IRC see in Appendix 12.

⁵² Regulations [15]

⁵³ For more details see Chapter 2.3 and Appendix 9 'Map of services'

⁵⁴ As of October, 2018

⁵⁵ Regulations [15]

- Shift from identification of disorders and diagnosis towards assessment of special education needs (SEN) of children from 2 to 18;
- Focusing on the competences and needs of the child in the conclusion of the assessment;
- Focusing on recommendations for education, educational and /or multi-professional support to a child;
- Organizing psychological – pedagogical support to a child via IRC and individualising learning according to SEN of a child;
- Counselling and collaboration with parents and teachers; Methodological support to teachers;
- Networking with different sectors and institutions;
- Professional development through in-service training etc.
- Data collection and analysis - developing and administrating data bases on assessed children, institutions in charge of meeting of diverse needs of children, and specialists;
- Awareness raising towards inclusion a community.

Further, we provide the field study findings-based interpretations on each of the mentioned above issues.

Shift from identification of disorders and diagnosis towards assessment of SEN of children

The educational focus of the assessment of children SEN is evident in IRC practice:

<...We assess children who enter first class, who are already studying in educational institutions and these from childcare institutions...>. <...Under request of teachers or parents, we go to school to observe children, to help with preparation of an individual plan, etc. We have a close cooperation with schools...>. <...Parents do not have to provide a medical examination certificate...> [A7b/26].

However, it was stressed that:

<...in case, a child has intellectual disorder parents have to provide a certificate from psychiatrist...> [A7b/26].

If so, who is responsible for identification of intellectual disorder? Parents used to be confused.

Families are not satisfied with visiting neuropsychiatric dispensary before assessment in IRC as this is very traumatic for them:

<...we were waiting for 5 hours for the doctor's appointment, which lasted 2 minutes. I do not understand how a child can be diagnosed as a retarded in 2 minutes. I cried a lot after this visit. However, this is an obligatory procedure...> [A7b/ 36f].

According to interviewees, they have some worries that:

<... IRC will continue to work in a PMPC's manner, because, as a rule, specialists from PMPC move to IRC...>. Moreover, some of the interviewees said that IRC <...look at developmental impairments and nosology in order to identify educational needs...> [A7b/10]; [A7b/33].

However, while there is no legal explicit definition nor criteria for the assessment of special educational needs, it is challenging to assess and identify them in IRC practice. In IRC practice, assessment is still focused on identification of disorders (see Appendix 9b).

Focusing on the competences and needs of the child in the conclusion of the assessment

In order to be accurate in our interpretations, we provide an example of identified 'competencies and needs' of a child (extracts from IRC assessment Conclusion; see Table 3.2.3.1; completely documents see in Appendixes 9a & 9b).

Table 3.2.3.1: Example (extract) of identified competencies & needs of a child (8 years) in IRC

Developmental Sphere	Competencies	Identified needs
Cognitive development	<i>Adequately responds to survey. The perception of instructions in verbal form is complicated, requiring practical demonstration of a sample of task execution. Cognitive process is weak. Able to establish cause-effect relationships. Uses support...</i>	<i>Development of the cognitive sphere (...development of attention, memory, thinking; correction of gross and fine motor motility of hands; correction of psychomotor sphere; stimulation of sensory-perceptual, mnemonic and intellectual processes).</i>
Physical development	<i>Disorders of musculoskeletal function due to the underlying disease (loss of acquired skills). Fine and gross motor skills are severely disturbed. Sits with difficulty. Stands with one-handed support. Spastic pace with support, self-serves partly.</i>	<i>Correction of physical development disorders (development and correction of coordination disorders, accuracy of movements; development of ability to maintain balance; correction of movement violations..., correction and development of psychomotor...).</i>
Speech and Language development	<i>The complete loss of systemic speech that has already taken place. Assimilation violation and reproduction of the motor program. Chaotic search for the required position of lips and tongue. At present, communication at the level of sound complexes contours of individual words, accompanied by pointing gestures. Understanding speech out of the situation is difficult....</i>	<i>Development of speech in the process of subject-practical activity. Development of oral speech (correction and formation of the phonetic component of oral speech; development and correction of phonemic processes...). Development of written speech (development of lexical and grammatical constituents of written speech, development of written speech, minor motor skills of hands).</i>

A provided above example shows that in the Assessment Form, some competencies and needs of a child are identified, however, the identified 'needs' are too general to meet them at school, for example, the need 'development and correction of coordination disorders'. It is also evident that in the Assessment Form, a focus on child's disorders still dominates.

Focusing on recommendations for education, educational and /or multi-professional support to a child

While visiting IRCs, we were assured that specialists are focusing on the assessment of special educational needs of a child in order to come to Conclusion and develop Recommendations for individualisation of child's education and support.

We provide a comparative example of the Conclusions and Recommendations developed by PMPC and IRC for a child education (extracts from IRC and PMPC assessment Conclusions see in Table 3.2.3.2; complete documents see in Appendixes 9a & 9b).

Table 3.2.3.2: Examples of Conclusion and Recommendation for child education developed by IRC and PMPC

General Conclusion and Recommendation	Developed by IRC Child 8 y	Developed by PMPC Child 6 y 7months	A Child Needs based Recommendations
General Conclusion	Disorder of musculoskeletal system; independently cannot move; spastic pace with	Disorder of the musculoskeletal system with impaired motor functions: self-moving, self-serving.	General conclusion should be based on a common discussion and agreement with active participation of a child, a family,

	support, partially self-serving. The intellectual development of the child corresponds to the level of delay of mental development. Aphasia. Dysarthria.	Delay in mental development. Emotional and volitional immaturity. Dysarthria. Functional visual impairment.	a teacher, and IRC professional(s). In the conclusion, it should be emphasized: <ul style="list-style-type: none"> - strengths of a child (cognitive, organisational, behavioural, communication etc.); - difficulties(cognitive, organisational, behavioural, communication etc.); - learning achievements in different subjects; - learning difficulties A child's opinion should be heard and taken into account.
General Recommendation	Individual educational plan Recommended education by the educational program for children with musculoskeletal system disorders.	<i>The program of a special secondary school for children with musculo-skeletal disorders.</i> Provide system speech therapy correction, appropriate psychological support, and security view regime. Within the inclusive education, 6 hours for correctional and developmental activities are required.	Recommendations for learning should be based on suggestions in particular: <ul style="list-style-type: none"> - how to adjust educational program and/ or educational environment if needed; - what teaching methods and teaching/learning strategies to apply, including universal design for learning; - how to motivate a child for learning; - what kind of support a child needs (to listen to a child) and what support should be provided and by whom, etc.
Recommendations for teacher's assistant & teacher	Educational and social-adaptive	-	
Recommendations for practical psychologist & speech therapist	Diagnostic, correctional-developmental, consulting, prognostic, preventive	-	
Recommendations for teacher-defectologist	Educational, diagnostic, correctional-developmental, consulting, prognostic, preventive	-	

A comparative example shows that the Conclusion and Recommendation developed by IRC and PMPC are similar. In addition, IRC provide with recommendations for different specialists. However, in both structures, the provided **recommendations are universal**. They focus to the 'correction of disorder' rather than SEN of an individual child, for example, recommendations for practical psychologist and speech therapist are as follow: '*diagnostic, correctional-developmental, consulting, prognostic, and preventive*'⁵⁶. As general recommendation, 'Individual educational plan' and 'Educational program for children with musculoskeletal system disorders' are recommended in the Conclusion.

⁵⁶IRC follows a Methodology for IRC functioning '*Організаційно-методичні засади діяльності інклюзивно-ресурсних центрів: навчально-методичний посібник*' / За заг. ред. М.А. Порошенко та ін. – Київ : 2018. – 252р. In the mentioned document (p. 171), typical recommendations for different groups of disorders (e.g., visual, hearing, speech and language, etc.) are provided rather than taking into account individual strengths, weakness and needs of a child.

Possibly, a particular recommendation will be discussed with a teacher(s) of a child. However, recommendations for support and services should be in line with the needs of the child rather than linked to a diagnosis of a particular category of disorder or disability.

It would be relevant **to define the addressee of the recommendations** - who are going to follow and implement them - school specialists or IRC specialists? As it was noticed by parents,

<...IRC prescribed to my son lessons with psychologist and speech therapist. However, there are no specialists to execute this recommendation...> [A7b/12a].

Organizing psychological – pedagogical support to a child via IRC and individualising learning according to SEN of a child

As in the Regulations [15], the main IRC functions amongst others are the assessment of a child's SEN and provision of pedagogical – psychological support to a child.

As in the Regulations [15], the assessment in IRC is organised under parent request. As noticed, however,

<...Some parents do not recognize that their child has SEN and they do not want to go to IRC...> [A7b/29].

Representatives of parents – interviewees shared with their experiences on the procedure of the assessment in IRC:

<...Medical examination was carried out and medical conclusion was received; an appointment for the assessment in IRC was made. It was like a commission, a head of which had conversation with me and my son <...> we stayed in the same room with other specialists; specialist was playing with my son in special equipped corner <...> I was asked, if I have some request and my interlocutor read the documents I had brought from medical examination <...> I received Conclusion of IRC on the next day...> [A7b/2].

As we understood from the interviews with IRC and PMPC specialists and parents, for many parents the main purpose of the assessment is to receive a **conclusion** in order **to receive an appropriate education** for their child. All parents who took part in the interviews admitted that they do not want 'individual form of education' (*home-based education*) for their child.

Representatives of IRC noticed that:

<...during the first visit, we talk with the parents; specify what they are concerned about, what the child is interested <...> we observe a child while he/she plays etc. <...> and carry out an assessment. After that, all specialists who participated in the assessment, get together and make a decision on the Conclusion. The final decision is voted for the choice of the curriculum...> [A7b/25].

According to IRC specialists, 'voting' is a democratic way of decision-making.

The order of complex assessment in IRC is provided in a 'Methodology'⁵⁷ and is carried out through of the following stages: assessment planning; informing about assessment procedure; preparing materials for assessment; assessment; review of assessed spheres; review of assessment results in a IRC team; preparing conclusion; informing parents about conclusion; providing correctional services; monitoring on realization of recommendations (p.135)⁵⁸.

As in the Regulations [15], **provision of pedagogical – psychological support** /services via 'correctional lessons' is one of the main services that should be provided to children by IRC specialists. However, the net of IRC is still under development:

<...there are 130000 children in Lviv and only 1 IRC instead of 10 as planned ...> [A7b/25].

⁵⁷ Комплексна оцінка передбачає наступні етапи in *Організаційно-методичні засади діяльності інклюзивно-ресурсних центрів: навчально-методичний посібник* / За заг. ред. М.А. Порошенко та ін. – Київ : 2018. – 252с. (p.135).

⁵⁸ Ibid.

<... Lack of qualified specialists to provide services for children with SEN ...that is why for now we do not have time to provide correctional activities for children ...> [A7b/32].

Representatives of IRCs noticed that:

<...we do not need to involve specialists from special institutions. I used to be a head of PMPC. There is a big difference between PMPC and IRC, because in IRC we have more specialists, more time for assessment and can provide correctional and developmental lessons...> [A7b/32].

The other issue that challenges organising IRC services is different working hours of IRC team for different specialists:

<...40 working hours per week for psychologist while 18 working hours for speech therapist...> [A7b/32].

Counselling of parents and teachers and methodological support to teachers are very important services that IRC should provide [15]. As mentioned in the interviews, IRC specialists:

<...have many duties and they work hard...> [A7b/32],

They are concentrating on the assessment mostly. It was also mentioned that IRC specialists

<...participate in preparing Individual development program by schools request...> [A7b/32].

Networking with different sectors and institutions

As in the Regulations [15], one of the main tasks for IRC is to coordinate the work within inclusive education. This duty was emphasized in the interviews with central level officials [A7b/6]. As IRCs just started to be established and started their activities, interviewees did not stress on coordinating role of IRC yet. However, they mentioned that there is *<...close cooperation with schools ...> [A7b/25]*. In addition, it was noticed, that *<...cooperation with medical sphere <...> with rehabilitation center and other social institutions is important ...> [A7b/32]*.

Data collection and analysis - developing and administrating data bases on assessed children, institutions in charge of meeting of diverse needs of children, and specialists

According to interviewees, they started *<...to develop a database with all detailed information about the children, the assessments conducted, etc. ...> [A7b/25]*.

However, the structure of IRC is not responsible for statistics collection on children with diverse educational needs. Likely, central level structures will take this responsibility in a next future, as this is an important aspect of educational reform.

Professional development through in-service training

Newly developed and still developing system of IRC lack of centres (IRCs⁵⁹) and human resources – specialists and their competencies ready to provide innovative complex services for children with diverse risks and needs, and their families. As it was stressed in the interviews,

<...there is lack of specialists <...> we involve specialists from special educational institutions to provide services for children with SEN within inclusive education. However, this is not enough...> <...In Ukraine, there is not enough specialists like correctional pedagogues, speech therapists, psychologists etc. ...> [A7b/13], [A7b/25], [A7b/32].

Representatives of IRCs noticed that they need specialized trainings to improve their competencies in order to provide relevant services for children with SEN and their families

⁵⁹ There is lack of IRCs: 1 IRC in Kharkiv for more than 1 million of citizens; 1 in Lviv city, 1 in Lviv region etc.

*<...methodology and tools to make a comprehensive assessment are not provided for us <...> we are waiting for opening **Resource Center for Inclusive Education Support**⁶⁰ to receive training and professional support...>. <...Methodist of the Educational and Methodological Center of Education of Lviv help us a lot and provide us with very useful trainings...>[A7b/25], [A7b/32].*

In the field study, we find that there are various opportunities for IRC specialists to receive professional support and consultations from the network of IRC in Lviv region, from Department of Education in Lviv city administration, Educational and Methodological Center of Education of Lviv city etc. However, IRC specialists acknowledged that they need a comprehensive and certified training.

Key findings 6

Model of educational support provision for children at risk and with identified special educational needs is based on IRC services without significant involvement of schools and kindergartens.

IRC is responsible for many functions, including assessment and service provision for children, coordination of services, data collection, etc. Still, IRC is focused on the assessment, which is concentrated on within child deficits rather than to an examination of the child's educational needs and learning environment. Conclusion of the assessment and Recommendation developed by IRC and PMPC are still similar. Both structures provide with universal recommendations, which focus to the 'correction of disorder'.

As general recommendation, 'Individual educational plan' and 'Educational program for children with particular disability' are recommended in the Conclusion. It means that 'Individual educational programme' is a special educational programme for children with specific disability.

Child assessment to inform educational planning remains a core component of any good educational system. Much of this can be done at school and kindergarten level while some children will continue to need access to other assessments (psychological, health etc.) but only where these are indicated as necessary to inform intervention or required specialist support.

Newly developed and still developing system of IRC lack of IRCs and human resources – specialists and their competencies ready to provide innovative complex services for children with diverse risks and needs, and their families. However, there are various opportunities for IRC specialists to receive professional support and consultations from the network of IRC in Lviv region.

Suggestions 6

The assessment of children with SEN should be on-going process, used to inform intervention, and is an integral part of assessment, planning, teaching, support and re-assessment.

Therefore, the model of service provision for children at risk and with special educational needs, including assessment and educational support, should be based not only on services provided by one structure - IRC. School should be involved and work in a close cooperation with IRC while identifying, assessing and meeting educational needs of child. The role of the school in identification of educational needs of a child and in educational service provision should be emphasised.

Therefore, the revised model should focus on use of an assessment to inform teaching and learning and deployment of additional resources, including school and kindergarten specialists and their competencies as well as required technical means for teaching and learning, in accordance with children's educational needs as identified through individualised planning processes.

Recommendations for support and services should be in line with the needs of the child rather than linked to a diagnosis of a particular category of disorder or disability.

⁶⁰ Resource Center for inclusive education support has been established by the decision of the head of Lviv postgraduate pedagogical education institution as a structural subdivision in August, 2018. The number of employees in the Center should be 5 specialists, but we have managed to employ only 2...>

Links between IRC and PMPC

According to interviewees, the main differences between IRC and PMPC are these that there is no medical doctor among specialists of IRC and much more time (up to week) is spent on child's needs assessment in IRC than in PMPC. In addition, according to the Resolution [15], IRC is responsible for provision of 'psychological – pedagogical support' to children, consulting of parents etc. Work load and other organisational issues are described in Resolution [15, 49.]. IRC provides psychological – pedagogical support still as 'correctional and developmental lessons'⁶¹ to children in need. These services are provided for children 'in need' after the assessment, in IRC premises, outside of the school and after school time. Parents are responsible for bringing a child to IRC for these services. Teachers do not participate while services are provided to a child.

The difference between a conclusion of the assessment in PMPC and a conclusion of IRC⁶² is not very evident.⁶³ According to interviewees,

<...The main difference between IRC and PMPC is that, there were PMPCs only on the regional or rayon level that is not convenient for children and their families to get there to receive a Conclusion. IRC would be much closer to them. The medical doctors are excluded from providing services in IRC, as it is only educational service; but in some cases, medical doctors as well as social workers could be engaged. IRC would use ICF⁶⁴...> [A7b/6].

<... The main difference between IRC and PMPC – there is no medical doctors among specialists of IRC. We spend much more time (up to week) to assess a child's needs than we did it in PMPC...> [A7b/25].

<...There is a big difference between PMPC and IRC, because we have more specialists, more time for assessment and can provide correctional and developmental lessons. We have many duties and the work is very difficult. We ask parents to bring copybooks for assessment. We participate in preparing Individual development program by schools request...> [A7b/32].

<...We are worried that the staff of IRC are becoming specialists from old system of PMPC...> [A7b/6].

According to parents, they

<...did not notice any difference between the assessment in IRC and PMPC, but this procedure now takes 5 days that is not convenient <...> [A7b/12].

Key findings 7

The role of IRC is critical in the transformation of general education into inclusive. IRC in Ukraine is a new and rapidly developing structure and seeks to become the main provider and coordinator of educational services to children with special educational needs. Many responsibilities and functions and few resources, including specialists, their competencies, infrastructure etc., are allocated to IRC sector. However, one of the key challenges is that IRC has many functions and works as a single centre without of school and kindergartens as well as other relevant institutions contribution.

⁶¹ 'Correction', 'correctional lessons' are the attributes of 'defectology'. According to defectological approach, correction is an 'amendment of defects' (for example, correction of pronunciation, articulation) as well as impact on child's development with the aim to reach normative requirements for certain age or educational level etc. (Trofimova et al (2005). Osnovy specialnoy psichologiy. Moscow, Sanct-Petersburg, Kiev, KharkivKharkivKharkivKharkiv, Minsk)

⁶² Examples of Conclusions developed by PMPC and IRC are provided in Appendixes 9a and 9b.

⁶³ Findings on similarities and differences between IRC and PMPC see in Appendix 11.

⁶⁴ ICF - International Classification of Functioning. Original ICF (translated into Ukrainian) is provided to IRCs to use it in assessment practice. However, IRC staff are not prepared to use ICF in their practice, as IRC practice just started.

An Order of the Cabinet of Ministers "On Approval of the Action Plan for the Implementation of the International Classification of Functioning, Limitation of Life and Health in Ukraine and the International Classification of Functioning, Limitations of Life and Health of Children and Adolescents" was approved the 27th of December, 2017. Unfortunately, in mostly actions, it is not executed.

Regular schools and kindergartens should be involved in assessment and support provision to children and should work in a close cooperation with IRC. At the same time, schools and preschools need ongoing support and advice from IRC to help staff to provide quality education and support for diverse children in need.

The main differences between IRC and PMPC are these that there is no medical component in IRC and much more time is allocated to child's needs assessment and development of recommendations in IRC than in PMPC. However, the tradition of previous system is still evident in the activity of IRC, as many of PMPC staff became staff of IRC.

Suggestions 7

'Methodology'⁶⁵ on IRC organizational aspects is distributed to follow it into IRCs. It includes many issues related to IRC activities and is a large volume document (252 pages). Because of a large volume, it is difficult to follow guidelines.

We recommend develop two additional short documents: 1) **IRC Concept** as a strategic document, that includes vision, mission, aim, objectives, target groups, beneficiaries, main principles of service provision, range of activities and services, methods and instruments of assessment, structure, organization and management; 2) **Practical Guidance** which include staff, their functions and competencies, and other practical issues. Methodological Guidance should be IRC practice-oriented document that would be simple to follow and that would facilitate the activity of new structure to support inclusive education.

The model of service provision to children at risk and /or with special educational needs and their families should have a clear structure rather than be based on a single institution, e.g., IRC.

The model can consist of Resource Center for Inclusive Education Support, IRC, and educational institution (kindergarten / school).

A three-stage process of continuum of assessment and support is recommended that schools and teachers may use for identifying and assessing special educational needs and for planning interventions, where required. Each stage involves assessing student needs, planning and implementing support and review.

The 1st stage is coordinated by the teacher and is carried out within the regular classroom. Educational support team or educational support specialist working alongside the class teacher usually coordinate the 2nd stage. The 3rd stage involves IRC for more detailed assessment and contribution to development of educational and support programmes.

All structures, institutions, specialists and services related to education and support to a child, a family, a teacher, a school/kindergarten should work in a cooperative and coordinated way. Uppermost, IRC should work together with a schools and kindergartens, where children is educated.

Legally approved strategy and methodology of IRC specialist team training should be developed and implemented. Methodology of monitoring and quality assurance of service provision establish a evidence-base for further development of IRC.

⁶⁵ *Організаційно-методичні засади діяльності інклюзивно-ресурсних центрів: навчально-методичний посібник* / За заг. ред. М.А. Порошенко та ін. – Київ : 2018. – 252с.

3.2.4. Procedure of the Provision of Inclusive Education in General Educational Institutions⁶⁶

As predicated in the Procedure [1], it determines the requirements for the provision of inclusive education in general educational institutions in order to realize the right of children with SEN for education at the place of residence, their socialization and integration into society, the involvement of parents in participation in the educational process [1., 1].

The Procedure [1] aims to define the regulations that enable inclusion of children with SEN into general educational institutions [1., 2.]. It is stated that children with SEN are educated ‘...in classes with inclusive education...’. Article 8 [1., 8.] defines the exact number of children with specific disabilities who and how many of them can be included in an ‘inclusive class’ or ‘inclusive group’. For example,

‘From one to three children from among children with musculoskeletal disorders, mental retardation, low vision or hearing, mild intellectual disabilities’ [1., 8.].

The Procedure proves a positive intention to implement inclusive education starting from including students with disabilities in general education classrooms, in particular creating ‘inclusive classes’. However, some questions arose while reviewing a document, in particular, how to consistently follow inclusive education provision approach based on quality education and educational support instead of correction in inclusive classes/groups, as in the Procedure [1.]:

<...corrective-development work <...> aimed at correcting health disorders through the development of cognitive activity..., speech and personality of a child. Corrective-development sessions are conducted by teachers-defectologists and practical psychologists...> [1., Article 11].

In this context, we should be aware that inclusive education appreciates diversity of children and their needs together with variety of teaching and learning strategies in order properly meet educational needs of children in a classroom.

A positive intention to include children with SEN / disabilities into regular classes would require having a defined procedure of the enrolment of children into classes with ‘inclusive education’. As in the Procedure [1]:

<...Enrolment of children with special educational needs in classes with inclusive education is carried out due course in accordance with the conclusions of psychological, medical and educational counselling⁶⁷...> [1., 7].

In this context, the questions are, e.g., what services, centres, professionals are responsible for mentioned above ‘conclusion’, where ‘inclusive classes’ can be established - in primary / lower secondary school?

Similarly, it would be relevant to define **organization of the provision of pedagogical support** to children with SEN:

<...In general educational institutions, <...> psychological service workers - practical psychologists, counselors, and relevant pedagogical staff of institutions carry out support...> [1.6].

However, what are the role of class teacher? Who are responsible for developing and implementing ‘Individual Development Program’ (IDP)?

⁶⁶ Cabinet of Ministers of Ukraine Decree No. 872 dd. August 15, 2011, Kyiv. *On Approving the Procedure for the Provision of Inclusive Education in General Educational Institutions*. The changes made according to the Resolution of the Cabinet of Ministers No. 588 dd. August 9, 2017.

⁶⁷ To compare with a statement in the Law on Education [3., 20.1] <...> ‘In case of request submitted by a person with special educational needs or his /her parents, establishment of inclusive group and class is mandatory’ <...>.

Despite the statement [1., 12.] that: *'IDP is developed by a team of specialists'*, it would be relevant to define, what specialists and from what structures are involved in this process.

Are any assessment of the individual progress of a child foreseen while she/he is educated according to IDP? What specialists implement IDP at a school and at a class level?

It is worthy to admit that as of June 2019, there were no approved changes to Procedure concerning excluding psychological, medical and educational counselling as they are not acting since September 2018. IRC is not mentioned in the document at all.

Key findings 8

The Procedure [1] proves a positive intention to implement inclusive education starting from educating students with disabilities in general education schools. However, the process of selection of children with disabilities and placing them into 'inclusive classes' together with their peers (without disabilities) contradicts with inclusive education practice. Inclusive education values natural diversity of children at school and in a classroom.

Moreover, Procedure [1] defines the exact number and type of disability of children who can be included in an 'inclusive class'. However, the procedure of establishment of 'inclusive classes', enrolment of children into 'inclusive classes' as well as organization of the provision of pedagogical support in these classes require detailed description. The Form of Individual Development Program is provided in the Procedure.

Procedure is still orienting on PMPC that were cancelled in September 2018. The role of IRC is not mentioned.

Suggestions 8

Clearly defined procedures and educational support providers at all levels including central, local and, in particular school level would be of high importance. We should be aware that inclusive education appreciates diversity of children and their needs together with variety of teaching and learning strategies in order properly meet educational needs of all children in a classroom.

Realization of inclusive education provision in general educational institutions has been explored in the field study stage. Field study findings are presented in Chapter 3.2.6

3.2.5. Procedure of Establishment of Inclusive Groups in Preschool Educational Institutions⁶⁸

The Minister of Education and Science, and the Minister of Healthcare of Ukraine signed the Procedure [12]⁶⁹ of establishment of inclusive groups in pre-school educational institutions. A particular legal document confirms a coordinated two sectors' decision to implement inclusive early childhood educational policy. An intention to provide conditions for children with special educational needs, including children with disabilities, for development and learning together with their peers from early years is a very positive move towards inclusive education.

Establishment of inclusive groups in preschool institutions (according to legal requirements, 1 to 3 children with disabilities can be educated together with their peers in inclusive group), on one hand, is an opportunity for young children with SEN to receive relevant educational services as early as possible in Ukraine⁷⁰. Education together with peers and relevant educational support to meet children and their family needs ensure a 'sure start' of a child. On the other hand, a focus on child's disability and medical care of the child, as stated in a Procedure [12., 12.], contradicts with inclusive education approach. In addition, contraindications for admission of children to pre-school inclusive groups are also mentioned in the Procedure [12.,10.]. The questions arise - *what conditions can prevent children from being enrolled into pre-school education, what is specific about pedagogy delivered in the "inclusive groups" and what are the aspects of this pedagogy that can't be implemented in the mainstream preschool groups.*

As in previous chapter as of June 2019, there were no approved changes concerning excluding psychological, medical and educational counselling as they are not acting since September 2018. IRC is not mentioned in the document at all too.

Key findings 9

An intention to ensure the right of children with special educational needs to receive quality education from early years while learning together with their peers⁷¹ is a very positive move towards inclusive education.

However, Procedure [12] sets the purpose of the establishment of inclusive groups in order to 'meet social and educational needs via corrective-development work with children with special educational needs, including children with disabilities'. Focus on "corrective" issue belongs to 'defectological' approach rather than to inclusive education approach.

Children with special educational needs, including children with disabilities who, according to the report of the advisory medical committee, can attend preschool educational institutions, shall be enrolled into inclusive groups. Procedure focuses on child's disability and medical care of the child and provides contraindications for admission of children to pre-school inclusive groups, in particular, '3 and 4 degrees of disorders of the body functions that are incompatible with the stay of a child in an organized team' [12., 10]. In addition, Procedure foresees exclusion of a child with special educational needs from preschool education setting if he or she 'behaves in an uncontrollable way that may endanger their life and health or members of the children's team' [12., 11]. All mentioned above issues strongly contradict with inclusive education approach.

⁶⁸ Ministry of Education and Science of Ukraine, Ministry of Healthcare of Ukraine Order No.104/52 dd. February 26, 2015, Kyiv. *On the Approval of the Procedure of Establishment of Inclusive Groups in Preschool Educational Institutions.*

⁶⁹ Ibid.

⁷⁰ Article 8 [1., 8.] defines the exact number of children with specific disabilities who and how many of them can be included in an 'inclusive class' or 'inclusive group'. For example, *'From one to three children from among children with musculoskeletal disorders, mental retardation, low vision or hearing, mild intellectual disabilities'* [1., 8.].

⁷¹ Inclusive classes and inclusive groups, which are established in comprehensive educational settings are regular classes and groups with certain number of children with SEN while in other classes and groups there are no any children with SEN.

Suggestions 9

Organizational aspects of identification and assessment of the educational needs of pre-school children and provision of educational support to children and their families would be relevant to describe in the Procedure.

It would be relevant to clarify:

- what kind of support is available for children in need in the pre-school institution, and what educational support specialists are involved
- what kind of support, including education, is available for children with severe and / or specific developmental disorders, in particular with disorders of the body functions, behavioural disorders etc.

Taking into consideration that Procedure [12] was approved in 2015, it would be relevant to revise it according to new framework on education in Ukraine.

Document needs to be updated in regard to exclude norms about PMPC.

Realization of inclusive education provision in general educational institutions (kindergartens) have been explored in the field study stage. Findings of which are presented in Chapter 3.2.6.

Within the issue of document analysis on education for children with SEN, it is important to mention about the order of MES "On approval of the Model Regulations on the team of psychological and pedagogical support of a child with special educational needs in the institution of general secondary and preschool education" (08.06.2018). The document states that team of psychological and pedagogical support (or Support Team) should consist of:

- regular participants: a director or deputy director of educational work, a teacher of elementary school (class teacher), teachers, teacher's assistant, practical psychologist, social teacher, teacher-defectologist (taking into account the educational needs of the child with SEN), rehab teacher and parents or legal representatives of a child with SEN, etc. ;
- involved specialists: medical worker of educational institution, medical doctor, child assistant, specialists of the system of social protection, services for children, etc.

According to the Order, Support Team performs the following tasks:

- collecting information on the peculiarities of the child's development, its interests, difficulties, educational needs at the stages of creation, implementation and monitoring of the implementation of the IDP;
- defining of the directions of psycho-pedagogical and correction-development services that can be provided within the educational institution on the basis of the IRC conclusion and ensuring the provision of these services;
- development of IDP for each child with SEN and monitoring of its implementation in order to correct and determine the dynamics of the child's development;
- provision of methodological support to educators and teachers of educational institutions for the organization of inclusive education;
- creation of appropriate conditions for the integration of children with SEN into the educational environment;
- carrying out consultative work with the parents of children with SEN on the peculiarities of their development, education and upbringing;

- carrying out informational and educational work at the educational institution among pedagogues, parents and children in order to prevent discrimination and violations of the rights of the child, forming a friendly and unbiased attitude towards children with SEN.

We suppose that the establishment of Support Team is of big importance to organize proper inclusive education for all children, but the document addresses the elements of medical model such as correctional services, correction of impairments etc.

3.2.6. Realization of the main issues related to inclusive education in preschool and school educational practice

In the field study, among other issues, we seek to explore availability of services for at-risk children and children with diverse education needs, and to analyse accessibility of services provided to children with special education needs based on the sample of Lviv region. In particular, how main issues related to inclusive education are being realised in preschool and school educational practices.

In Ukraine, every mainstream school allocates class / subject teachers in line with specific pupil-teacher ratios at primary and secondary school levels. Children with SEN are educated within ‘inclusive classes’ (‘inclusive groups’ in kindergarten) [1., 8.]. As in the legislation [1., 8.], the exact numbers of children with specific disabilities to be included in an ‘inclusive class’ are defined. For example, *‘from 1 to 3 children from among children with musculoskeletal disorders, mental retardation, low vision or hearing, mild intellectual disabilities’* [1., 8.].

Along with class teachers, mainstream schools have access to additional specialist – teacher assistant to provide supplementary support to children with special educational needs in mainstream schools. Some mainstream schools have speech therapist and practical psychologists. However, they seldom provide services for children with SEN in inclusive classes as they have other responsibilities (e.g., *practical psychologist is responsible for professional orientation of students etc.*).

Teacher assistant almost constantly accompanies children with SEN while they are in a classroom. The study also found that teacher assistants take the greatest part of responsibility for teaching and supporting children with SEN.

Overall, the presence of support staff in classroom has positive effects on teacher workload, quality of teaching, individual attention given to a child with SEN. However, children with SEN spend a disproportionate amount of time with a teacher assistant, which can interfere with the teacher child relationship, undermine peer and social relationships and result in an inferior educational experience and outcomes for these children. In addition, we suppose, while the efforts of teacher assistants are well intentioned, children with SEN receive less appropriate and lower quality educational experience compared to their peers.

In the field study stage, we visited 3 comprehensive secondary schools with inclusive classes [2 in Lviv city and 1 rural school in Lviv region] and 2 preschool settings in Lviv city and met with more than 50 persons⁷² with the aim to clarify the issues related to inclusive education practice, including educational support practices for children and their families.

Diverse groups of participants (see Appendix 7b) have shared with their experiences and insights on inclusive education practices in preschool settings and schools, and other available services.

In this Chapter of the Report, we provide our interpretations on study findings⁷³.

⁷² See Table 1.1.1 and Appendixes 6; 7a; 7b.

⁷³ Extracts from authentic narratives of the participant groups (parents, central and local level officials, and educational practitioners) as well as short summaries of the narratives on emphasized issues are provided in Appendixes 13a, b, and c.

Interview content analysis was focused on the following issues^{74,75}:

- Admission of children at risks and with identified SEN to the school;
- Availability of coordinated services provision for children in inclusive classroom / group and beyond;
- Teaching and learning strategies used to teach *all students* in inclusive classroom;
- School / kindergarten and family collaboration;
- Successful teaching experiences as inspiring inclusive practices;
- Challenges of education diverse children in inclusive classroom / group;
- Opportunities for inclusive practice improvement.

The main issues of the authentic narratives of the participants have been used for further analysis and interpretations. Further, we provide the field study findings-based interpretations on each of the mentioned above issue.

Admission of children at risks and with identified SEN to the school

Children with SEN are enrolled into mainstream school's inclusive classes under a request of parents as parents are entitled to choose education institution, educational programme, type and form of obtaining respective education by their children, etc. [3., 55.2]. Parents submit a request for establishment of inclusive/special group and class [3., 20.1].

In the field study, among other participants we met with many parents both having children with SEN and without SEN. Most of them are members of parent organisations. Parents take a very active part in advocating for inclusive education. They benevolently share with their experiences and contribute to quality education for all and quality services for children in need.

Representatives of parents acknowledged:

<...I did not have significant difficulties for my son to become a pupil of the 1st class of the school I had chosen...> [A7b/2].

However, the tendency to recommend individual form of education⁷⁶ for children with moderate and severe SEN is evident:

*<...Head of the school wanted me to choose the **individual form of education**⁷⁷ for my son. I did not agree...> [A7b/2];*

<...They recommended choosing individual form of education for my daughter, but I decided to choose inclusive education in mainstream school ...> [A7b/3];

<...My son has SEN. I was very worried when we entered a first class ...> [A7b/35c];

<...I am a mother of a girl with SEN. She is a pupil of the second class. If she was not accepted for inclusive class then it would be a vacuum. We did not consider the option of a boarding school. Therefore, an individual form of education is just a vacuum for us...> [A7b/35d].

Availability of coordinated services provision for children in inclusive classroom / group and beyond

⁷⁴ Detailed issues and questions of the interviews are provided in Appendix 6.

⁷⁵ Comparison of different participant groups' views on main issues related to inclusive education practice is provided in Appendix 14.

⁷⁶ Individual form of education – home-based education.

⁷⁷ Individual form of education – home-based education.

It was emphasised by the central level officials that the coordination of services for children with SEN is the main task of IRC. As the net of IRC is still developing, a coordination of services is a challenging issue:

<...Among the biggest barriers regarding inclusive education are these that there is not enough experience and lack of interdepartmental cooperation...> [A7b/10].

Children special educational needs may relate not only with disability, disorder, but also with social disadvantages⁷⁸. Therefore, children may need multi-services including social support, however,

<...the main problem is accessibility to social services, especially for children with SEN, in small cities and rural areas. Almost all relevant social services are in Lviv <...> The main task of a specialist is timely detection of vulnerable families and children <...> the main source of problems is the low level of economic welfare of families ...> <...We have an excellent interdepartmental cooperation with State Services in Children's Affairs and department of Social Protection in Lviv Oblast State Administration...>[A7b/17].

From parents' perspective, **parents coordinate services** for their children:

<...there are 18 pupils in my daughter's class. She receives lessons of behavioral therapist out-side of school and I am like a bridge between this specialist and school specialists, including the teacher...> [A7b/3].

Parents acknowledged that individual documents - individual educational trajectory, individual development program, individual educational plan, individual rehabilitation program - are developed for their children with SEN. However, the process of the development of mentioned above documents as well as **services** accordingly **should be coordinated**. Anyhow,

<...I think it is too much to have an individual educational trajectory, an individual development program, and an individual educational plan for one child. Besides, we have individual rehabilitation program for children with disability <...> [A7b/11].

Parents are active members of educational support team at school. Parents need to take care that all services as foreseen in the mentioned above individual documents would be implemented. They contribute to specialist professional development and actively participate in the development of individual development programs for their children:

<...My son is 10; he is in the 5th class with inclusive education in mainstream school. We are grateful that our school has accepted us and allowed us to help teachers, and to teach teacher's assistant. If parents do not support and control every document, every activity in their children's school life than inclusive education would not take place or would be harmful for children with SEN. Teachers and administrative staff at school do not know how to deal with the Conclusion of PMPC. I submitted by myself to the first Individual development program and taught the teachers...> [A7b/12b].

<...Last year both teacher's assistant and myself developed an Individual development program for my daughter in a café...> [A7b/12c].

Parents are searching for the qualified specialists, they teach them and they hire them to work as teacher assistants:

<...if parents do not have enough money to provide services and support for children within inclusive education, as a rule, such children are at homes or institutions⁷⁹...> [A7b/11].

In addition, parents are active in shaping positive attitudes of classmates and other parents towards children with SEN:

⁷⁸ It should be noticed, that the majority of children who are included into inclusive classes and with whom we met are these with severe SEN that are related to disability (children with Down syndrome, cerebral palsy, autism etc.).

⁷⁹ Boarding schools – 'internats'

<...we take an active part in shaping the attitude of classmates towards our children. From time to time, I organize out-of-school activities for all children in our class to help my son to establish contacts with his classmates...> [A7b/12b].

It should be emphasised that school principal has overall responsibility for ensuring that the special educational needs of children are met. The class teacher has primary responsibility for the progress of all pupils in his/her class. Parents trust teachers very much:

<...Everything depends on teacher. Teacher forms the relationship between the children in the class...> [A7b/35f].

Teaching and learning strategies to teach all students in inclusive classroom

In the interviews, teachers and parents emphasised individualization of children education. It was little said about teaching and learning strategies while teaching children in inclusive class.

Educational practitioners admitted that:

<...Individual development program is used for education of children with SEN. There are 2 types of educational programs: general educational program and typical educational program of special educational institutions for children with SEN (hereinafter – special program). Educational institution can use any educational program depending on the need, adapt or modify it according to the educational needs of a child. There are some types of special programs: for deaf / with hearing impairment children; for blind and children with visual impairment; for children with mental development delay; for children with intellectual disability; for children with severe speech impairments; for children with disorders of the musculoskeletal system; for children with complex developmental disorders; for children with autism spectrum disorders of high severity. ...> [A7b/25].

We found out that **Individual development programme**⁸⁰ is informative for a school student service providers. In particular, it foresees psychological-pedagogical adaptations, such as: *increasing time for tasks, alternation of activities, performance of tasks on the model, type and frequency of relaxation, use of means of concentration of attention; and adaptation of educational material, such as learning and teaching materials, visual aids, flash cards, use of printed texts with different font size (see examples of IDP in Appendix 15a).*

It was found that, in inclusive class practice, children with SEN usually are educated according to **special education program** [for example 'program for children with musculoskeletal system disorders as in Appendix 9b, etc.] and individual development programme. However, there is no recommendation how these two programmes (IDP and SEP) are interconnected in an individual child's education. Beside IDP and education programme, there is also Individual educational trajectory (IET)⁸¹ and Individual educational plan (IEP)⁸². For teachers and parents this is challenging to follow all these documents⁸³.

We took part in 2 lessons provided in inclusive classes and found that despite the fact that child with SEN is educated according to IDP and special education programme with a lot of support from teacher assistant child follows the same topic as other children in the class do. This positively influence learning of all children in the class, in particular learning and sense of belonging of a child with SEN.

⁸⁰ **IDP** provides individualization of education of a person with special educational needs, establishes a list of required psychological, pedagogical, remedial needs/services for the development of a child and is developed by a groups of professionals, with compulsory engagement of parents of the above child, in order to define specific educational strategies and approaches to education [3., p. 8].

⁸¹ **IET** - an individual path of realization of a personal potential of an education seeker that is formed taking into account his/her capabilities, interests, needs, motivation, opportunities and experience; rooted in the selection of types, forms and pace of education acquisition, educational agents and educational programmes, academic disciplines and their complexity level, teaching methods and education means. An individual educational trajectory may be implemented in the education institution via an individual educational plan [3., p.7].

⁸² **IEP** - defines a sequence, form and pace of mastering educational components of an educational programmes by an education seeker with the goal of implementing his/her individual educational trajectory, and is developed by the education institution in cooperation with the education seeker, subject to availability of necessary resources [3., p.8].

⁸³ We were not provided with examples of IEP and IET.

Individual development programme for preschool child is focused on general recommendation for education (*Correctional training for children of middle preschool age with general underdevelopment of speech and language; see example of IDP in Appendix 15 b*).

School / kindergarten and family collaboration

Study found it evident that educational setting and family collaboration as well as collaboration among families of diverse children at school / kindergarten are the most important issues that drive improvement of quality education for all children including children with SEN. Parents are active in advocating for inclusive education.

It should be noticed, that parents of children with SEN are very active in initiating cooperation with school that agrees to accept their child. Parents support school, teachers, and specialists. They contribute to awareness raising in a school community towards children with SEN etc.

We met with schools' administrations, teachers, professionals and parents while visited schools and kindergartens with inclusive classes / groups. We found out that parents take an initiative and ownership of education and service provision management. Representatives of educational institutions whom we met in focus groups were very positive towards education of diverse children in their schools and kindergartens though they acknowledged that they need extra knowledge and support in this process.

In many cases, trained parents take the role of 'teachers of teachers' and co-therapists:

<...My son is in the 2nd class with inclusive education in mainstream school <...> I have been trained in behavioral therapy courses and other ones, and we spent a lot of my own money to take care of and to teach my son <...>. Staff was very loyal to us, and we are now cooperating well <...> we train teacher's assistant on our own, prepare and teach them and, accordingly, pay the assistant in private...> [A7b/12a].

Collaboration among parents in a school influenced positively changes of attitudes towards children with SEN. We share with authentic comments of parents on this regard:

<...My son does not have SEN, but I am very glad that a child with SEN is his classmate. Children have become friendlier, tolerant...> [A7b/30c].

<...My daughter does not have SEN and there is a girl with SEN in her class. My daughter and her classmates do not understand that there is a 'special' child in their class. They all are friends...> [A7b/30d].

<...My grandson is in a second class. He does not have SEN. I think inclusive education is a good idea. I know that when my grandson grows up he learns that there are people with some problems and needs <...> I do not understand why parents try to protect their children from children with disabilities. They will grow up and will meet them unequivocally...> [A7b/35a].

<...I am a mother of girl without SEN. Children are always glad to help each other...> [A7b/35b].

<...My son has SEN. I was very worried when we entered a first class. Now I am very happy that my son is studying here. I am impressed with positive attitudes of the school authority and teachers toward my child ...> [A7b/35c].

<...I am a mother of a boy with SEN. He has speech and language impairment. I am very glad that my son is studying here. He does not feel that he is 'special'. Teacher's assistant helps my son very much...> [A7b/35e].

As interviewees noticed it, inclusion is not only about school or kindergarten. Practitioners noticed that:

<...sometimes it is difficult to find a common language with some parents...> [A7b/31g];

<...We need to work with parents of children with SEN and without SEN and make them aware of the issue and to support them...> [A7b/15].

Successful teaching experiences as inspiring inclusive practices

Positive tendencies towards quality education for children with diverse needs are evident through new educational policy and new legislation in Ukraine, officials' competency and awareness, partnership with parents, positive educational experiences in schools, growing responsibility and competence of specialists, positive attitudes of school administration and teachers toward children with SEN. Parents notice:

<... in reality, inclusion is not the same as in the Law, because many of children with SEN are an individual form of education (home-based education), <...> however, there are definitely positive tendencies in providing education in Ukraine...> [A7b/11].

Central and regional level officials acknowledged that in Ukraine, there are good practices on inclusive education in some communities, in particular:

<... most successful regions in providing of inclusive education are Zaporizhzhia, Zhytomyr and Kyiv oblasts <...> there are many good practices on inclusive education in some schools and kindergartens. There are also some success cases in providing out-of-school educational services for children with SEN in Shepetivka, Illichivsk, Mykolayiv and other communities...> [A7b/6].

<...The biggest success is that much more children with SEN are studying in mainstream schools ...> [A7b/10].

We acknowledged inspiring practices on inclusive education while visiting schools and kindergartens and participated in meetings with specialists and parents, in particular in education and rehabilitation centres 'Lewenia', kindergarten 'Barvinok', etc.

We met experienced and well-trained specialists using innovative methods and closely collaborating with parents. Specialists of mentioned above centres focus on children strengths and needs in order to meet them properly in cooperation with families:

<...during September and the first part of October we observe children and have meetings with parents; we tell them our findings and conclusions. We take a video about how children behave in kindergarten, so that parents are very interested in this⁸⁴. Then we develop individual development program...> [A7b/20].

Parents emphasized that they value inclusive education because of the opportunity for children socialization:

<...for us, socialization is more important than learning because my son has intellectual disability <...>.This school is the best one in providing inclusive education in Lviv...>. [A7b/23b].

<...My daughter likes studying here <...> we thought that socialization was more important than learning, but my daughter makes significant progress in learning too...> [A7b/23c].

<...My son has a cerebral palsy. He is a pupil of the third class in mainstream school with inclusive education. We had very positive experience in kindergarten and now in school. These institutions have been providing services on inclusive education more than 15 years. Specialists are very responsible and qualified <...> There are some classmates that do not want to be friends with my son, but I believe that this is normal for any child. My son has three close friends in his class...> [A7b/12d].

Challenges of education diverse children in inclusive classroom / group

Process of inclusive education implementation in educational practice meets with many challenges and barriers, as follow:

- Lack of specialists at school, in particular teacher's assistants, child's assistants, speech therapists etc.,
- Lack of services at school;

⁸⁴ Meeting of specialist team and parents in kindergarten.

- School professionals need training how to organize and provide educational services to a child, in particular to children with autism;
- Teachers and school administration need support how to deal with the Conclusion of PMPC / IRC, etc.;
- Sometimes, challenges are related to finding a common language with some parents of children;
- In addition, an urgent need for of inter-sectorial and interdepartmental cooperation was emphasised.

Central and regional level officials acknowledged that society is not ready yet to see children with SEN in their communities, in particular there are many complaints from parents of children without SEN about inclusive education:

<...we have many complaints from parents; they do not want their children to study together with children with behavioral problems and intellectual disabilities <...>. Teachers do not have skills and knowledge to work with such children <...>. We must recognize that we have a lack of knowledge to solve various problems that constitute complex ones...> [A7b/14].

In this context, there is evident need for awareness raising activities on inclusive education for society, especially for parents of children without SEN.

Shared experiences of parents show that the attitudes towards children with SEN need urgent changes:

<...Our teacher is confused because she does not know how to work with my daughter and requires me to be present at the lessons. I cannot do this because I have a job. Other teachers in school feel pity for our teacher that in her class there is a child with SEN <...> I often have feeling that I should be ashamed and I have to apologize to everyone that I have a child with disability and want her to study in mainstream school ...> [A7b/12c].

Different factors can cause special educational needs of a child. One of these can be social disadvantages. Insufficient accessibility of inclusive education and social services to children with SEN in small cities and rural areas can cause complex difficulties for a child and a family.

According to interviewees, social protection system is not capable to provide preventive services and to carry out proper social work. Social status of social workers is low.

In addition, it was found that more inclusive classes and inclusive kindergartens are needed in rural areas:

<...we need to have inclusive classes not only in cities, but also in every communities and school. There are no inclusive classes in rural areas...> [A7b/30a].

A particular focus of the study is to support children and their families in need as early as possible.

Study found that preschool education needs much more support to implement inclusive education. Officials in their interviews acknowledged the need for further development of legislation related to inclusive education in preschool:

<...we need to develop legal documents in order to provide inclusive education in kindergartens, in particular a form of an IDP for preschool children with SEN, job description of teacher's assistant in kindergarten, regulation on certification of teacher's assistant, etc. ...> [A7b/20].

It was noticed that:

<...it is difficult to attract specialists to work as teacher's assistants in kindergarten because of low salary rate...> [A7b/20].

Parents in their interviews shared with their experiences:

<...my daughter received educational services in mainstream kindergarten, but inclusive group was not organized. The heads of kindergartens are not willing to establish inclusive groups because they do not want to hire teacher's assistants ...> [A7b/3].

<... We had a negative experience within preschool education and had to change the institution because teachers were not ready to provide services for children with SEN...> [A7b/2].

Kindergarten teachers acknowledged that they need more experience and knowledge how to educate children with SEN:

<...I am a preschool teacher in inclusive group. We have a boy with Down syndrome. We do not have experience to work with children with SEN. We need to have more materials that are didactic, some special games etc. ...> [A7b/31f].

Kindergartens need more support and knowledge how to organize inclusive education in a kindergarten.

Interviewees also noticed that many parents want their children to attend special kindergartens, because the conditions are much better than in mainstream kindergartens.

Opportunities for inclusive practice improvement

Inclusive education is a process of strengthening the capacity of the education system to reach out to all learners⁸⁵. Strive for improving ordinary schools and kindergartens to become better at educating all children in their communities is a core element for inclusive education development.

In this sub-chapter, we share with some insights on inclusive education practice improvement suggested by the field study participants.

Interviewees acknowledged that one of the main issues towards inclusive education is awareness raising in a society and communities, and lessons of tolerance for all children and all parents.

Parents wish to see inclusive education as a flexible organization of education according to the needs of a child with additional support, for example,

<...I would like inclusive education to be with possibility to take different ways of organizational forms of school attending according to the need of the child...> [A7b/11].

Organizational aspects of child's education and services should be included in an 'Individual educational trajectory'.

Parents also suggest:

<... to have 'resource room' in a school <...> It would be good to have a 'hot line' on inclusive education so that every parent can call and find information. <...> Information for parents how to advocate development of inclusive education would be helpful...> [A7b/30b].

Educational practitioners recommend for more flexibility in spending funds that comes as an 'inclusive' subvention. Representatives of central and regional level institutions plan to support teachers who teach children with different disorders through adopting textbooks and educational materials, developing educational and correctional programs, recommendations, textbooks, manuals, plans, etc. according to nosology however.

In addition, it was emphasized that developing service market for children with SEN and implementing quality assurance of services, and licensing system, would significantly contribute to quality inclusive education for children in need.

Key findings 10

Positive tendencies towards quality education for children with diverse needs are evident in Ukraine through: new educational policy and new legislation and its implementation in educational practice; officials' competency and awareness; active role of parents and their partnership with schools; positive

⁸⁵ The UNESCO Policy Guidelines [34]

educational experiences; growing responsibility and competence of specialists; positive attitudes of school administration and teachers toward children with SEN.

Children with SEN admission into mainstream school's inclusive classes is based on parents request as they are entitled to choose education institution, educational programme, type and form of obtaining respective education by their children.

Parents take an active role in advocating for inclusive education. They are active members of educational support team at school. They contribute to specialist professional development and actively participate in the development of individual development programs for their children. Parents are ones who try to coordinate services for their children.

Educational setting and family collaboration as well as collaboration among families of diverse children at school and kindergarten are the most important issues that drive improvement of quality education for all children including children with SEN in Ukraine. Parents contribute to positive changes of attitudes towards children with SEN.

Along with class teachers, mainstream schools have teacher assistant to provide supplementary support to children with SEN in inclusive class. Teacher assistant accompanies children with SEN while they are in a classroom and takes the greatest part of responsibility for teaching and supporting child. Some schools have speech therapists and practical psychologists who seldom provide services for children with SEN in inclusive classes as they have other responsibilities and /or are not prepared for this.

In inclusive class practice, children with SEN usually are educated according to special education program and individual development programme; however, there is no recommendation on these two programmes interconnectivity. Beside IDP and SEP, there is also Individual educational trajectory (IET) and Individual educational plan (IEP).

Individual development programme for preschool child is based on general recommendation for education linked to special education of children with certain disorders, for example *correctional training for children of middle preschool age with general underdevelopment of speech and language*.

Educational setting and family collaboration as well as collaboration among families of diverse children at school and kindergarten are the most important issues that drive improvement of quality education for all children including children with SEN in Ukraine. Parents contribute to positive changes of attitudes towards children with SEN.

Process of inclusive education implementation in educational practice meets with many challenges and barriers, as follow:

- Lack of specialists at school, in particular teacher's assistants, child's assistants, speech therapists etc.;
- Lack of services at school;
- School professionals need training how to organize and provide educational services, in particular to children with autism;
- Need for of inter-sectorial and interdepartmental cooperation was emphasised, etc.

Preschool education needs more support to implement inclusive education, including further development of legislation, knowledge how to organize inclusive education as well as experience and knowledge how to educate children with special educational needs in a kindergarten.

Suggestions 10

Organisation of provision to support inclusive education at school requires changes from organising provision in terms of individual support via many individualised documents often based on diagnosis and permanent individual support via teacher (child) assistant in inclusive class towards systemic

approach based coordinated and flexible support to school, teacher, children in need and their families. Organizational aspects of child's education and services can be included in an 'Individual educational trajectory' instead of single documents such as individual development programme, individual education plan, individual rehabilitation programme etc. that are challenging to follow and coordinate.

We suggest to follow a systemic approach based educational support that enables teachers to use variety of teaching and learning strategies and educational environments in order to meet educational needs of children rather to focus on the students' disorders and support provision focused on individual support to a child via teacher assistant. Team of educational support professionals around a teacher in inclusive school can improve quality of education for all.

Inclusive school development should be understood as a process of producing inclusive school policy, that includes developing school for all and organising support for diversity; evolving inclusive practice that includes mobilization of educational resources, in particular, professionals such as speech therapist and practical psychologist, who are already work at school, should provide a needed support to a child, parents, and teachers, and orchestrating learning; and creating inclusive culture of school that includes inclusive values and building inclusive communities

3.2.7. Issues related to early childhood intervention

Early Childhood Intervention refers to the delivery of a system of professional transdisciplinary services for young children at risk of developmental delays and with identified disabilities at the earliest point in order to support the child and their family as early as possible⁸⁶. The most important elements that are relevant to Early Childhood Intervention have been defined [ibid]:

- Availability - a shared aim of ECI is to reach all children and families in need of support as early as possible;
- Proximity the idea of providing family-focused services;
- Affordability services are offered free of charge or at minimal cost to families;
- Interdisciplinary working - professionals in charge of direct support to young children and their families belong to different disciplines (professions) and consequently have diverse backgrounds according to the service they are related to.

Ukraine has more recently been emerging as one of the leaders within the region for promoting the development of early childhood Intervention and parent-led advocacy for the rights of children at risk and children with identified disabilities.

A National Plan of Action for Children (2010 - 2016) was adopted in 2009, which has been instrumental in developing a national framework on child rights, with a particular focus on highly vulnerable groups of children including children with disabilities.

ECI was validated in April 2017 when the Memorandum of Understanding was signed in Kiev by national, local Ukrainian and international partners. During the past years a broadening network of committed organizations in Ukraine, focused on developing an official, nationwide, professional and acknowledged early childhood intervention system. SOFT Tulip, UNICEF, the National Assembly of People with Disabilities of Ukraine, Early Intervention Institute of Kharkiv, All Ukrainian Foundation for Children's Rights and EURLY AID, signed a Memorandum of Understanding (MoU) with the Ukrainian

⁸⁶ Early Childhood intervention. Analysis of Situations in Europe: Key aspects and Recommendations. Summary Report (2005). European Agency for Development in Special Needs Education.

Ministers of health, social policy and education & science. MoU focuses on realizing the government plan of measures, pronounced in Dec 2016 by the cabinet of ministers. A pilot period has been defined to realize this between 2017 and 2020.

Initiatives on ECI are being implemented in Ukraine, such as National Assembly of People with Disabilities (NAPD), Kyiv, Charity Fund Early Intervention Institute (CFEI), Kharkiv, Dzhherelo Rehabilitation Centre, Lviv, Transcarpathian Regional Center of Complex Rehabilitation The Path of Life, Uzhgorod, “Healthy society” ECI center in Odessa, in cooperation with the European association on Early Childhood Intervention (EURLY AID) implement the project ‘Development of the National System of Early Childhood Intervention in Ukraine’. The aim of the project is to develop National System of Early Childhood Intervention in Ukraine and pilot ECI system in the four mentioned above regions.

More recently, ECI is prioritized within the national reform agenda and is legalized through governmental National Action Plans related to ECI project initiatives. Cabinet of Ministries of Ukraine approved the *Order Some Issues of the Implementation of the Pilot Project ‘Creation of a System for Providing Early Intervention Services’ to Ensure the Development of Children, Preserving their Health and Life* [No 186].

The Order includes an Action Plan for 2017 – 2020 to implement the following tasks:

1. Ensure the creation of an efficient system of interagency coordination of actions regarding the implementation of the pilot project ‘Creation of a system to provide early intervention services’ to ensure a child’s development, health and life preservation;
2. Establish a procedure of interaction between providers and users of early intervention services to ensure a child’s development, health and life preservation;
3. Advanced training of specialists and experts involved in the system to provide early intervention services to ensure a child’s development, health and life preservation;
4. Improve the information support of families with newborns and young children, civil society, as well as specialists and experts involved in the system to provide early intervention services to ensure a child’s development, health and life preservation.

Implementation of the mentioned above tasks will be explored in the next stage of the research.

Key finding 11

Ukraine is one of emerging leaders within the region for promoting development of early childhood Intervention and parent-led advocacy for the rights of children at risk and children with identified disabilities. Early childhood intervention is prioritized within the national reform agenda and is legalized through governmental National Action Plans related to ECI project initiatives.

Suggestion 11

The strategy of early childhood intervention, as prioritized within the national reform agenda establishes a legal basis for ECI system development. Legal basis would ensure the right of young children at risk and their families to receive permanent quality multi-services as early as possible despite their living place and other factors

3.2.8. Realization early childhood intervention

In the field study, among other issues, we seek to explore early childhood intervention (ECI) services available for at-risk children and children with special education needs, and to analyse accessibility of ECI, in particular, what are the main ECI practices. Early childhood intervention is universally accepted key component in supporting young children (mainly at age 0 to 3) at risk and / or with identified developmental difficulties and their families and can play a part in preventing difficulties from arising in the first place.

In Ukraine, in the last decade private and state initiatives, including international ones, in the field of early childhood intervention have been visible. Government has taken a number of important decisions to improve the quality of life of children with disabilities and special educational needs, through the process of de-institutionalisation, support for inclusive education and the development of early childhood intervention services⁸⁷. In Ukraine, ECI services are developing differently, for example, in Kharkiv region, ECI services are most developed while in Dnipropetrovsk region they are at initial stage of development.⁸⁸ However, according, to field study participants, there is lack of ECI services in Kharkiv region also as only one institution provides ECI, and only 80 families are receiving ECI services there.

In the field study stage, we met with diverse groups of professionals - central level officials who are working in the sphere of ECI, representatives of NGOs, ECI experts, specialists, and parents, and had individual interviews and focus group discussions with them. We participated in an EURLY AID international conference on ECI in Kharkiv, visited educational rehabilitation centre and other services (list of visited services see in Appendix 7a, 7b). In addition, we reviewed a report of the recent research on *families' experiences of services for children with disabilities and/or special educational needs, aged 0-4, in Ukraine*⁸⁹.

In different regions of Ukraine, there are 91 parent organisations with very active parents, who initiate developments in the sphere of ECI. We met with representatives of parent forum 'Nothing about us without us' - 'Parents for early intervention in Ukraine' and many other parent organisations.

In this Chapter of the Report, we provide our interpretations on the field study findings.

Interview content analysis was focused on the main following issues⁹⁰:

- What are the main trends and service provision model to a child and a family of early childhood intervention?
- How legislation support development of early childhood intervention?
- What are the needs and challenges in the sphere of ECI.
- The main issues of the authentic narratives of the participants have been used for further analysis and interpretations. Below, we provide the field study findings-based interpretations on each of the mentioned above issue.

Services provision model

Services for young children and their families are provided by different sectors (e.g., healthcare, social protection, education) in education and rehabilitation centres through pilot projects, by charity

⁸⁷ *Heeding the Voice of Parents. Families' experience of services for children with disabilities and/or special needs, aged 0-4, in Ukraine, including experience of an innovative Early Intervention Service (2018)*. HealthProm Charitable Foundation Early Intervention Institute National Assembly for People with Disabilities. The full Russian-language report can be downloaded from the website: <http://rvua.com.ua/librarymaterials>

⁸⁸ *ibid.*

⁸⁹ *Ibid.*

⁹⁰ Appendix 6

foundations, in clinics under medical sector, in social protection sector institutions, private services. etc.

The study shows that services are being provided mainly for young children at developmental risk or with identified developmental disorders / disabilities. Majority of services consist of physiotherapy, including massage, speech therapy and other therapies for young children and are centre-based, though private service providers (e.g., charity foundation ECI institute etc.) provide multidisciplinary home-based services for children at disability risk.

ECI is a composite of transdisciplinary services for very young children and their families, provided at their request at a certain time in a child's life, covering any action undertaken when a child needs special support to: ensure and enhance her/his personal development; strengthen family's own competences, promote social inclusion of the family and the child⁹¹. It is strongly suggested that ECI provide family-focused transdisciplinary services with a clear understanding and respect for the fact that the family's needs are at the centre of any relevant action taken.

Study shows that there is a certain competition in Ukraine about who should take a responsibility for establishing ECI system as a whole: health care, education or social protection. There is a legal mandate to make the Ministry of Social Policy (MoSP) as a leader in establishment of ECI system as they implement Twinning project on ECI. MoSP already works on ECI regulations. Representatives of the social policy acknowledged that:

<...according to the draft legal document, ECI interdisciplinary team will consist of social worker, pediatrician, psychologist and rehabilitation doctor. Other specialists could be engaged according to the needs of a child <...> Odessa region has already adopted some regulations developed by MoSP and established some institutions and a structure of interdepartmental commission...> [A7b/4].

Within Twinning project, online assessment toolkit has been developed for parents to check if their child has some developmental delay.⁹² Representative of social policy structures noticed that they would like that:

<... all children who received ECI services can attend mainstream kindergartens and schools <...> we suppose that some of them would become residents of 'closed' (special educational) institutions because of their diagnosis <...>. In 2017 in State Rehabilitation Institution under MoSP 'Center for Complex Rehabilitation for Children with Disabilities 'Mriya', 117 children aged 0 to 2 received early rehabilitation services and 38% of them do not need these services anymore <...> [A7b/4].

In the interviews, both terms 'early childhood intervention' and 'early rehabilitation services' were used by interviewees. Interviewees, representing social policy sector, tried to show the difference between these two services:

<...there is a difference between ERC and ECI services. In ERC, a child is an object of services provision (massage, stimulation etc.) while in ECI a family is an object of services...> [A7b/4].

The study shows that, according to the field study participants, ERC is as a resource to establish and develop ECI services. MoSP seeks to approve necessary regulations within the pilot project on ECI, to test the system and to make changes to the legislation on ECI in order to ensure their funding from central budget (now they are funded from local budgets). International donors' funds (UNICEF, EC etc.) support training of multidisciplinary ECI teams.

At the same time, ECI pilot project 'Creation of system to provide services and to ensure a child's development, health and life preservation' is implemented and led by the Ministry of Health Care. They also develop legal acts for ECI. International funds also support trainings of multidisciplinary ECI teams. Representatives of health care sector acknowledged that:

⁹¹ European Agency for Development in Special Needs Education, 2010. Early Childhood Intervention – Progress and Developments 2005–2010, Odense, Denmark: European Agency for Development in Special Needs Education

⁹² <http://rvua.com.ua/red-flags>

<... according to the Action Plan for 2017-2020, a pilot project 'Creation of ECI system to provide services and to ensure a child's development, health and life preservation'⁹³ is started to be implemented. This project is led by the Department of Medical Care for Mother and Child at MoH. Ministry is responsible for approval of the following legal acts: Interim typical procedure for inter-agency cooperation between institutions; Temporary provisions of ECI Centre; Guidelines on implementation of ECI to ensure child development, health and life preservation; Criteria and indicators of ECI. Draft Concept on ECI is already developed by MOH <...>. UNICEF trained 25 multidisciplinary teams on ECI and MoH trained 25 more...> [A7b/8].

As the representatives of health policy emphasized:

<... ECI teams could work at institution of any sector medical, social, and /or educational. It depends on local self-government decision <...>. Pediatrician is a first specialist who must identify possible difficulties in the development of a child and send him/her for the review to another medical specialist <...> ECI centers are focused on intellectual disorders of children; medical sector specialists are working with all disorders <...>. Infant homes are subject to MOH. There are 37 infant homes in Ukraine with almost 2000 children. There are rehabilitation services, correctional services there, but they are not effective. The services in infant homes are good only 'on the paper'...> [A7b/8].

Field study shows that, despite the sector that leads ECI project, therapy-based medical model of services dominates. Services are foreseen predominantly for children. Our findings link to the findings of the recent research on *Early Intervention Services* (2018) in Ukraine, which states that:

<...Despite the varying difficulties and needs experienced by the families [study revealed that 40% of parents of young children with SEN have symptoms of depression] who took part in the research, the vast majority received predominantly medical services. This indicates that the medical model dominates service provision for children with disabilities and/or special needs>.⁹⁴

Moreover, the National Assembly of People with Disabilities initiates the projects under request of stakeholders. There is a new initiative to start to analyze and describe 4 models of ECI in 4 pilot regions of Ukraine because they are significantly different [A7b/1]. Taking into account that there are many initiatives on ECI in the country, the coordination of these initiatives would be of high importance. However, in Ukraine, similar to other respective countries, interagency cooperation is one of the main challenges while developing multi-sectorial services for children and their families:

<...There are many challenges with interdepartmental and inter-sectorial coordination and cooperation in Ukraine <...> [A7b/5].

Legislation to support development of early childhood intervention

More recently, ECI was prioritized within the national reform agenda in Ukraine.⁹⁵ Action Plan for 2017 – 2020 to develop a comprehensive ECI system was approved.⁹⁶ In this context, reform of ECI movement calls for relevant legislation, including clear and measurable standards for timely referral and quality ECI services for young children and their families. According to interviewees,

<...there is lack of awareness and, as a result, not enough attention to legal and practical issues of ECI <...>. There are some expectations that decentralization of power under a reform in Ukraine will contribute to ECI development. Now amalgamated communities have enough power and resources not to be depended on central level, but they need to follow regulations, standards etc., that are neither developed nor adopted yet...> [A7b/1].

<...It is not an easy to develop ECI services because of lack of legislation and mechanisms of interdepartmental cooperation...> [A7b/5].

⁹³ Resolution of the Cabinet of Ministers No. 948-p dd 14 December, 2016

⁹⁴ <http://rvua.com.ua/librarymaterials>

⁹⁵ Order *Some Issues of the Implementation of the Pilot Project 'Creation of a System for Providing Early Intervention Services' to Ensure the Development of the Child, Preserving her Health and Life'* [No 186].

⁹⁶ See more in chapter 3.2.7.

<...We would like to have universal standard that would allow organizing ECI services at any service provider organization...> [A7b/27].

Legislation should ensure that a referral to and availability of ECI services are clearly defined and simple enough for families. As it was articulated by professionals who took part in our study,

<...according to the decree of Cabinet of Ministers)⁹⁷, 8 more documents are needed to receive services⁹⁸. Among these documents are conclusion of the medical advisory committee and an extract from the medical card <...>. We cannot provide services without these documents. <...> As visiting different official institutions and commissions is very complex and traumatic and takes a lot of time, many parents refuse to ECI service. It is more to receive services within NGO, because there you do not need to provide any special documents to receive services. Only a child was important and the wish of parents to receive services. Since we had funded from the local budget we have to comply with the law...> [A7b/27].

Study revealed an urgent need to make changes in the system of professional training of specialists, who work with children at risk or with identified SEN. Despite the fact that ECI teams receive many trainings organized by different international organizations, it would be relevant to develop a specification of necessary qualifications for ECI staff to ensure they are sufficiently trained. In addition, representatives of different sectors who took part in our study acknowledged that there is an urgent need for ECI services quality monitoring

<...Nobody is responsible for the quality of services. <...> There is no monitoring and quality control of services...> [A7b/8].

According to interviewees, as far as the reforms are implemented in every sector in Ukraine, it is the best time to make policy changes in ECI sphere too. However, ECI experts who took part in the study emphasized that:

<... there is a plan to establish a regional rehabilitation center for all children in Lviv. I would forbid establishing huge centers. Services for children at risk or children with disabilities should be provided at a community level...> [A7b/27].

Key findings 12

Services for young children (0 to 3) at risk or with developmental delays and disabilities in Ukraine are mainly provided singly by different sectors (e.g., *healthcare, social policy, and education*) in education and rehabilitation centres through pilot projects, charity foundations, clinics under medical sector, social protection sector institutions, and private services. Majority of services consist of physiotherapy, including massage, speech therapy and other therapies for young children and are centre-based. Representatives of families stated that a comprehensive, effective ECI system to meet the needs of children and their families does not exist yet. Two sectors - social policy and health care are working on ECI legislation. Interagency cooperation is one of the main challenges while developing multi-sectorial services for children and their families.

Suggestions 12

Taking into account that there are many initiatives on ECI in the country, the coordination of these initiatives would be of high importance. Reform of ECI movement calls for relevant legislation, including clear and measurable standards for timely referral and quality ECI services for young children at risk and their families. Development of identification system of children and families' needs as early as possible would ensure a sure start of each child.

3.2.9. Teacher education and professional development for inclusion

As one of the main agents in education, teachers are part of the structuring and restructuring of each education and are especially important for the logic and content of education in times of transition.

⁹⁷ <http://zakon.rada.gov.ua/laws/show/80-2007-%D0%BF>.

⁹⁸ See in Appendix 18.

Inclusion largely depends on teachers' attitudes towards pupils with special educational needs and on the resources available to them⁹⁹.

Teacher competence consists of three elements: attitudes, knowledge and skills. A certain attitude or belief demands certain knowledge or level of understanding and then skills in order to implement this knowledge in a practical situation¹⁰⁰.

Profile of Inclusive Teachers¹⁰¹ is used as guide for designing and implementing inclusive *teacher education* programmes. The core values and areas of competence described in the Profile of Inclusive Teachers are also applicable to the work of all *teacher educators*. Teacher educators need to model the core values and areas of competence in their work with students.

Spratt and Florian (2014) provide a useful framework for gathering evidence about the inclusive practice of beginning teachers, which they have named the 'Inclusive Pedagogical Approach in Action' framework. This work is an attempt to capture the process of inclusive pedagogy, based on a set of theoretical principles that can support teachers, teacher educators and researchers to make informed judgements about pedagogy in each unique setting (Florian, 2014; Spratt and Florian, 2014).

Educating teachers for inclusive education means reconceptualising the roles, attitudes and competencies of student teachers to prepare them to diversify their teaching methods, to redefine the relationship between teachers and students and to empower teachers as co-developers of the curriculum¹⁰².

Students with special educational needs require distinctive teaching strategies. For these reasons, teachers must have extensive knowledge about an individual's difficulties, their specific needs, their prognoses and expectations (Brownell et al. 2010). To teach all these different groups of students, a school must have a supply of teachers with different special competencies (Kreitz-Sandberg, 2015). In this context, not only a child with SEN has a need for support, but also teachers, schools and families.

Political support is needed to empower teachers within an inclusive education system.

Following a new Ukrainian Law on Education, a pilot project for (re)-certifying teachers should to be started in January 2019¹⁰³. The goal of the pilot: to make teacher's certification a solid part of professional development, and to achieve it, extra government funds were allocated not just for trainings, but also to cover a salary increase of 20% for an estimated 1,000 teachers who will pass their certification trial¹⁰⁴.

The initiative is directly linked to the New Ukrainian School concept, a series of changes being implemented since the beginning of 2017. Preferences are slowly moving toward an inclusive education.

It will be the trainers task to enrich the skillset of teachers and teacher assistants working across the country. There is special focus on primary school teachers, who have a pivotal role in the New Ukrainian School concept. Inclusive classrooms are expected to spread soon after the first sessions are concluded.

In addition, the Ministry of Education and Science and the Institute of Special Education at the National Academy of Educational Sciences of Ukraine focus on teacher competencies for inclusive education. The course '*Introduction to Inclusive Education*' (72 hours) as a part of the postgraduate education curriculum are developed and implemented. Many other initiatives related to teacher professional

⁹⁹ www.european-agency.org

¹⁰⁰ European Agency, 2012, p. 7

¹⁰¹ Ibid.

¹⁰² UNESCO's Advocacy Guide, 2013, pp. 5–6

¹⁰³ International Step-by-Step Association

¹⁰⁴ <https://www.issa.nl/node/660>

development are being implemented with support of national and international NGOs and other civil society organizations.

In this context, in-service and pre-service teacher (pre-school, primary school and subject) and educational support specialist (special pedagogue, speech therapist, social pedagogue, psychologists, etc.) training for inclusive education needs a legal basis. It would be relevant to update framework law on education including teacher education for inclusion into the new legislation.

3.2.10. Teacher and specialist preparedness for inclusive education and service provision for children at-risk and their families

In the field study phase, participants (central level officials, teacher educators, teachers and parents) shared with their experiences and insights on teachers' and other specialists' preparedness to educate children with diverse educational needs in inclusive environment and provide required services and support to at-risk children and their families. In this section of the Report, we provide with authentic narratives and comments of various groups of research participants based interpretations¹⁰⁵.

Research findings consistently support the centrality of the teacher in the education of children with special educational needs. There is evidence that the quality of teacher qualification and their teaching are the most important factors in children outcomes.

Participants of the field study consider that children with special educational needs require qualified teachers and educational support specialists who are trained with the appropriate knowledge, skills and values necessary to meet educational and care needs of children. All teachers and other specialists need to have the requisite skills, aligned with their respective roles in the school, kindergarten, inclusive resource centre etc., to meet the diverse learning needs of children.

In Ukraine, many national initiatives related to teacher education for inclusive school started to be implemented with governmental and international donors' support. As central level officials confirmed it, Directorate on Inclusive Education of MoES are developing a Strategy of Inclusive Education in Ukraine for the next 5 years. The Strategy includes teacher education for inclusion.

The study find that there are norms in the draft Law on Secondary Education (new edition)¹⁰⁶ that every 5 years each teacher should have at least 150 hours of advanced training courses and among them, at least 30 hours on educational services provision for children with SEN. In this context, the requirements for the training course providers should be foreseen.

Institute for Modernization of Educational Content at a national level, is responsible for educational and methodological support for educational service providers to children with impairments (according to nosology). Institute certifies regional trainers for trainers trained under the support of UNICEF and Renaissance Foundation:

<...Under the support of UNICEF and Renaissance Foundation, trainers for trainers on inclusive education are preparing. All of them will be certified by special MoES' order...> [A7b/6].

The Resource Centre on Inclusive Education Support was established at the regional institute of Postgraduate Teacher Education in Lviv recently. Responsibilities of this centre would be focused on training teachers and specialists to work with children with SEN.

¹⁰⁵ Extracts from authentic narratives see in Appendix 18.

¹⁰⁶ Draft Law of Ukraine 'On Amending Certain Legislative Acts Regarding Access of Persons with Special Educational Needs to Educational Services' (No. 8556) in alignment with framework Law on Education, 2017: http://w1.c1.rada.gov.ua/pls/zweb2/webproc4_1?pf3511=64352

In addition, under support of donors' organizations, online course on inclusive education for primary school (1-4 grades) teachers has been developed, and more than 16% of teachers were trained accordingly. Interviewees noticed that <...this online course is not obligatory...> [A7b/6].

In Ukraine, NGOs actively participate in teacher training improvement for inclusive education. They are involved in conducting training for trainers:

*<...3 trainers per every region were trained in September 2018. ICF was presented for trainers. In October, the trainings for specialists of Resource Center for Inclusive Education Support were organized. However, the staff of these centers was not fully recruited at that time. Various regional specialists also took part in training <...>. Unfortunately, **teachers from kindergartens are excluded from trainings on inclusive education** according to this format of work...> [A7b/10].*

In Lviv, Regional Postgraduate Pedagogical Education Institution provide a component on inclusive education in postgraduate courses for teachers from Lviv region for more than 10 years.

Pre-service teacher education sector plays the main role in teacher and educational support specialist training. We met with the representatives of teacher educators at Lviv National University by Ivan Franko for focus group discussion. The main trends of teacher and specialist education, including study programmes¹⁰⁷, have been discussed.

Representatives of teacher educators noticed that:

<... there are 3 departments and 4 specialties - preschool education, primary education, special pedagogy, social work - at the faculty of Pedagogy. This year demand for inclusive education has increased, especially for specialty 'teacher's assistant'. <...>. However, it is difficult to motivate students to choose our specialties because salaries are not competitive <...> [A7b/16].

Participants of a focus group acknowledged, that there is lack of teacher educators (*teachers of teachers*) who can properly educate prospective teachers, provide them with modern knowledge in accordance with the best international inclusive practices. According to teacher educators who participated in our study, they have enough expertise to provide services for postgraduate and in-service teacher education:

<... Our faculty is unique in Ukraine in the context of quality practical training of teachers. <...> We try to enter into agreements with NGOs and educational institutions providing services for children with disabilities. Most of us (teacher educators) are parents of children with SEN. <...> We would like to have more credits, least 45 ECTS, for the practical placement¹⁰⁸...> [A7b/16].

In addition, the needs of developing inclusion in vocational education and out-of-school education specialist training how to work with children with SEN, were emphasized.

Representatives of teachers who educate children with SEN acknowledged that they need more trainings and knowledge. They articulate some other important issues:

<...Changing the system of education and training of all professionals working with children is an urgent need, because no one of them is ready to work with a child who has developmental disorders. This is a milestone. Without that, parents and NGO sector will never stop spend their funds on retraining of specialists...> [A7b/27].

<...Teachers and teacher's assistants need trainings, including practical workshops. It is very difficult to attract specialists to work as teacher's assistant. All our teacher's assistants at school work as teachers

¹⁰⁷ In particular, *Диференційоване навчання та стандартизоване оцінювання в інклюзивному просторі* (4,5 ECTS) Робоча програма навчальної дисципліни для студентів за напрямом підготовки 6.010105 – корекційна освіта, спеціальністю – логопедія. – Львівський національний університет імені Івана Франка.– 2016.– 20 с. *Основи інклюзивної педагогіки* (5 ECTS).

Робоча програма навчальної дисципліни для студентів за напрямом підготовки 6.010106 – соціальна педагогіка, спеціальністю – соціальний педагог. – Львівський національний університет імені Івана Франка.– 2016.– 20 с.

¹⁰⁸ According to the Concept of Pedagogical Education Development, in Ukraine, among 240 ECTS for 4-years Bachelor curriculum, there should be at least 30 credits (or 12,5%) for practical placement.

too according to their specialty. <...>. Teachers and teachers' assistants passed two-week courses in Lviv Regional Postgraduate Pedagogical Education Institution...> [A7b/29].

<...I am a preschool teacher in inclusive group. <...> We do not have experience to work with children with SEN...> [A7b/31f].

According to the parents, who participated in a field study, there is a huge problem with specialists in inclusive education: their quantity is not enough and their knowledge and experience are insufficient. They acknowledged that there are many small towns and communities where the situation is much worse than in big cities, specialists from those areas need urgent support...> [A7b/11]. According to parents,

<...We train teacher's assistants on our own, prepare them and teach and, accordingly, pay the assistant in private...> [A7b/12a].

Key findings 13

Directorate on Inclusive Education of the Ministry of Education and Science of Ukraine develops a Strategy of Inclusive Education in Ukraine for the next 5 years. The Strategy includes teacher education for inclusion. For now, many national initiatives related to teacher education for inclusive school started to be implemented with governmental, NGOs and international donors' support:

- 72 hours course 'Introduction to Inclusive Education' as a part of the postgraduate education curriculum are developed and implemented;
- Every 5 years each teacher should have at least 150 h of advanced training courses and among them, at least 30 h on educational services provision for children with SEN [as in the draft Law on Secondary Education];
- Online course [not obligatory] on inclusive education for primary school (1-4 grades) teachers are developed with support of donors' organizations.

Unfortunately, kindergartens teachers have fewer possibilities participate in trainings on inclusive education than schoolteachers do. There are some challenging issues related to specialists' preparedness to work in inclusive school:

- their quantity is not enough and their knowledge and experience are insufficient;
- teachers and educational support specialists working in a small towns and communities need urgent professional development and support;
- lack of teacher educators who can properly educate prospective teachers, provide them with modern knowledge in accordance with the best international inclusive practices.

Suggestions 13

Legislation, including strategy, concept, standards etc. related to teacher education for inclusion in in-service and pre-service teacher (preschool, primary school, subject etc.) and educational support specialist (special pedagogues, speech therapists, psychologists, teacher assistants etc.) training would ensure legal basis for innovative teacher education. HE Institutional policy needs to promote an embedded approach to inclusive education within all programmes. In relation with this, first, it would be relevant to update framework law on education including teacher education for inclusion into new legislation. Profile of Inclusive Teachers¹⁰⁹ can be used as a guide for designing and implementing inclusive teacher education programmes. The core values and areas of competence described in the Profile of Inclusive Teachers are also applicable to the work of all teacher educator

3.3. Funding of inclusive education

Funding. There is no ideal way to fund inclusive education. Countries' inclusive education policies are embedded in multi-level and multi-stakeholder systems for inclusive education, covering mainstream

¹⁰⁹ European Agency for Development in Special Needs Education (2012) Profile of Inclusive Teachers, Odense, Denmark: European Agency for Development in Special Needs Education: www.european-agency.org

and specialist provision. These systems involve cross-ministerial and cross-sectorial mechanisms and include non-educational aspects that affect learners' access to high-quality inclusive education. Beyond one-size-fits-all funding mechanisms, their efficiency and cost-effectiveness depend on decisive levers allowing resourcing mechanisms to embed means and resources in an integrated framework that allows for inter-institutional co-operation and coordinated provision.¹¹⁰ Funding mechanisms for inclusive education systems include four resourcing issues that frame the quality of inclusive education. These issues are:

- preventing costly and inequitable exclusionary strategies;
- providing incentives for a school-development approach that supports schools' social responsibility towards inclusive education - need for resourcing mechanisms to encourage inclusive education by establishing de-centralised and flexible systems leading schools to assume responsibility for developing innovative forms of teaching, allowing them to combine performance and equity;
- ensuring innovative and flexible learning environments through capacity-building;
- developing transparent and accountable systems for inclusive education.

Ukraine has committed to allocate financial and human resources and incentives for inclusive educational environments to provide the necessary support to children with disabilities.¹¹¹ In accordance with the particular legislation, there is a subvention from the state budget to local budgets to ensure the realization of the right of education of children with disabilities in schools.

Recently started reform of education system in Ukraine towards more inclusiveness includes changes of education financing. The formula 'funds follow the student' introduces new opportunities, that could contribute to the rational and efficient use of funds, would stimulate the improvement of quality of education and provide equal rights and opportunities to all participants of the educational process, regardless of institutions ownership.¹¹² Implementation of new mechanisms for education funding includes:

- their experimental verification and approbation, pilot implementation;
- amendments to the regulatory acts, not only in the system of education, but also changes in the acts on inter-budgetary relations, local government, taxation, charity, etc.;
- development of the basic principles of institutional autonomy and responsibility;
- improving the formula and regulatory support of government expenditures on education (ibid).

3.4. Integration and coordination of national legislation across sectors

Many attempts toward inclusive education have been made in the educational legislation in the last decade in Ukraine. The new legal documents legitimating a direction towards inclusion in education

¹¹⁰ *Financing Policies for Inclusive Education Systems. Resourcing Levers to Reduce Disparity in Education.* European Agency for Special Needs and Inclusive Education, 2018: www.european-agency.org

¹¹¹ Resolution of the Cabinet of Ministries of Ukraine No.863 15.11. 2017, *On the Approval of the Procedure and Provisions for Subvention from the State Budget to Local Budgets for the Provision of State Support to Persons with Special Educational Needs.*

¹¹² National Report on the State & Prospects of Education Development in Ukraine / National Academy of Educational Sciences of Ukraine [editorial board: V. G. Kremen (head), V. I. Lugovyy, A. M. Gurzhii, O. Ya. Savchenko], edited by V. G. Kremen. – Kyiv : Pedahohichna dumka, 2017. 15 -16 p.

have been developed [3.; 15, etc.], some part of already existing legislation have been revised and amended¹¹³, and new projects for the amendments of the existing legislation are underway¹¹⁴.

This chapter focuses on national documents related to inclusive education; in particular, on an issue *if the recent legal documents that potentially impact upon inclusive education within a country, particularly if other legislation in the field match with the framework Law on Education.*

A significant step towards coordination of national legislation relating to inclusive education was development of the draft Law 'On Amending Certain Legislative Acts Regarding Access of Persons with Special Educational Needs to Educational Services' [2]. The draft law aims to revise the national educational legislation according to the main issues of the framework Law on Education, [3] in particular, Law of Ukraine 'On Pre-school Education' [4], and the Law of Ukraine 'On Secondary Education' [6]¹¹⁵. Draft Law 'On Amending Certain Legislative Acts Regarding Access of Persons with Special Educational Needs to Educational Services' [2] was already adopted on September 6, 2018.

The Regulations on the Inclusive Resource Centre, approved on 12 July 2017 [15], basically, match with the main issues of the framework Law on Education, 2017 [3]. However, the Regulations [15] have been approved before the Law [3], and the **order priority** of the Law was not taken into account. Because of that, the Regulations [15] possibly was revised in accordance with the Law on Education [3]. Similarly, the revision of other legislation that potentially influence upon inclusive education, will be an advantage.

The review of the recent legislation in education shows that documents started to be revised according to the framework Law on Education [3]. Similarly, the revision of legal documents for inter-connectivity among different sectors – education, social and health care – would be a significant step towards consistent and coordinated inclusive education policy.

The **references on related legislation** in the Law of Education [3], Resolution on Approval of the Regulations on the Inclusive Resource Center [15], Resolution *on Approval the Procedure for the Provision of Inclusive Education in General Educational Institutions* [1], etc. would be important. The statement –

<..The legislation on education is based on the Constitution of Ukraine and consists of this Law, special Laws, other pieces of legislation in the area of education and science and international agreements of Ukraine, made in accordance with the procedure established by law...> [3., 2.1.]

promises that the educational legislation will be revised in a systemic and consecutive way.

The Regulation on IRC [15] has been approved in July 2017 and Procedure [1] - in August 2017. If so, it would be relevant to provide mutual references to these documents. A new structure - Inclusive Resource Centre would be reasonable to mention in the Procedure document [1] while defining a support. However, it is stated that:

<...In general, educational institutions, psychological and pedagogical support to children with SEN is carried out by psychological service workers (practical psychologists, counselors) of such institutions and relevant pedagogical staff...> [1., 6.];

<...Enrollment of children with special educational needs in classes with inclusive education is carried out due to course in accordance with the conclusions of psychological, medical and educational counseling...> [1., 7.].

¹¹³ Cabinet of Ministers of Ukraine Decree No. 872 dd. August 15, 2011, Kyiv. *On Approving the Procedure for the Provision of Inclusive Education in General Educational Institutions.* The changes made according to the Resolution of the Cabinet of Ministers No. 588 dd. August 9, 2017.

¹¹⁴ Draft Law of Ukraine 'On Amending Certain Legislative Acts Regarding Access of Persons with Special Educational Needs to Educational Services', No. 8556: http://w1.c1.rada.gov.ua/pls/zweb2/webproc4_1?pf3511=64352 was adopted most recently - 6, September, 2018.

¹¹⁵ See Appendix 1

As usual, after the law is approved, the **consequent legislation** (resolutions, decrees, orders, action plans etc.) are suggested to produce and / or revise and amend accordingly.

For instance, the Procedure for the Provision of Inclusive Education in General Educational Institutions was approved in 2011. The changes made according to the Resolution of the Cabinet of Ministers No. 588 dd. August 9, 2017 [1], just before the framework Law on Education was approved (5 September 2017).

If so, Procedure [1] should match up to the Law [3] and Resolution '*On Approval of the Regulations on the Inclusive Resource Centre*' [15] that was approved on 12 July, 2017.

The Procedure of Establishment of Inclusive Groups in Preschool Educational Institutions [12] and The *Regulations on a Special Secondary School (boarding school) for children who need correction of physical and / or mental development* [14] are suggested to revise in accordance with the Law on Education¹¹⁶.

Suggestion 14

As coordination and consistency among different legal documents improves comprehension of the processes, procedures, structures and specialists involved in assessment, education and support provision to children, their families, teachers, schools etc., ensuring a consistency, coordination and order priority in national legislation would be one of the main issues to solve in a next future.

¹¹⁶ See Appendix 5.

CONCLUSIONS

1. Recently adopted legal framework of education in Ukraine seeks to legitimate a new paradigm in education. In a new legislation, focus on democratization and humanization of education within the person in the center and human rights perspective is evident. Move towards new education paradigm in a new legislation is confirmed by focusing on quality education for *all* and various services, institutions, centres, and specialists, belonging to different sectors, to provide support to children and their families in need.

Despite the evidence to legitimate new paradigm in education, there are also some challenges with an interpretation of current approach on inclusive education. Some attributes of medical model related to correctional focus of services and terms, such as ‘invalidist’, ‘teacher-defectologist’, ‘correction’, are still used in new legislation. Explicit content of frequently used term ‘special educational needs’ nor its’ characteristics were not found in the legislation. In the analysed documents, it can be recognised that the definition ‘children with special educational needs’ usually is used keeping in mind ‘children with physical, intellectual and mental, and sensory disabilities’.

2. In Ukraine, universal and special services are provided to children at-risk. Structures, responsible for identification, needs assessment and support to a child and a family and provision of *universal* services are focused on health care and social services for children mainly with lack of educational focus. Medical doctors are the main specialists who are responsible for identification of developmental peculiarities of children from birth to 3. Early childhood intervention services are therapy based and are available for children only in some regions, mainly provided in regional centres. Variety of *special* services for children at-risk, including those with developmental disorders, disabilities, and special educational needs are focused on health care, ‘correctional’ and social issues with lack of educational focus.
3. In Lviv, as a project pilot region, the availability of universal and special services for at risk children and their families in different cities and communities differ. It is difficult to make a statement that at least in one administrative and territorial unit of Lviv region, children and their families are sufficiently provided with required services.

Because of the lack of available statistical data, it is challenging to identify the real needs of targeted audiences. However, study finds that there are rayon and communities with a very low availability of services, such as preschool education, early childhood intervention services, and services of IRCs.

According to available data, we can assume that only Lviv city is able to provide a full range of services for children and their families, including early childhood intervention.

Non-governmental organisations play an active role in ‘child find’ and identification of children and their family’s needs, needs analysis of services for children at diverse risks and those with special educational needs, and in organising urgent support to children and their families accordingly, despite their living place.

4. An intention to ensure the right of children with special educational needs to receive quality education from early years while learning together with their peers is a very positive move towards inclusive education in Ukraine. Despite an agreement on broad international policy initiatives, countries determine their own national policies that take different approaches in structuring provision of pupils with special educational needs.

In Ukraine, educational reform towards inclusive education has its’ specific way through establishing ‘inclusive classes’ in mainstream schools and ‘inclusive groups’ in kindergartens as

well as inclusive resource centres to ensure services for at-risk children and children with special education needs. Normative documents set the purpose to establish 'inclusive groups' in kindergartens and 'inclusive classes' in comprehensive schools to meet social and educational needs of children with SEN via corrective-development lessons.

However, contraindications for admission of children to pre-school inclusive groups are set up in the legislation defining that 'third' and 'fourth' degree of disorders of the body functions are incompatible with the stay of a child in an organized group of children'. In addition, legislation foresees exclusion of a child with special educational needs from preschool education setting if he or she 'behaves in an uncontrollable way that may endanger their life and health or members of the children's group'.

Regulations of inclusion of children with special educational needs into general educational institutions define the exact number and type of disability of children who can be included in an 'inclusive class'. However, the procedure of establishment of 'inclusive classes'/'groups' and enrolment of children into 'inclusive classes'/'groups' as well as organization of the provision of pedagogical support in these classes/groups require more detailed description.

5. In Ukraine, in inclusive class practice, children with special educational needs (e.g. identified disorders) usually are educated according to special education program and individual development programme; however, there is no recommendation on these two programmes interconnectivity. Individual development programme for preschool child usually is based on general recommendation for education linked to special education of children with certain disorder.

Usually teacher assistant is the main provider of support to a child with special educational needs in inclusive class. Teacher assistant accompanies child with special educational needs while he/she is in a classroom and takes the greatest part of responsibility for teaching and supporting a child. Some schools have speech therapists and practical psychologists who seldom provide services for children with SEN as they have other responsibilities and /or are not enough prepared for this. Inclusive groups in kindergartens lack of teacher assistants and other educational support professional.

6. Implementation of inclusive education in educational practice meets with some challenges and barriers, in particular: lack of services at school and kindergarten for children at risk and / or with special educational needs; lack of specialists – teachers' assistants, child's assistants, speech therapists etc. working at school and kindergarten level. School and kindergarten professionals need training how to organize and provide educational services, in particular to children with autism. The need for an inter-sectorial and interdepartmental cooperation is also evident.
7. Preschool education needs more support to implement inclusive education, including further development of legislation, knowledge how to organize inclusive education as well as experience and skills how to educate children at risk and / or with special educational needs in a kindergarten.

About seventeen percent of preschool settings in Ukraine and almost eighteen percent in Lviv region provide educational services for children with special educational needs in kindergartens with special and inclusive groups¹¹⁷.

Almost two percent of total number of children, who are residents of childcare institutions within the Ministry of Social Policy sphere, do not receive education and educational support,

¹¹⁷ As of the end of 2018

because there are no educational services in these institutions. There are still many children in boarding institutions ('internats'), special institutions, compensatory type of kindergartens and 'sanatorium' schools in the country.

8. There are some challenges with available statistical data on children at-risk. In particular, there are no available official databases and complete statistical data on different age children at diverse risks, specifically, on preschool age children. Different sectors - education, health care, and social collect statistical data according to their methodologies with a lack of cooperation in statistical data collection. Available statistical data, despite a formal focus on 'special educational needs' are provided according to 'disorder'. Less is known about children with special educational needs.
9. The new structure in Ukraine - Inclusive Resource Centre (IRC) that replace Psychological-Medical-Pedagogical Consultations aims to ensure the rights of children with special educational needs from 2 to 18 to receive pre-school and general secondary education, including vocational training institutions through complex psychological - pedagogical assessment of a child, psychological - pedagogical support, and systematic guidance of children educated in special schools.

The role of IRC as a rapidly developing innovative structure is critical in the transformation of general education into inclusive as it seeks to become the main provider and coordinator of educational services to children with special educational needs. Many responsibilities and functions, including assessment and service provision for children, coordination of services, data collection, etc., and few resources, including professionals, their competencies, infrastructure etc., are allocated to IRC sector.

Model of educational support provision for children at risk and children with identified special educational needs is based on IRC services without significant involvement of school and kindergarten, where children are educated.

Still, IRC focuses on the assessment that is concentrated on within child deficits rather than to an examination of the child's educational needs and learning environment.

10. Ukraine is an emerging leader within the region for promoting development of early childhood Intervention and parent-led advocacy for the rights of children at risk and children with identified disabilities. Early childhood intervention (ECI) is prioritized within the national reform agenda and is legalized through governmental National Action Plans related to ECI project initiatives.

In ECI practice, services are provided singly by different sectors (e.g., *healthcare, social policy, and education*) in education and rehabilitation centres through pilot projects, charity foundations, clinics under medical sector, social institutions, and private services.

Majority of ECI services consist of physiotherapy, including massage, speech therapy and other therapies for young children and are centre-based. Representatives of families acknowledge that a comprehensive, effective ECI system to meet the needs of children and their families are still developing.

Two sectors - social policy and health care are working on ECI legislation, however their actions are hardly coordinated. Interagency cooperation is one of the main challenges while developing multi-sectorial services for children and their families.

11. Collaboration between an educational setting and a family as well as collaboration among families of diverse children at school and kindergarten are the most important issues that drive

improvement of quality education *for all* including children with special educational needs in Ukraine. Parents and parent organisations contribute to positive changes of attitudes towards children with special educational needs. They take an active role in advocating for inclusive education and are active members of educational support team at school. Moreover, parents contribute to specialist professional development and actively participate in the development of individual programs for their children. Parents are ones who try to contribute to coordination of services for their children in Ukraine.

- 12.** In Ukraine, political support started to be provided to empower teachers within an inclusive education system. Directorate on Inclusive Education of the Ministry of Education and Science of Ukraine develops a Strategy of Inclusive Education in Ukraine for the next 5 years¹¹⁸. The Strategy includes teacher education for inclusion. Following a new Ukrainian Law on Education, a pilot project for (re)certifying teachers to make teachers certification a solid part of professional development has started recently. The initiative is directly linked to the New Ukrainian School Concept. Many other national initiatives related to teacher education for inclusive school are being implemented with governmental, NGOs and international donors support.

Unfortunately, kindergarten teachers have fewer possibilities to participate in trainings on inclusive education than school teachers do.

There are some other challenges related to specialist preparedness to work in inclusive school /kindergarten. In particular, quantity of educational support specialists is not enough and their knowledge and experience are insufficient; teachers and educational support specialists working in small towns and communities need urgent professional development and support; teacher educators who can properly educate prospective teachers and provide them with modern knowledge in accordance with the best international inclusive practices need methodological support.

- 13.** Overall, positive tendencies towards quality education for children with diverse needs are evident in Ukraine. Many attempts toward inclusive education have been made in the educational legislation in the last decade. New legal documents legitimating a direction towards inclusion in education have been developed, some part of already existing legislation have been revised and amended, and new projects for the amendments of the existing legislation are underway.

New educational policy and new legislation started to be implemented in educational practice recently. Growing competency and awareness of the officials and school administrations, positive educational experiences, growing responsibility and competence of teachers and educational support specialists, active role of parents and their partnership with schools, and positive attitudes of school administrations and teachers toward children with special educational needs contribute to moving inclusive education process forward.

Taking into consideration that inclusive education is ongoing process the need for the improvement still evident. In the chapter below, the recommendations are provided to address inclusive education policy, legislation and practice improvements.

¹¹⁸ According to the latest information, the Strategy is being developed for 10 years

RECOMMENDATIONS

These Recommendations are based on in-depth desk review as well as field study findings, and are developed for the Ministry of Education, Inclusive Resource Centres and local authorities to contribute to improving the services to better meet the needs of children at-risk and their families within the system of inclusive education.

Recommendations for central and local educational policy makers

1. Recently adopted legal framework of education in Ukraine seeks to legitimate a new paradigm in education; therefore, promotion of quality in inclusive education requires a clearly stated policy based on internationally agreed inclusive education approach. The goal of the school *for all* should be promoted in educational policies, supported via school ethos and leadership and teacher practice.

Policies that aim to promote quality in inclusive education should include the following aspects among others: take account of international level policies and initiatives; are flexible enough to reflect local level needs; maximise the factors supporting inclusion for the individual learner and their parents at the teacher and educational organisation levels¹¹⁹. Consistent alignment of educational policy with inclusive education approach and coherent differentiation between inclusive and special education would make educational reform more fluent in Ukraine.

2. All legislation that potentially impact upon inclusive education within a country should clearly state inclusion as a goal. Consequently, legislation across all public sectors should be coordinated and should lead to the provision of services that enhance developments and processes working towards inclusion in education¹²⁰. In particular, there should be:
 - 'Integrated' legislation across sectors leading to consistency between inclusive education and other related policy initiatives;
 - One legal framework covering inclusive education in all educational sectors and levels, including early childhood education and intervention, preschool, primary and secondary education, vocational training, and teacher education. Here, early childhood education and intervention, preschool education and teacher education require a particular legal focus;
 - Comprehensive and co-ordinated legislation for inclusive education that fully address issues of flexibility, diversity and equity in all educational institutions for all learners. It should ensure that policy, provision and support are consistent across geographical areas of a country and its regions. Legislation should ensure the access to mainstream education and necessary support services within all levels for all children at-risk or with special educational needs and their families.
3. Diverse sectors related to quality education for all and service provision for children at-risk or with identified special educational needs should cooperate in the process of legislation development related to data collection, children and family's needs identification, assessment, service planning and provision. All these processes should be coordinated, and responsibilities shared.

It would be relevant to legitimate, how structures and specialists involved in service provision for children at risk or with identified special educational needs are cooperating and working together; *if, how* and *by whom* their activities are coordinated. Service coordination would facilitate delivery of services for children and their families.

¹¹⁹ According to: www.european-agency.org

¹²⁰ Ibid.

It would be reasonable to define in the legal document what are the relationship or model of collaboration between newly created net of Inclusive Resource Centres and educational institutions, and other services involved.

4. It is recommended that legislation on inclusive education follow the framework of internationally recognized inclusive education principles and relevant terminology. It would facilitate developing of a systemic and a comparable national framework of inclusive education. It is internationally agreed that inclusive education is an education system that includes all children, and welcomes and supports them to learn, whoever they are and whatever their abilities or requirements. This means making sure that teaching and the curriculum, school and kindergarten buildings, classrooms, etc. are appropriate for all children at all levels. Inclusive education means all children learn together in the same schools and kindergartens¹²¹.

It should be legitimated that every child has a right to inclusive education, including children with disabilities, and that no one should be excluded from education, including children who are residents of institutions within the social policy sphere. It should be ensured that no one child at-risk or with special educational needs is left without a sufficient support, despite its' living place, severity of disorder, age and other characteristics.

5. The legally used concepts and definitions should address inclusive education approach. The content of the definition of 'children with special educational needs' should be differentiated from the definition of 'children with disabilities.' Special or additional educational needs should not be seen as the result of 'in-child' factors, but rather a discrepancy between what a systems of schooling ordinarily provide and what the child needs to support their learning. It would be relevant to explicitly define the content of concepts, to ensure everyone has the same understanding, e.g., *special educational needs; special needs; correction; correctional pedagogy; compensatory institutions; inclusive classes, inclusive groups* etc. It is recommended ensuring that concepts, terms and definitions are aligned to the broad concepts of inclusive education as an approach for all learners.
6. The pressure on policy makers to demonstrate how policies are leading towards greater educational inclusion creates a need for the systematic collection of qualitative and quantitative information¹²². UNCPRD outlines the responsibilities of States Parties with respect to statistics and data collection¹²³. In this context, a national children database in Ukraine need to be developed. A re-interpretation of 'traditional' target groups for data collection in order to consider all learners at-risk of exclusion, such as learners not attending formal education as well as those with disabilities and with special educational needs. A move to a system-based approach for data collection based upon shared concepts and definitions is consequential.

Data, including regional statistics on special educational needs and diverse risks of any age children, should address a planning and formulation of educational policy as well as facilitating equitable access to required services provision for children at risk and their families.

The methodology including agreed description of the definition 'special educational needs' and relevant criteria for systematic collection of relevant data on children in need for services would significantly contribute to development of databases for quality identification of children needs for services. Cooperation and collaboration of different sectors involved such

¹²¹ *Inclusive education. Including children with disabilities in quality learning: what needs to be done?* September 2017, UNICEF.

¹²² *Mapping the implementation of policy for inclusive education key policy messages:* https://www.european-agency.org/sites/default/files/mipie-key-policy-messages_MIPIE-policypaper-EN.pdf

¹²³ UNCPRD (2006), Article 31.

as education, health and social, while developing consentaneous methodology would facilitate the process of data collection.

7. Children's and family's needs analyses would be recommended in order to analyse the services available, lacking or overlapping / duplicated for children at-risk and with special education needs.

It would be relevant to create a national database with statistics not only on children, but also on institutions and specialists, involved in service provision for children and their families in all educational levels and other sectors. In particular, in early childhood education and intervention, preschool settings and schools, etc. A child – professional ratio that expresses the relationship between the number of children with special educational needs for 1 professional staff (special pedagogue, speech therapist, teacher assistant, etc.) in any kindergarten and school need to be legally approved.

Data that examines the effectiveness of systems for inclusive education would consider a number of areas – from initial assessment procedures to the on-going involvement of learners and their families in educational experiences and the effectiveness of learning environments in overcoming barriers and supporting meaningful learning experiences for all learners. At a national level, data should facilitate planning and monitoring of resources and personnel, determine the effectiveness of teacher education, and evaluate system cost effectiveness etc.

8. The Inclusive Resource Centre as a new structure needs a practical guidance. With this regard, a Concept of Inclusive Resource Centre as a strategic document supporting implementation of the Resolution¹²⁴ needs to be developed. Concept could include IRC vision, mission, aim, objectives, target groups, beneficiaries, main principles of service provision, range of activities and services, methods and instruments of assessment, structure, organization and management.

In addition, we recommend developing the Practical Guidance, e.g. practice-oriented document, which includes IRC staff, their functions and competencies, and other practical issues. IRC Guidance should be simple to follow document that would facilitate the activity of new structure to support inclusive education. IRC Concept and Guidance with clearly defined model of service provision, including roles and functions of IRC and its' staff as well as the role of the school, teacher, and school professionals in the process of assessment and service provision would facilitate management of service provision practice. Both documents Concept and Guidance should be practice-oriented and brief.

9. The model of service provision for children at-risk and with special educational needs, including assessment, educational support, service coordination etc., should be based not only on services provided by Inclusive Resource Centre. Educational institutions should be involved and work in a close cooperation with IRC while identifying, assessing and meeting educational needs of a child. The role of the educational setting in educational service provision should be emphasised. Therefore, the revised model should have a certain structure, for example, consisting of Inclusive Resource Centre, Centre for Inclusive Education Support, and educational institution. The responsibilities should be shared, and actions should be coordinated among the mentioned institutions.

10. The assessment procedure needs to be used to inform teaching and learning and deployment of additional resources, including school and kindergarten professionals and their competencies as well as required technical means for teaching and learning, in accordance with children's educational needs as identified through individualised planning processes.

¹²⁴ Resolution on IRC [15].

Assessment, support to teachers and schools/kindergartens, and coordination of service provision should be the main roles of IRC while the initial assessment and educational support to a child should be the main role of educational institution.

A three-stage process of continuum assessment and support is recommended that schools and teachers may use for identifying and assessing special educational needs and for planning interventions, where required. Each stage involves assessing student needs, planning and implementing support and review.

The first stage is coordinated by the teacher and is carried out within the regular classroom. Educational support team or educational support professional working alongside the class teacher usually coordinates the second stage. The third stage involves IRC for more detailed assessment and contribution to development of educational and support programmes.

All structures, institutions, specialists and services related to education and support to a child, a family, a teacher, a school/kindergarten should work in a cooperative and coordinated way. Uppermost, that IRC works together with a schools and kindergartens, where children is educated.

- 11.** The strategy of early childhood intervention, as prioritized within the national reform agenda, should be developed. Legal basis would ensure the right of young children at -risk and their families to receive permanent quality multi-services as early as possible despite their living place and other factors. Early childhood intervention should cover any action undertaken when a child needs special support in order to ensure and enhance her/his personal development; strengthen family's own competences; promote a social inclusion of a family and a child. These actions should be provided in the child's natural setting, preferably at a local level, with family-oriented and multi-dimensional teamwork approach.

ECI needs to reach all children and families in need as early as possible. Clear and precise information about ECI services should be offered at local, regional and national levels to families and professionals from all services using precise and accessible language. ECI services and professionals should focus on the defined target groups, according to priorities established at local, regional and national levels. ECI services and provision should be located as close as possible to the families in order to facilitate better knowledge of the conditions of the families' social environment. The same quality of service despite differences in location (rural areas, villages etc.) should be ensured.

ECI needs to protect the rights of a child and a family. Families have the right to be informed and to decide together with professionals on the next steps. The development of a written document - Individual Plan - needs to be prepared by professionals together with families. Families should receive training upon request, which would help them to obtain the required skills and knowledge to support their child. ECI professionals from various disciplines and different backgrounds should work as a team. Professionals have to initiate co-operation with families and have the respectful attitude towards the family.

In order to ensure that health, education and social sectors involved in ECI services share responsibilities, the adequate coordination of sectors is suggested. The mentioned above sectors should be involved in early detection in order to avoid gaps and delays that might affect further development of a child and a family. Developmental screening needs to be well known and systemically implemented. Services should ensure continuity of the required support when children are moving from one provisions to another.

Taking into account that there are many initiatives on ECI in the country, the coordination of these initiatives would be of high importance. Reform of early childhood intervention movement calls for relevant legislation, including clear and measurable standards for timely

referral and quality ECI services for young children at risk and their families. Development of 'child find' system would be necessary.

12. Political support needs to be strengthened to empower teachers within an inclusive education system. Teachers need training and guidance to be adequately trained to work in inclusive schools and kindergartens. Legislation, including strategy, concept, standards and other issues related to in-service and pre-service teacher education for inclusion, such as preschool, primary school, subject, and educational support professionals, such as special pedagogues, speech therapists, psychologists, teacher assistants and others training would ensure legal basis for innovative teacher education.

Inclusive principles should be ingrained in all components of initial teacher education and in-service teacher training programmes. Higher education institutional policies need to promote an embedded approach to inclusive education within all programmes. In relation with this, first, it would be relevant to update framework law on education including teacher education for inclusion into new legislation. 'Profile of Inclusive Teachers'¹²⁵ can be used as a guide for designing and implementing inclusive teacher education programmes. The core values and areas of competence described in the 'Profile of Inclusive Teachers' are also applicable to the work of all teacher educators.

In addition, legally approved strategy and methodology of IRC specialist team training should be developed and implemented.

Methodology of monitoring and quality assurance of service provision should be developed.

Recommendations for Inclusive Resource Centres and other educational service providers

1. The assessment of children special educational needs should be on-going process, used to inform intervention, and should be an integral part of assessment, planning, teaching, learning, support and re-assessment.
Recommendations for support and services should be in line with the needs of the child rather than linked to diagnosis of a particular category of disorder or disability. A clearly defined addressee of the recommendations and responsibilities of support providers would be needful. In particular, for whom these recommendations are developed – for teacher, school/kindergarten professionals or IRC professionals, etc.; who are going to realize them and who take responsibility for quality support to a child and a family.
2. Organisation of provision to support inclusive education at school/kindergarten requires changes from organising provision in terms of individual support via many individualised documents often based on diagnosis and permanent individual support via teacher (child) assistant in inclusive class towards systemic approach based coordinated and flexible support to school, teacher, children in need and their families. Organizational aspects of child's education and services can be included in an 'Individual Educational Trajectory' instead of some documents such as individual development programme, individual education plan, individual rehabilitation programme etc. that are challenging to follow and coordinate.
3. We suggest to follow a systemic approach based educational support that enables teachers to use variety of teaching and learning strategies and educational environments in order to meet

¹²⁵ European Agency for Development in Special Needs Education (2012) Profile of Inclusive Teachers, Odense, Denmark: European Agency for Development in Special Needs Education: www.european-agency.org

educational needs of children rather to focus on the students' disorders and support provision focused on individual support to a child via teacher assistant only. Teacher assistant should be an assistant of teacher rather a child. In case a child needs personal assistance, child assistant should be available. Team of educational support professionals around a teacher in inclusive school / kindergarten can improve quality education for all.

Services provided to children with special educational needs should be more education oriented and family-centred.

Cooperation with parents should be seen as resource of inclusive education.

4. Inclusive classes and inclusive groups should sequentially outgrow into inclusive schools and kindergartens.

Inclusive school and kindergarten development should be understood as a process of producing inclusive educational setting policy, that includes developing school and kindergarten *for all* and organising support for diversity; evolving inclusive practice that includes mobilization of educational resources and orchestrating learning; and creating inclusive culture of educational setting that includes inclusive values and building inclusive communities.

It is important that educational institution's jurisdictions develop a wide 'culture of inclusion' and take steps to ensure that school / kindergarten communities and, especially teachers, hold positive attitudes towards inclusive education and diversity of children, including those with special educational needs. This is possible to achieve through school policies that only allow the hiring of new teachers with positive attitudes¹²⁶ towards inclusion, and by providing teachers with positive experiences with inclusive education. Efforts should be made at all levels to present inclusive education as effective and positive for all.

¹²⁶ For example, in Lithuania future teachers should pass the Motivation test before starting their studies. In addition, teachers are hired after they succeed in the competition. Teachers attitudes are taken into consideration.

REFERENCE POINT FOR FUTURE MONITORING OF SERVICE PROVISION FOR CHILDREN AT RISK

The official service providers are responsible for the coordinated quality multi-services for children at-risk and children with special educational needs, including those with disabilities, social disadvantages etc. The monitoring as well as self-evaluation and external evaluation are used to ensure the quality and effectiveness of service provision. The administrations of local authorities usually are responsible for the organization of the monitoring. The results of the self-evaluation and external evaluation are analysed, and reports as well as recommendations for service improvement are presented for further decision making.

The quality assurance starts from a number of key assumptions:

- Institutions responsible for service provision are committed to delivering the best outcomes for children at-risk and their families;
- Delivery of good outcomes will always take precedence over a focus on process or outputs but all are important in the delivery of services to children at-risk and their families;
- Outcomes for children at-risk and their families can always be improved upon and no service ever performs perfectly – multi-services require a constantly questioning and interrogative approach to ensure their continuing effectiveness;
- Ensuring an ever-improving quality of services is the responsibility of the staff that provide services to children and their families;
- Safe and effective services depend on the existence of a healthy tension in the system between those charged with the delivery of services and those who have a scrutinizing and oversight role. Managing the tension is part of the role of senior managers who need to ensure a balance is maintained between support and challenge, and is always driven by the best outcomes for children and their families.
- The needs of children at-risk are such that they need the right response from the very beginning – as soon as possible when risks and needs are recognized and problems are not entrenched.

To ensure quality of services to children at-risk and their families, service providers need to follow some issues, such as:

- Acting in accordance with the law and with due regard for the rights of children and their families. Service providers should act according to their statutory powers and duties and any other rules governing the service they provide. They should follow their own procedural guidance;
- Acting in accordance with the listed authority's policy and guidance and recognised quality standards;
- Taking proper account of established good practice;
- Providing effective services, using appropriately trained and competent staff;
- Taking reasonable decisions, based on all relevant legislation and guidance;
- Providing services that are easily accessible to children at-risk and their families. Procedures should be clear and accurate, complete and understandable information about the services;
- Communicating effectively, using clear language that child and their families and other service users can understand and that is appropriate to them and their circumstance;

- Treating children and their families with sensitivity, bearing in mind their individual needs, and respond flexibly to the circumstances of the case;
- Where appropriate, acting in a coordinated way with other service providers to ensure children at-risk and their family's needs are met;
- Handling information properly and appropriately;
- Providing clear and timely information on how and when to appeal or complain as well as on appropriate ways of resolving complaints.

An effective approach to performance and quality assurance must be characterised by the following related strands - *practice development, quality assurance, review and challenge, and management action*.

Practice development - setting in place those elements that if properly embedded are designed to improve performance;

Quality Assurance - the elements of the service provision designed to measure the extent to which the practice development work is being successful, that work is meeting agreed standards and that children at-risk and their families receive sufficient services;

In the context of practice development and quality assurance, *data analysis* is key to understanding current performance and highlighting areas of weakness and helping to measure the extent to which activities are effective in improving performance. Certain information should be regularly available to operational staff:

- Performance information - data that tells the viewer about how well the service is doing and will ordinarily measure either service outputs or outcomes for children.
- Activity data - essential contextual data, this will set out the demands on the service and how they are changing over time. This will allow an analysis to be made of performance changes in the light of changing demands.

As with every member of staff of service providing institution, they have to ensure, that their own work is of good standard. Service providers also have to ensure that children benefit from recommendations and individual plans / programmes and support, and that these documents and actions address their assessed needs.

Service user feedback is a key element in any quality assurance of service provision to children and their families. Feedback of service users, whether children or parents / careers, are of most importance.

Feedback from networking or partner institutions, for example, parent organisations and other non-governmental organisations etc., is another source of understanding that services are valued.

Review and Challenge - internal and external processes, which challenge the service to evidence the quality of their work and which form a key part of continual performance improvement. Therefore, the following issues are important:

- Assessment of the effectiveness of services and support provided to children and families, including early childhood intervention, educational support in inclusive group / inclusive class, support provided by IRCs, social services, health care services etc.;
- Monitoring and evaluation of the effectiveness of training, including multi-agency training to provide a multi-services for children at-risk and their families;
- Involvement of multi-agency practitioners to disseminate learning from complex case reviews and other statutory reviews, considered appropriate.

Management Action - actions taken both - to respond to weaknesses identified through the quality assurance and review, and to ensure that performance improvement activities are constantly refocused to deliver the required changes. Management action that follows monitoring activity will fall into one of the following areas:

- A need to review and amend one or more of the performance improvement drivers if they are not delivering the improvements expected;
- A need to address the needs of a particular group of children at-risk and their families where it becomes clear there are some failings in service provision;
- A need to address the circumstances of individual children and their families - for example, audits might reveal service provision to a particular child is inadequate and management intervention is required.

Roles and responsibilities

- All staff are responsible for the quality of their own work;
- Everyone has a duty to both assure their own work and be ready to challenge the work of others if children are or might be at-risk, and that ultimately those who deliver front-line services are responsible for the quality of those services.

The main principles to follow for service providers:

- Cooperation and collaboration – services for children at-risk and their families are based on mutual agreement, support and collaboration of all participants involved;
- Participation – a child and a family should be involved into decision making considering any issue relating to service provision. They should be listened and heard in accordance to the law. Opinion of a child and a family should be taken into consideration if it does not contradict with a child rights and interests;
- Individualisation – individual needs of the child and his/her family as well as other characteristics and experiences of a child are taken into consideration when making decisions about a child education and support services;
- Priority of a child and a family's interests and wellbeing. Service provision to a child and a family need to address their needs and wellbeing;
- Equality, equity and non-discrimination – UN Convention on the Rights of the Child and other international conventions guaranties the rights of all children despite their race, gender, language, social status, health etc.;
- Confidentiality and unbiasedly while making decisions and organising multi-service support to children in need and their families;
- Availability, accessibility and proximity of required support – services should be close to a person – a child and a family and near to their living place;
- Links among institutions providing support to a child and a family should be based on democratic principles such as collaboration, publicity, collegiality, mutual respect and accountability.

The main criteria for the evaluation of service quality:

- Availability and accessibility of services for children at-risk and / or with identified special educational needs and other needs and their families, including health care, social, educational and other required services;
- The services received address identified needs of children and their families;

- The services are coordinated in order to ensure quality service provisions and save time, financial and human resources;
- All available resources are used in order to ensure appropriate services for children and their families;
- The services are provided timely and are prevention focused;
- The satisfaction of service users / receivers is assessed.

REFERENCE POINT FOR FUTURE MONITORING OF THE INCLUSIVE RESOURCE CENTRE PERFORMANCE

Inclusive Resource Centre is the structure that provides services for children at-risk and their families, so, they need to follow the same requirements of service quality assurance as in the text above 'Reference point for future monitoring of service provision for children at risk' taking into account their respectful functions that are legitimated in the law.

Assessment of the needs of IRC staff for their capacity development should address their roles and functions. Legal documents¹²⁷ determine particular responsibilities of IRC staff for their specific roles and functions.

A key requirement for the successful implementation of IRC staff functions is training on the system. Professionals working in IRC must be *trained in their own professional field*, for example, psychology, speech therapy, special education, etc. according to legal requirements for every respectful profession.

Besides, all IRC staff, according to their specific discipline, should be *trained in the assessment of special educational needs* of any age children as well as *in the basics of inclusive education*.

In addition, all IRC staff should have *shared knowledge* and *competence* in the areas such as:

- Communication with service users, including diverse children, families, teachers, school administrations, representatives of local authorities, representatives of different sectors etc.
- Problem solving and conflict resolution;
- Collaboration with families and colleagues;
- Collaboration with representatives of educational setting where child is educated, in particular with school / kindergarten educational support team and a teachers;
- Team building and team working;
- Networking with external sectors, institutions, professionals etc.
- Coordination of service provision to children at-risk and their families provided by different institutions belonging to different sectors etc.;
- Data collection on the assessed cases and data analysis;
- Analysis of assessed complex cases in a team of service providers, including specialists of IRC, school/ kindergarten etc.;
- Consulting families and other service users;
- Reflectivity;
- Methodological support for educational institutions;
- Raising Awareness about Inclusive Education in a community.

IRC performance requires certain *abilities* of the IRC *leaders*. The requirements posed for leaders of organisations are linked to the following:

- Abilities of strategic planning and promotion of innovative activities, including creation of the future vision that is attractive and acceptable to all members, improvement of the service system and initiation of innovations etc.;

¹²⁷ Resolution on Approval of the Regulations on the Inclusive Resource Center [15];

Організаційно-методичні засади діяльності інклюзивно-ресурсних центрів: навчально-методичний посібник / За заг. ред. М.А. Порошенко та ін. – Київ : 2018. – 252р.

- Abilities of quality management, including implementation of quality management systems, assessment of strategic plan challenges and mistakes etc.

Functions of IRC leaders are also attributed with *administrative and managerial abilities*:

- Resource management, which includes assessment and stimulation of staff development and management of internal resources such as competences, time, finances etc.;
- Planning, distribution, organisation and coordination of activities, in particular, management of actions when distributing roles and functions;
- Structuring of activities;
- Initiative, support and assistance;
- Performance of supervision and control;
- Motivation of team members when creating a positive climate inside organisation, in particular, maintenance of motivation to collaborate, striving for satisfaction of team members with work, stimulation of mutual respect, support and trust, assessment of members' work, opinions and competence.

Successfully working team of IRC staff creates a '*community of practice*' based on common meanings, values, attitudes, and knowledge, which is being created in communities, the sense of social and professional identity, and possibilities for active participation. Communities of practice is characterised as groups of people involving representatives of various professions for the purpose of mutual activities; they are united by common professional interests, they strive for the same aims, share common values, knowledge, problems, search for their solution together. Communities of practice provide an opportunity to *integrate work and learning*. They are related to learning from each other and creation of practical knowledge aiming at common interests, mutually acting and collaborating.

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APPENDIXES

Appendix 0

Glossary¹²⁸, Acronyms, Abbreviations

EU – European Union
ICF – International Classification of Functioning, Disability and Health
IRC – Inclusive Resource Centre
PMPC – Psychological-Medical – Pedagogical Commission
KG – Kindergarten
NGO - Non – Governmental Organization
OSF – Open Society Foundations
SEN – Special Educational Needs
ToR – Terms of Reference
UNCRPD – United Nations Convention on the Rights of Persons with Disabilities
Accessibility The right to appropriate education and active citizenship through access to a flexible curriculum through personalised learning approaches. To enable persons with disabilities to live independently and participate fully in all aspects of life, States Parties shall take appropriate measures to ensure to persons with disabilities access, on an equal basis with others, to the physical environment, to transportation, to information and communications, including information and communications technologies and systems, and to other facilities and services open or provided to the public, both in urban and in rural areas (UN, 2006, p. 9).
Assessment refers to the ways teachers or other professionals systematically collect and use information about a learner’s level of achievement and/or development in different areas of their educational experience (academic, behaviour or social). In addition, this means the process of obtaining more information about the development levels of children and their need for services.
Assessment adaptation / modification / accommodation refers to an alteration in the way a general assessment is done or test is applied. Assessment accommodation allows learners with special educational needs to show what they know or what they can do by removing the barriers that may be intrinsic in the assessment itself (for example, providing written test questions orally to learners with visual impairments).
Assessment for learning refers to assessment procedures that inform decision-making about teaching methods and next steps in a pupils learning. Assessment for learning is a process usually carried out in classrooms by teachers/other professionals. It involves finding and interpreting evidence and working with learners to establish where they are in their learning, the next steps to be taken and the best ways of moving forward.
At-risk Children Children can be at risk of disadvantage because of their individual circumstances or because they, or their families belong to a group which is disadvantaged in society. These children may include those with disabilities, with mental health problems, in alternative care, at risk of neglect/abuse, undocumented child migrants/asylum seekers, those whose families live in poverty or are socially disadvantaged, those whose families have a migrant and/or second language background, those whose families have limited access to services, Roma and traveler children (European Commission, 2014, p. 68)
Barriers Obstacles that prevent learners from accessing a full range of learning opportunities and limit their participation in society. Disability is often considered to be due to ‘disabling barriers’ which can be addressed by designing enabling, accessible environments. Barriers can be due to attitudes, language, culture, organisation of support services, power relations and structures within society.
Child-friendly schools adopt a rights-based, multi-sectorial approach, concerned with the whole child. Schools should operate in the best interests of the child. Educational environments must be safe, healthy and protective, endowed with trained teachers, adequate resources and appropriate physical, emotional and social conditions for learning. Within them, children’s rights must be protected and their voices must be heard. Learning environments must be a haven for children to learn and grow, with innate respect for their identities and varied needs. The CFS

¹²⁸According to European Agency for Special Needs and Inclusive Education: <https://www.european-agency.org/resources/glossary>

<p>model promotes inclusiveness, gender-sensitivity, tolerance, dignity and personal empowerment (UNESCO/European Agency, no date).</p>
<p>Continuum of support and services matches the full range of additional needs encountered in every school. For children with special educational needs, a continuum of support should be provided. This ranges from minimal help in mainstream classrooms, to additional learning support programmes within the school. It also extends, where necessary, to assistance from specialist teachers and external support staff (Refer to: www.unesco.org/education/pdf/SALAMA_E.PDF). For teachers, support staff and school leaders, a continuum of support should be provided through the use of research, networking and links to universities and initial teacher education institutions. This will provide development opportunities for all groups as lifelong learners (European Agency, 2014). A continuum of support ensures coherent transition within education systems, and from education systems to work. It also ensures co-operation among the different stakeholders involved.</p>
<p>Discrimination To treat categories of people differently for example on the grounds, gender, disability, ethnic background; to make an unjust distinction on the basis of these categorical differences. Legislation is in place in many countries to ensure the right of individuals to be treated equally, for example in education and employment.</p>
<p>Diversity A multi-faceted concept that can contain many elements and levels of distinction, e.g. age, ethnicity, class, gender, physical abilities, race, sexual orientation, religious status, educational background, geographical location, income, marital status, parental status and work experiences. The OECD defines diversity as: ‘characteristics that can affect the specific ways in which developmental potential and learning are realised, including cultural, linguistic, ethnic, religious and socio-economic differences’ (2010, p. 21).</p>
<p>Early childhood intervention (ECI) is a composite of services/provision for very young children and their families. It covers any action undertaken when a child needs special support to ensure and enhance their personal development, strengthen the family’s own competences, and promote the social inclusion of the family and the child. (European Agency, 2010).</p>
<p>Education for All (EFA) An international initiative first launched in Jomtien, Thailand, in 1990 to bring the benefits of education to ‘every citizen in every society’. In order to realise this aim, a broad coalition of national governments, civil society groups and development agencies, such as UNESCO, the World Bank and others, committed to achieving several specific education goals (World Bank, 2014). ‘EFA focused world attention on the basic learning needs of neglected groups and on learning achievement rather than on mere attendance’ (European Agency, 2011, p. 13). Today, the EFA agenda is supported by the UN Sustainable Development Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.</p>
<p>Education support team - the team of teachers and specialists, teaming and cooperating to ensure that the needed educational support is offered for students.</p>
<p>Education support means support to students for ensuring the educational process, addressing the needs of all children, expanding participation, cultures, and communities as well as reducing and eliminating exclusion within and from education (UNESCO, 2008).</p>
<p>Equal opportunities mean the ‘same chances to take part in activities, access services, etc. with no barriers to education and equal life prospects for individuals’ (UNESCO IITE/European Agency, 2011, p. 102). Equal access to learning, achievement and citizenship opportunities allows learners to have similar achievements to their peers. This is particularly made possible through inclusive education (European Agency, 2017).</p>
<p>Equality in education may be understood to imply that everyone is treated in a way that guarantees access to the same educational opportunities. Equality is based on the value that all human persons are equal in fundamental potential and self-worth.</p>
<p>Equity ‘The extent to which individuals can take advantage of education and training, in terms of opportunities, access, treatment and outcomes’ (European Commission, 2006b, p. 2). <i>Equality and equity are not identical and [...] education systems must move away from the traditional ‘one-size-fits all’ mentality. Equal opportunities for all are crucial, but not sufficient: there is a need to pursue ‘equity’ in the aims, content, teaching methods and forms of learning being provided for by education and training systems to achieve a high quality education for all</i> (Council of the European Union, 2017, p. 4).</p>
<p>Inclusion is both a principle and a process: ‘Inclusion and equity in and through education is the cornerstone of a transformative education agenda [...] No education target should be considered met unless met by all’ (World Education Forum, 2015, p. 2). [... a process of addressing and responding to the diversity of needs of all children, ...through increasing participation in learning, ... eliminating exclusion within and from education...] (UNESCO, 2009, pp. 8–9). Originally used in relation to disability, the concept of ‘inclusion’ goes far beyond. It can be</p>

<p>considered: <i>a response to increasingly complex and diverse societies. It treats diversity as an asset which helps prepare individuals for life and active citizenship in increasingly complex, demanding, multi-cultural and integrated societies</i> (European Agency, 2017, p. 7).</p>
<p>Inclusive assessment shifts the focus from assessment procedures that focus on diagnosis and resource allocation, often conducted outside the mainstream school, to on-going assessment that is conducted, first, by class teachers to organise individual educational planning. Such assessment procedures allow schools and teachers to take responsibility for all their learners and to effectively address all their needs.</p>
<p>Inclusive education Is [... An ongoing process aimed at offering quality education for all while respecting diversity and the different needs and abilities, characteristics and learning expectations of the students and communities, eliminating all forms of discrimination] (UNESCO IBE, 2008, p. 18). [... A systemic approach to providing high quality education in mainstream schools that effectively meets the academic and social learning needs of all the learners from the school's local community (European Agency, 2015a). Inclusive education supposes a real change at both policy and practice levels regarding education. Learners are placed at the centre of a system that needs to be able to recognise, accept and respond to learner diversity. Inclusive education aims to respond to the principles of efficiency, equality and equity, where diversity is perceived as an asset. Learners also need to be prepared to engage in society, to access meaningful citizenship and to acknowledge the values of human rights, freedom, tolerance and non-discrimination (European Agency, 2017, p. 6).</p>
<p>Inclusive education setting refers to education where the pupil with special educational needs follows education in mainstream classes alongside their mainstream peers for the largest part – 80% or more – of the school week (European Agency, 2016, p. 13).</p>
<p>Individual education plan (IEP) / Individualised plan or programme An individual education plan (IEP) defines and describes the need for support of those learners with an official decision of special educational needs. A multi-disciplinary team develops it. [...The tool that exemplifies how the different systems of support are organised around an individual learner with disabilities and the way in which local agencies can be co-ordinated and progress can be monitored (European Agency, 2013, p. 41).</p>
<p>Learning support assistants Along with the individual education plan, learning support assistants are the most commonly used form of support for learners with disabilities. They are can be also called teaching assistants, special needs assistants or paraprofessionals.</p>
<p>Medical model of disability focuses on diagnosis and remediation of impairments that limit a persons functioning. In education and social services, the use of the medical model has proved limited because the focus on what is 'wrong' with a person can overlook important supports and interventions that focus on what a person needs to live a self-determined life. In education, the medical model has been found to create low expectations and can lead to people losing independence, choice and control in their own lives (Refer to: http://www.disabilitynottinghamshire.org.uk/about/social-model-vs-medical-model-of-disability/).</p>
<p>Medical (Clinical) model in the assessment and education of children with special educational needs is based on the concept of challenges and difficulties being an inherent part of person herself/himself. Therefore, s/he is "abnormal, defective, invalid – incapable". Assessment focuses on the diagnosis while education concentrates on correction.</p>
<p>Multi-agency practice This refers to four main types of services that have traditionally supported learners with disabilities: the educational sector, the health sector, social services and voluntary bodies.</p>
<p>Participation An ongoing process of children's expression and active involvement in decision-making at different levels in matters that concern them, requiring information-sharing and dialogue between children/adolescents and adults based on mutual respect, and [... requiring] that full consideration of their views be given, taking into account the child's age and maturity (UNICEF, 2013, p. 7). In education, being physically present is not enough. Learners need to be continually and meaningfully involved in relevant activities (in terms of social, developmental and educational goals) that are comparable to those that their peers engage in (European Agency, 2011). Like educational inclusion, it is often seen as human rights issue and essential component of social justice (European Agency, 2011).</p>
<p>Personalised learning aims to promote learner-focused educational opportunities through learner self-regulation, meta-cognitive strategies and learner-teacher discourse. The voice of the learner is critical in shaping all teaching strategies. Personalisation also involves working more closely with parents and families to address any support requirements in a more holistic way and constructively engages teachers and learners in goal-oriented assessment. Personalisation is not 'individualisation of learning', which is essentially a teacher-driven action. Learner</p>

participation and involvement in decision-making is crucial to distinguishing between the two approaches (European Agency, 2012b).

Resource Center means support and **coordination** of services to ensure the rights of children, including these with special educational needs, for quality education with their peers and for support for their families, teachers, schools.

Quality education is a dynamic concept that changes and evolves with time and changes in the social, economic, and environmental contexts of place. Because quality education must be locally relevant and culturally appropriate, quality education will take many forms around the world (UNESCO, 2005, p. 2). Quality education is an effective means to fight poverty, build democracies, and foster peaceful societies. Quality education empowers individuals, gives them voice, unlocks their potential, opens pathways to self-actualization, and broadens perspectives to open minds to a pluralist world (ibid.).

Social model of disability says that disability is caused by the way society is organised, rather than by a person's impairment or difference. It looks at ways of removing barriers that restrict life choices for disabled people. When barriers are removed, disabled people can be independent and equal in society, with choice and control over their own lives. Disabled people developed the social model of disability because the traditional medical model did not explain their personal experience of disability or help to develop inclusive ways of living (Refer to: <http://www.disabilitynottinghamshire.org.uk/about/social-model-vs-medical-model-of-disability/>).

Socio-educational model in the assessment and education of children with special educational needs is based on the idea that a person with special educational needs experiences difficulties in education. The roots of the problem and its solution go in interconnection between person's abilities, needs and the factors of external environment. Assessment focuses on person's educational needs, on the educational support and adjustment of environment.

Special needs education / Special educational needs (SEN) means the need in support and services in the educational process arising from exceptional abilities or inherent or acquired disorders as well as unfavourable environment factors.

The International Standard Classification of Education (ISCED) defines SEN as [education designed to facilitate learning by individuals who, for a wide variety of reasons, require additional support and adaptive pedagogical methods in order to participate and meet learning objectives in an education programme] (UNESCO/UNESCO Institute for Statistics, 2011, p. 83).

Universal design refers to [... the design of products, environments, programmes and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design. "Universal design" shall not exclude assistive devices for particular groups of persons with disabilities where this is needed (UN, 2006, p. 4).

Seven principles of Universal Design: equitable use, flexibility in use, simple and intuitive use, perceptible information, tolerance for error, low physical effort, and size and space for approach and use. It is copyrighted material. (Refer to: www.ncsu.edu/ncsu/design/cud/about_ud/udprinciplestext.htm).

Universal Design for Learning (UDL) focuses on improving and optimising teaching and learning for all to ensure learners' success and well-being. The Centre for Applied Special Technology owns the copyright for the term and the three principles for curriculum development based on a UDL approach:

1. Provide information through multiple means of representation (present information and content in different ways)
2. Provide multiple means of action and expression (differentiate the ways that learners can express what they know)
3. Provide multiple means of engagement (stimulate interest and motivation for learning).

UDL provides a blueprint for creating instructional goals, methods, materials and assessments that work for everyone. It does not involve a single, one-size-fits-all solution, but rather flexible approaches that can be customised and adjusted to individual needs (Refer to: www.cast.org/our-work/about-udl.html#WM-BZm996Uk). Universal Design for Learning is an approach to addressing the diversity of learner needs by suggesting flexible goals, methods, materials, and assessment processes that support educators to meet varied needs. Curricula created using UDL are designed from the outset to meet the needs of all learners. A UDL framework incorporates flexible design of learning situations with customizable options, which allow all learners to progress from their own, individual starting points. (Refer to: www.udlcenter.org/aboutudl).

The sequence of legal documents analysis

	Sequence of Legal Documents Analysis	Documents and aspects analysed
1.	The most recent legal documents have been analysed in relation with other national legislation and international recommendations.	<p>The Law on Education [3]</p> <p>The Resolution On Approval of the Regulations on the Inclusive Resource Centre [15]</p> <p>The Resolution On Approval the Procedure for the Provision of Inclusive Education in General Educational Institutions [1]</p> <p>Order On the Approval of the Procedure of Establishment of Inclusive Groups in Preschool Educational Institutions [12]</p>
2.	The legislation regarding services provision for at-risk children and children with special educational needs have been analysed taking into account the following aspects:	<ul style="list-style-type: none"> • If there is 'integrated' and coordinated legislation across sectors leading to consistency between inclusive education and other policy initiatives. • If there is one legal framework covering inclusive education in all educational sectors and levels.
3.	The alignment of national legislation with international recommendations concerning inclusion. For the comparative review the following aspects have been take into account, such as:	<ul style="list-style-type: none"> • Educational paradigm and methodology, including terminology and principles • Organisational aspects of education for all • Funding • Teacher and specialist education and training for inclusion • Inter-agency collaboration and coordination of support to a child, parents, teachers and schools • Research for inclusive education.

COMPARATIVE TABLE

to certain norms of the draft Law of Ukraine 'On Amending Certain Legislative Acts Regarding Access of Persons with Special Educational Needs to Educational Services' (No. 8556):

http://w1.c1.rada.gov.ua/pls/zweb2/webproc4_1?pf3511=64352 in alignment with framework Law on Education, 2017

Content of the regulation (norm) of the current legislative act	Content of the regulation (norm) of the project No.8556
Law of Ukraine 'On Pre-school Education' No. 2628-III dd. July 11, 2001 (with subsequent amendments)	
<p>Article 3. State policy on preschool education</p> <p>1. The State recognizes the priority role of preschool education and creates the appropriate conditions for its receiving.</p> <p>The state policy on preschool education is determined by the Constitution of Ukraine and other normative legal acts and is embodied by central and local executive bodies, executive bodies of the Autonomous Republic of Crimea and local self-government bodies.</p> <p>2. The State:</p> <ul style="list-style-type: none"> - provides comprehensive assistance to the family in the development, upbringing and education of a child - ensures available and free of charge preschool education in state and municipal institutions of preschool education within the limits of state requirements to the content, level and volume of pre-school education (the basic component of preschool education) and compulsory pre-school education for children of senior preschool age <p>There is no paragraph</p> <ul style="list-style-type: none"> - cares about maintenance and improvement of health, psychological and physical development of children - contributes to the development and preservation of a network of preschool education institutions, regardless of subordination, types and forms of ownership. 	<p>Article 3. State policy on preschool education</p> <p>1. The State recognizes the priority role of preschool education and creates the appropriate conditions for its receiving.</p> <p>The state policy on preschool education is determined by the Constitution of Ukraine and other normative legal acts and is embodied by central and local executive bodies, executive bodies of the Autonomous Republic of Crimea and local self-government bodies.</p> <p>2. The State:</p> <ul style="list-style-type: none"> - provides comprehensive assistance to the family in the development, upbringing and education of the child - ensures available and free of charge preschool education in state and municipal institutions of preschool education within the limits of state requirements to the content, level and volume of pre-school education (the basic component of preschool education) and compulsory pre-school education for children of senior preschool age - provides accessible and free of charge preschool education in state and municipal institutions of preschool education for children with special educational needs, taking into account the characteristics of intellectual, social and physical development of a person in the most convenient and effective form for them - cares about maintenance and improvement of health, psychological and physical development of children - contributes to the development and preservation of a network of preschool education institutions, regardless of subordination, types and forms of ownership.
<p>Article 9. Receiving a preschool education</p> <p>1. Citizens of Ukraine, regardless of race, skin color, political, religious and other beliefs, gender, ethnic and social origin, financial status, residence, language or</p>	<p>Article 9. Receiving a preschool education</p> <p>1. Citizens of Ukraine, regardless of race, skin color, political, religious and other beliefs, gender, ethnic and social origin, financial status, health status, special</p>

<p>other characteristics, have equal rights to receive pre-school education in institutions of preschool education, regardless of subordination, types and forms of ownership, as well as in the family.</p> <p>2. Receiving preschool education in preschool education institutions regardless of subordination, types and forms of ownership should ensure compliance with the requirements of the Core Component of Preschool Education.</p> <p>There is no paragraph</p> <p>3. Foreigners and stateless persons who are legally in Ukraine receive preschool education under the same procedure as citizens of Ukraine.</p> <p>4. Responsibility for the receipt of preschool education by children rests with their parents, and by children deprived of parental care – with their legal guardians, and with the educational institutions where they reside.</p> <p>5. Children can receive pre-school education at the request of parents or legal guardians: in institutions of preschool education, regardless of subordination, types and forms of ownership in structural divisions of legal entities of private and public law, including educational institutions in the family – according to the family (home) form of obtaining pre-school education with the help of individuals who have a pedagogical education and / or professional qualifications of the teacher, including those who are self-employed with the help of individuals – entrepreneurs, whose core business is educational activity.</p>	<p>educational needs, difficult life circumstances, residence, language or other characteristics, have equal rights to receive pre-school education in institutions of preschool education, regardless of subordination, types and forms of ownership, as well as in the family.</p> <p>2. Receiving preschool education in preschool education institutions regardless of subordination, types and forms of ownership should ensure compliance with the requirements of the Core Component of Preschool Education.</p> <p>Fulfillment of the requirements of the Core Component of Preschool Education in relation to children with special educational needs is provided taking into account their makings, inclinations, abilities, individual mental and physical capabilities and in the form that is the most optimal for each individual.</p> <p>3. Foreigners and stateless persons who are legally in Ukraine receive preschool education under the same procedure as citizens of Ukraine.</p> <p>4. Responsibility for the receipt of preschool education by children rests with their parents, and by children deprived of parental care – with their legal guardians, and with the educational institutions where they reside.</p> <p>5. Children, including children with special educational needs, can receive pre-school education at the request of parents or legal guardians: in institutions of preschool education, regardless of subordination, types and forms of ownership in structural divisions of legal entities of private and public law, including educational institutions in the family – according to the family (home) form of obtaining pre-school education with the help of individuals who have a pedagogical education and / or professional qualifications of the teacher, including those who are self-employed with the help of individuals – entrepreneurs, whose core business is educational activity.</p>
<p>Article 11. Establishment of preschool education and its powers ... <i>Part 5 of Article 11 is excluded on the basis of the Law No. 2145-VIII dd. September 05, 2017</i></p>	<p>Article 11. Institution of preschool education and its powers ... 5. According to the recommendations of the inclusive resource center and the written applications of parents or legal guardians, the establishment of preschool education provides access to the educational process to the assistant of a child with special educational needs. The assistant of a child with special educational needs undergoes a medical examination in accordance with the requirements of the current legislation of Ukraine.</p>

<p>6. In the institution of preschool education, regardless of subordination, type and form of ownership, the establishment and operation of the organizational structures of political parties and religious organizations are not allowed. In private institutions of preschool education and institutions of preschool education, founded by religious organizations, whose charters are registered in accordance with the procedure established by the law, activities of relevant religious organizations are allowed.</p>	<p>6. In the institution of preschool education, regardless of subordination, type and form of ownership, the establishment and operation of the organizational structures of political parties and religious organizations are not allowed. In private institutions of preschool education and institutions of preschool education, founded by religious organizations, whose charters are registered in accordance with the procedure established by the law, activities of relevant religious organizations are allowed.</p>
<p>Article 12. Types of pre-school education establishments ... 3. To meet educational needs of citizens, an institution of preschool education can be a part of an association with other educational institutions. <i>To meet educational and social needs, the organization of corrective-development work in the structure of pre-school education institutions, special and inclusive groups for the upbringing and education of children with special educational needs can be created.</i></p> <p>Children with special educational needs can stay up to seven (eight) years in special pre-school institutions (groups) and inclusive groups of pre-school institutions. To meet educational and social needs, to organize corrective, therapeutic and rehabilitation work at special schools (boarding schools), sanatorium schools (boarding schools), educational and rehabilitation centers, pre-school groups as their structural subdivisions can be created. To meet educational and social needs of citizens, seasonal pre-school institutions can be established. In all types of pre-school institutions, when implementing the children's right to preschool education, special educational needs are considered in the education and upbringing of each child, including children with special educational needs in accordance with the principles of inclusive education.</p>	<p>Article 12. Types of pre-school education establishments ... 3. To meet educational needs of citizens, an institution of preschool education can be a part of an association with other educational institutions. To meet educational and social needs, the organization of corrective-development work in the structure of preschool education institutions, on the basis of a written request from parents or legal representatives of a person with special educational needs, mandatory inclusive / or special groups are formed for the upbringing and education of children with special educational needs.</p> <p>Children with special educational needs can stay up to seven (eight) years in special pre-school institutions (groups) and inclusive groups of pre-school institutions. To meet educational and social needs, to organize corrective, therapeutic and rehabilitation work at special schools (boarding schools), sanatorium schools (boarding schools), educational and rehabilitation centers, pre-school groups as their structural subdivisions can be created. To meet educational and social needs of citizens, seasonal pre-school institutions can be established. In all types of pre-school institutions, when implementing the children's right to preschool education, special educational needs are considered in the education and upbringing of each child, including children with special educational needs in accordance with the principles of inclusive education.</p>
<p>Article 14. Acquisition of groups of preschool education institutions 1. In an institution of preschool education the groups are age-based. 2. The class size in institutions of preschool education is: up to 10 people – for children under the age of one year up to 15 people – for children from one to three years old up to 20 people – for children from three to six (seven) years old up to 15 people – for heterogeneous children</p>	<p>Article 14. Acquisition of groups of preschool education institutions 1. In an institution of preschool education the groups are age-based. 2. The class size in institutions of preschool education is: up to 10 people – for children under the age of one year up to 15 people – for children from one to three years old up to 20 people – for children from three to six (seven) years old up to 15 people – for heterogeneous children</p>

<p>up to 10 people – for day and 24-hour care of children up to 15 people – in the camp / health improvement period <i>up to 15 people – in inclusive groups (from them there should be no more than three children with special educational needs).</i> The founder (founders) may establish a smaller class size in the institution of preschool education. In pre-school establishments located in villages and settlements, the class size is determined by the founder (founders), depending on the demographic situation. 3. The procedure of enrollment, expulsion and transfer of pupils in state and municipal education institutions for obtaining preschool education is approved by the central executive body that ensures the development and implementation of the state policy on education. The procedure of enrollment, expulsion and transfer of pupils in private and corporate education institutions for obtaining preschool education is approved by the founder (founders).</p>	<p>up to 10 people – for day and 24-hour care of children up to 15 people – in the camp / health improvement period no more than three children with special educational needs – in inclusive groups. The founder (founders) may establish a smaller class size in the institution of preschool education. In pre-school establishments located in villages and settlements, the class size is determined by the founder (founders), depending on the demographic situation. 3. The procedure of enrollment, expulsion and transfer of pupils in state and municipal education institutions for obtaining preschool education is approved by the central executive body that ensures the development and implementation of the state policy on education. The procedure of enrollment, expulsion and transfer of pupils in private and corporate education institutions for obtaining preschool education is approved by the founder (founders).</p>
<p>Article 19. Powers of executive bodies and local self-government bodies in the system of preschool education ... 2. The Council of Ministers of the Autonomous Republic of Crimea, oblast, Kyiv and Sevastopol city state administrations, district state administrations, local self-government bodies in the system of preschool education within their competence: - ensure the implementation of the state policy on preschool education in the relevant territory, including the development of a network of preschool education institutions of all forms of ownership in accordance with the needs of the community, improving physical facilities and maintenance of communal institutions of preschool education - perform the functions of the founder of institutions of preschool education in the corresponding territory - participate in the development and implementation of the content of preschool education - create conditions for children, including those with special educational needs, to receive pre-school education - organize scientific, program and methodical, personnel, material support of pedagogical staff in the field of preschool education, their training, retraining, advanced training and certification</p>	<p>Article 19. Powers of executive bodies and local self-government bodies in the system of preschool education ... 2. The Council of Ministers of the Autonomous Republic of Crimea, oblast, Kyiv and Sevastopol city state administrations, district state administrations, local self-government bodies in the system of preschool education within their competence: - ensure the implementation of the state policy on preschool education in the relevant territory, including the development of a network of preschool education institutions of all forms of ownership in accordance with the needs of the community, taking into account the interests of children with special educational needs, improving physical facilities and maintenance of communal institutions of preschool education - perform the functions of the founder of institutions of preschool education in the corresponding territory - participate in the development and implementation of the content of preschool education - create conditions for children, including those with special educational needs, to receive pre-school education - organize scientific, program and methodical, personnel, material support of pedagogical staff in the field of preschool education, their training, retraining, advanced training and certification</p>

<ul style="list-style-type: none"> - carry out selection, appointment to posts and dismissal of senior management in communal institutions of preschool education - create conditions for the development of institutions of preschool education of all forms of ownership - organize the preparation, conduct of experimental and innovative activities in pre-school institutions and monitor the process of their implementation - ensure the organized medical care of children of preschool age <p>There is no paragraph</p> <p>There is no paragraph</p> <ul style="list-style-type: none"> - provide social protection, protection of life, health and protection of the rights of participants of the educational process and staff in the institution of preschool education - exercise other powers in accordance with the Constitution of Ukraine, the laws of Ukraine 'On Local Self-Government in Ukraine', 'On Education', this Law and their regulations. 	<ul style="list-style-type: none"> - carry out selection, appointment to posts and dismissal of senior management in communal institutions of preschool education - create conditions for the development of institutions of preschool education of all forms of ownership - organize the preparation, conduct of experimental and innovative activities in pre-school institutions and monitor the process of their implementation - ensure the organized medical care of children of preschool age - provide accessibility of buildings, facilities and premises of institutions of preschool education in accordance with state building codes and standards - carry out control over the design, construction and reconstruction of buildings, facilities, premises of pre-school institutions, taking into account the principles of universal design and / or reasonable adaptation - provide social protection, protection of life, health and protection of the rights of participants of the educational process and staff in the institution of preschool education - exercise other powers in accordance with the Constitution of Ukraine, the laws of Ukraine 'On Local Self-Government in Ukraine', 'On Education', this Law and their regulations.
<p>Article 28. Rights of a child to preschool education</p> <p>1. The rights of a child to pre-school education are defined by the Constitution of Ukraine, the Law of Ukraine 'On Education', this Law and other regulatory legal acts.</p> <p>2. A child has a state guaranteed right to:</p> <p>free of charge pre-school education in state and municipal institutions of preschool education</p> <p>safe and health-friendly conditions of maintenance, development, upbringing and education</p> <p>protection from any information, propaganda and agitation, damaging their health, moral and spiritual development</p> <p>free medical care in pre-school institutions</p> <p>protection against any form of exploitation and actions that harm a child's health, as well as from physical and psychological violence, abasement of their dignity</p> <p>healthy lifestyle.</p> <p>There is no paragraph</p>	<p>Article 28. Rights of a child to preschool education</p> <p>1. The rights of a child to pre-school education are defined by the Constitution of Ukraine, the Law of Ukraine 'On Education', this Law and other regulatory legal acts.</p> <p>2. A child has a state guaranteed right to:</p> <p>free of charge preschool education in state and municipal institutions of preschool education</p> <p>safe and health-friendly conditions of maintenance, development, upbringing and education</p> <p>protection from any information, propaganda and agitation, damaging their health, moral and spiritual development</p> <p>free medical care in pre-school institutions</p> <p>protection against any form of exploitation and actions that harm a child's health, as well as from physical and psychological violence, abasement of their dignity</p> <p>healthy lifestyle</p> <p>children with special educational needs due to intellectual disabilities and / or sensory and physical impairments are entitled to priority enrollment in pre-school institutions.</p>

Law of Ukraine 'On General Secondary Education' . No. 651 dd. May 13, 1999 (with subsequent amendments)	
<p>Article 2. The main tasks of the legislation of Ukraine on general secondary education</p> <p>The main tasks of the legislation of Ukraine on general secondary education are: to ensure the right of citizens to access and free receiving of senior general secondary education to ensure necessary conditions for the functioning and development of general secondary education to ensure the legal framework for compulsory general secondary education to define the structure and content of general secondary education to define the management bodies of the system of general secondary education and their powers to define the rights and duties of participants of the educational process, to establish responsibility for violating the legislation on secondary education.</p> <p>There is no paragraph</p>	<p>Article 2. The main tasks of the legislation of Ukraine on general secondary education</p> <p>The main tasks of the legislation of Ukraine on general secondary education are: to ensure the right of citizens to access and free receiving of senior general secondary education to ensure necessary conditions for the functioning and development of general secondary education to ensure the legal framework for compulsory general secondary education to define the structure and content of general secondary education to define the management bodies of the system of general secondary education and their powers to define the rights and duties of participants of the educational process, to establish responsibility for violating the legislation on secondary education to create the conditions for the education of children with special educational needs, taking into account their individual needs in the environment of inclusive education.</p>
<p>Article 6. Receiving senior general secondary education</p> <p><i>1. Citizens of Ukraine, regardless of race, skin color, peculiarities of intellectual, social and physical development of the individual, political, religious and other beliefs, gender, ethnic and social origin, financial status, residence, language or other characteristics, are provided with accessible and free of charge senior general secondary education in state and municipal educational institutions.</i></p> <p>...</p>	<p>Article 6. Receiving senior general secondary education</p> <p>1. Citizens of Ukraine, regardless of race, skin color, peculiarities of intellectual, social and physical development of the individual, political, religious and other beliefs, gender, ethnic and social origin, financial status, health status, special educational needs, residence, difficult life circumstances, language or other characteristics, are provided with accessible and free of charge senior general secondary education in state and municipal educational institutions.</p> <p>...</p>
<p>Article 7. Language of education in institutions of general secondary education</p> <p>The language of education in institutions of general secondary education is defined in Article 20 of the Law of Ukraine 'On the Principles of State Language Policy'.</p> <p>There is no paragraph</p>	<p>Article 7. Language of education in institutions of general secondary education</p> <p>The language of education in institutions of general secondary education is defined in Article 20 of the Law of Ukraine 'On the Principles of State Language Policy'.</p> <p>Children with special educational needs are guaranteed the right to study by means of the most suitable for such persons methods and means of communication, in particular, using sign language and Braille tactile writing system.</p>
<p>Article 8. Institution of general secondary education</p> <p>...</p> <p>3. Institutions of general secondary education may establish their own classes (groups) with evening (correspondence), distance learning, classes (groups) with</p>	<p>Article 8. Institution of general secondary education</p> <p>...</p> <p>3. Institutions of general secondary education may establish their own classes (groups) with evening (correspondence), distance learning, classes (groups) with in-</p>

<p>in-depth study of individual subjects, special and inclusive classes for teaching children with special educational needs.</p> <p>There is no paragraph</p> <p>Institutions of general secondary education, regardless of their subordination, types and forms of ownership, may have structural subdivisions, including subsidiaries, boarding schools with partial or full content of applicants for education, including those at the expense of the founder.</p> <p>An institution of general secondary education for the implementation of the statutory activities may, on a contractual basis, unite with other legal entities, creating educational, scientific and educational, scientific, educational and training and other associations, each of which retains the status of a legal entity.</p> <p>An institution of general secondary education can belong to the educational district, and also have the status of a basic one. Regulations on the educational district and the basic institution of general secondary education are approved by the Cabinet of Ministers of Ukraine</p>	<p>depth study of individual subjects, special and inclusive classes for teaching children with special educational needs.</p> <p>On the basis of a written application of one of the parents of a child with special educational needs or their legal guardian, institutions of general secondary education necessarily form inclusive and / or special classes for teaching children with special educational needs.</p> <p>Institutions of general secondary education, regardless of their subordination, types and forms of ownership, may have structural subdivisions, including subsidiaries, boarding schools with partial or full content of applicants for education, including those at the expense of the founder.</p> <p>An institution of general secondary education for the implementation of the statutory activities may, on a contractual basis, unite with other legal entities, creating educational, scientific and educational, scientific, educational and training and other associations, each of which retains the status of a legal entity.</p> <p>An institution of general secondary education can belong to the educational district, and also have the status of a basic one. Regulations on the educational district and the basic institution of general secondary education are approved by the Cabinet of Ministers of Ukraine</p>
<p>Article 12. Duration of studies</p> <p>...</p> <p>2. The duration of studies in institutions of general secondary education for children in need of correction of physical and / or intellectual development is established by the Cabinet of Ministers of Ukraine.</p>	<p>Article 12. Duration of studies</p> <p>...</p> <p>2. The duration of studies in institutions of general secondary education for children with special educational needs is established by the Cabinet of Ministers of Ukraine.</p>
<p>Article 16. The academic year and work schedule of the institution of general secondary education</p> <p>...</p> <p>5. The duration of lessons in educational institutions is: in the first grades – 35 minutes, second–fourth grades – 40 minutes, fifth–eleventh grades – 45 minutes. The educational institution can choose other forms of organization of the educational process, except for the lesson.</p> <p>The difference in time between the first–fourth grades is necessarily taken into account and compensated by additional, individual classes and consultations with students.</p> <p>There is no paragraph</p>	<p>Article 16. The academic year and work schedule of the institution of general secondary education</p> <p>...</p> <p>5. The duration of lessons in educational institutions is: in the first grades – 35 minutes, second–fourth grades – 40 minutes, fifth–eleventh grades – 45 minutes. The educational institution can choose other forms of organization of the educational process, except for the lesson.</p> <p>The difference in time between the first–fourth grades is necessarily taken into account and compensated by additional, individual classes and consultations with students.</p>

	<p>The duration of the correction and development sessions for children with special educational needs who study in inclusive classes is: group class lasts 35–40 minutes, individual one – 20–25 minutes.</p>
<p>There is no article</p>	<p>Article 16-1. Inclusive education</p> <ol style="list-style-type: none"> 1. For the education of children with special educational needs, when the parents of a child or their legal guardians apply, institutions of general secondary education form inclusive and / or special groups and classes. 2. Inclusive education is a system of educational services guaranteed by the State, based on the principles of non-discrimination, consideration of human diversity, effective involvement and inclusion in the educational process of all its participants. The procedure of organization of inclusive education in state and municipal institutions of general secondary education is carried out in accordance with the procedure established by the central executive body in the field of education and science. 3. In accordance with the individual characteristics of educational activities, an individual development program is prepared for each student with special educational needs – a document that ensures the individualized instruction, fixes the list of necessary psychological and pedagogical, correctional needs / services for child development and is developed by a group of specialists with mandatory involvement of the child's parents in order to identify specific training strategies and approaches to learning. Psychological and pedagogical services are a complex system of measures to organize the educational process and the development of a child with special educational needs, set out in the individual development program and are provided by pedagogical staff of educational institutions, specialists of an inclusive resource center. <u>Correction</u> and development services (assistance) are a comprehensive system of measures to accompany a child with special educational needs in the learning process, aimed at <u>correcting disorders</u> through personal development, cognitive activity, emotional and volitional sphere and speech. 4. The personal orientation of the educational process for children with special educational needs in an inclusive class is provided by the personal assistant of a teacher.

	<p>The educational and social needs of children with complex developmental disabilities during their stay in the institution of general secondary education are met by the child's assistant: a social worker, a parent or their legal representative.</p> <p>5. Education and upbringing of children with special educational needs are carried out at the expense of educational subventions, state and local budgets, and other sources not prohibited by law, also taking into account a child's needs identified in the individual development program.</p> <p>The procedure and conditions for granting subventions from the state budget to local budgets for the provision of state support to children with special educational needs are carried out in accordance with the procedure established by the central executive body in the field of education and science.</p>
<p>Article 17. Educational process in institutions of general secondary education ...</p> <p>There is no part</p>	<p>Article 17. Educational process in institutions of general secondary education ...</p> <p>4. Children with special educational needs are involved in extra-curricular and out-of-school activities, taking into account their age, abilities, interests, needs, opportunities, individual characteristics of their educational activities and health status.</p>
<p>Article 18. Enrollment of students</p> <p>There is no part</p> <p>4. Enrollment of students to general educational sanatorium schools (boarding schools) is carried out in accordance with the procedure established by the central executive body, which ensures the development of the state policy on education and the central executive body that ensures the development of the public policy on health care.</p> <p>5. Referring the students (pupils) to schools of social rehabilitation and their early release from these educational institutions are subject to a court decision.</p> <p>6. Enrollment of students in lyceums, private institutions of general secondary education and institutions of specialized education can be conducted on a competitive basis.</p> <p>Enrollment of students in other institutions of general secondary education is permitted on a competitive basis only in cases where the number of applications for an appropriate level of general secondary education exceeds the capacity of this institution. Children living in the territory of the service of a primary school have the right to primary enrollment in this school.</p>	<p>Article 18. Enrollment of students</p> <p>4. Enrollment of children with special educational needs to special educational institutions, transfer from one type of institution to another and expulsion of such children are carried out in accordance with the procedure established by the central executive body in the field of education and science.</p> <p>5. Enrollment of students to general educational sanatorium schools (boarding schools) is carried out in accordance with the procedure established by the central executive body, which ensures the development of the state policy on education and the central executive body that ensures the development of the public policy on health care.</p> <p>6. Referring the students (pupils) to schools of social rehabilitation and their early release from these educational institutions are subject to a court decision.</p> <p>7. Enrollment of students in lyceums, private institutions of general secondary education and institutions of specialized education can be conducted on a competitive basis.</p> <p>Enrollment of students in other institutions of general secondary education is permitted on a competitive basis only in cases where the number of applications for</p>

<p>There is no paragraph</p>	<p>an appropriate level of general secondary education exceeds the capacity of this institution. Children living in the territory of the service of a primary school have the right to primary enrollment in this school. Children with special educational needs have the right to primary enrollment in primary school of institutions of general secondary education.</p>
<p>Article 21. Social protection of students (pupils) ... 2. Children with hearing, vision, musculoskeletal disorders are provided with means of individual correction as stipulated by the Cabinet of Ministers of Ukraine.</p>	<p>Article 21. Social protection of students (pupils) ... 2. In educational institutions, children with special educational needs are provided with <u>supplementary means for training</u> as stipulated by the Cabinet of Ministers of Ukraine. Social needs of children with complex developmental disabilities during their stay at the school are met by a child's assistant: a social worker, a parent or a legal guardian.</p>
<p>Article 25. Pedagogical workload ... 1. The pedagogical workload of a teacher of an institution of general secondary education, regardless of subordination, type and form of ownership, is the time intended for the implementation of the educational process. The pedagogical workload of a teacher includes 18 academic hours during the academic week, which constitute the tariff rate, as well as other types of pedagogical activity in the following ratio to the tariff rate: class management – 20–25 percent notebooks check – 10–20 percent management of: workshops – 15–20 percent classrooms – 10–15 percent educational and training sites – 10–15 percent There is no paragraph</p>	<p>Article 25. Pedagogical workload ... 1. The pedagogical workload of a teacher of an institution of general secondary education, regardless of subordination, type and form of ownership, is the time intended for the implementation of the educational process. The pedagogical workload of a teacher includes 18 academic hours during the academic week, which constitute the tariff rate, as well as other types of pedagogical activity in the following ratio to the tariff rate: class management – 20–25 percent notebooks check – 10–20 percent management of: workshops – 15–20 percent classrooms – 10–15 percent educational and training sites – 10–15 percent work in inclusive classes (groups) – in the limit of 20 percent.</p>
<p>Article 29. Rights and duties of parents or legal guardians 1. Parents or legal guardians have the right to: - choose educational institutions and forms of education for minors - make a decision on the child's participation in the innovative activity of the institution of general secondary education - elect and be elected to public self-government bodies of general secondary education institutions</p>	<p>Article 29. Rights and duties of parents or legal guardians 1. Parents or legal guardians have the right to: - choose educational institutions and forms of education for minors - make a decision on the child's participation in the innovative activity of the institution of general secondary education - elect and be elected to public self-government bodies of general secondary education institutions</p>

<ul style="list-style-type: none"> - apply to the relevant educational authorities on education and upbringing of children - protect the legitimate interests of children. <p>There is no paragraph</p>	<ul style="list-style-type: none"> - apply to the relevant educational authorities on education and upbringing of children - protect the legitimate interests of children - carry out individual accompaniment of a child with special educational needs during their stay in the institution of general secondary education.
<p>Article 34. Certification and knowledge assessment of students (pupils)</p> <p>...</p> <p>2. Current and final assessment of students' knowledge and the choice of its forms, content and method are carried out by the institution of general secondary education.</p> <p>There is no paragraph</p> <p>Persons, whose place of residence is the territory of the antiterrorist operation (for the period of its conduct) or the territory of settlements on the contact line, have the right to pass the state final certification and receive a state certificate on senior secondary education in accordance with the procedure established by the central executive body that provides the development of the state policy on education.</p> <p>...</p> <p><i>5. Graduates of educational institutions, which provide basic and specialized secondary education, are given a corresponding certificate on education. Samples of certificates on secondary education are approved by the central executive body in the sphere of education and science. The issuing of certificates on secondary education is carried out at the expense of the state budget.</i></p>	<p>Article 34. Certification and knowledge assessment of students (pupils)</p> <p>...</p> <p>2. Current and final assessment of students' knowledge and the choice of its forms, content and method are carried out by the institution of general secondary education. Assessment of educational achievements of children with special educational needs is carried out according to the assessment criteria determined by the central executive body in the sphere of education and science.</p> <p>Persons, whose place of residence is the territory of the antiterrorist operation (for the period of its conduct) or the territory of settlements on the contact line, have the right to pass the state final certification and receive a state certificate on senior secondary education in accordance with the procedure established by the central executive body that provides the development of the state policy on education.</p> <p>...</p> <p>5. Graduates of educational institutions, which provide basic and specialized secondary education, are given a corresponding certificate on education. Samples of certificates on secondary education are approved by the central executive body in the sphere of education and science.</p> <p>The certificate on secondary education for visually impaired children is made taking into account the availability of information recreated on it (using Braille) and is carried out at the expense of the state budget.</p> <p>The issuing of certificates on secondary education is carried out at the expense of the state budget.</p>
<p>Article 37. Powers of executive bodies and local self-government bodies in the system of general secondary education</p> <p>...</p> <p>3. The Council of Ministers of the Autonomous Republic of Crimea, local executive bodies and local self-government bodies in the field of general secondary education within their competence:</p> <ul style="list-style-type: none"> - ensure the implementation of the state policy on general secondary education in the relevant territory 	<p>Article 37. Powers of executive bodies and local self-government bodies in the system of general secondary education</p> <p>...</p> <p>3. The Council of Ministers of the Autonomous Republic of Crimea, local executive bodies and local self-government bodies in the field of general secondary education within their competence:</p> <ul style="list-style-type: none"> - ensure the implementation of the state policy on general secondary education in the relevant territory

<ul style="list-style-type: none"> - perform the functions of the founder of institutions of general secondary education in the corresponding territory - create conditions for citizens to receive senior general secondary education <p>There is no paragraph</p> <p>There is no paragraph</p> <ul style="list-style-type: none"> - create conditions for the development of educational institutions of all forms of ownership - in the case of liquidation in accordance with the procedure established by the legislation of a municipal institution of general secondary education, measures are taken to arrange students (pupils) in other institutions of general secondary education - organize normative, program, material, scientific and methodological support, retraining, advanced training, certification of pedagogical staff - provide pedagogical staff with textbooks, learning and teaching materials, methodical literature - contribute to the implementation of innovative activities in the system of general secondary education - ensure the social protection of pedagogical staff, specialists involved in the educational process, students (pupils) <p>There is no paragraph</p> <ul style="list-style-type: none"> - exercise other powers in accordance with the Constitution of Ukraine, the Constitution of the Autonomous Republic of Crimea, the laws of Ukraine 'On Local Self-Government in Ukraine', 'On Education' and their regulations. 	<ul style="list-style-type: none"> - perform the functions of the founder of institutions of general secondary education in the corresponding territory - create conditions for citizens to receive senior general secondary education - ensure the accessibility of buildings, facilities and premises of educational institutions in accordance with state building codes and standards - carry out control over the design, construction and reconstruction of buildings, facilities and premises of educational institutions, taking into account the principles of universal design and / or reasonable adaptation <ul style="list-style-type: none"> - create conditions for the development of educational institutions of all forms of ownership - in the case of liquidation in accordance with the procedure established by the legislation of a municipal institution of general secondary education, measures are taken to arrange students (pupils) in other institutions of general secondary education - organize normative, program, material, scientific and methodological support, retraining, advanced training, certification of pedagogical staff - provide pedagogical staff with textbooks, learning and teaching materials, methodical literature - contribute to the implementation of innovative activities in the system of general secondary education - ensure the social protection of pedagogical staff, specialists involved in the educational process, students (pupils) - ensure the establishment and operation of inclusive education resource centers <ul style="list-style-type: none"> - exercise other powers in accordance with the Constitution of Ukraine, the Constitution of the Autonomous Republic of Crimea, the laws of Ukraine 'On Local Self-Government in Ukraine', 'On Education' and their regulations.
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Proposals for the introduction of amendments to the Law of Ukraine 'On Extracurricular Education' No 1841 dd. June 22, 2000. *All changes concern the introduction of terminology on inclusive education, children with special educational needs into the legislation, as well as ensuring the availability of extracurricular education for such children, etc. In particular, it is proposed to prescribe that out-of-school institutions, if necessary, create inclusive and / or special groups and other organizational forms for teaching children with special educational needs. The procedure of organization of inclusive education in institutions of out-of-school education is approved by the Cabinet of Ministers of Ukraine (for today –it does not exist). There is also a proposal to accompany a child with complex developmental disabilities with a child's assistant. The additional payment to teachers of pre-school institutions for work in inclusive groups is set up.*

Comparison of the main terms and definitions

Terms and definitions	
In Ukrainian legislation	Recommended by international organizations
<p>Individual educational plan – a document that defines a sequence, form and pace of mastering educational components of an educational programmes by an education seeker with the goal of implementing his/her individual educational trajectory, and is developed by the education institution in cooperation with the education seeker, subject to availability of necessary resources (LawEd 2017, art.1. 11)</p>	<p>Individual education plan (IEP) / Individualised plan or programme defines and describes the need for support of those learners with an official decision of special educational needs. It is established by a multi-disciplinary team (<u>European Agency, 2013</u>).</p>
<p>Individual development programme – document that provides individualization of education of a person with SEN, establishes a list of required psychological, pedagogical, remedial needs/services for the development of a child and is developed by a groups of professionals, with compulsory engagement of parents of the above child, in order to define specific educational strategies and approaches to education (LawEd 2017, art.1. 10)</p>	
<p>Individual educational trajectory – an individual path of realization of a personal potential of an education seeker that is formed taking into account his/her capabilities, interests, needs, motivation, opportunities and experience; rooted in the selection of types, forms and pace of education acquisition, educational agents and educational programmes, academic disciplines and the complexity level, teaching methods and education means. An individual educational trajectory may be implemented in the education institution via an individual educational plan (LawEd 2017, art.1. 9)</p>	<p>Educational trajectories refer to a set of transitions between educational levels and institutions, leading to varying levels of educational capital. These transitions are affected by both structure and agency that is individual choices, structures of social inequality and institutional arrangements providing access to education throughout life course. Educational trajectories may in certain conditions lead to social mobility, but generally social structures affect both individual choices and capabilities in such a way that the status quo tends to be preserved (<i>This text is drawn from www.goete.eu/glossary</i>).</p>
<p>Inclusive education - a system of educational services guaranteed by the State that is based on the principles of non-discrimination, human diversity, effective involvement and engagement of all relevant participants into the educational process (LawEd 2017, art.1. 12)</p>	<p>Inclusive education - an ongoing process aimed at offering quality education for all while respecting diversity and the different needs and abilities, characteristics and learning expectations of the students and communities, eliminating all forms of discrimination] (UNESCO IBE, 2008, p. 18). A systemic approach to providing high quality education in mainstream schools that effectively meets the academic and social learning needs of all the learners from the school’s local community (European</p>

	<p>Agency, 2015a). Inclusive education supposes a real change at both policy and practice levels regarding education. Learners are placed at the centre of a system that needs to be able to recognise, accept and respond to learner diversity. Inclusive education aims to respond to the principles of efficiency, equality and equity, where diversity is perceived as an asset (European Agency, 2017, p. 6).</p>
<p>Inclusive education environment - a totality of conditions, ways and means of their realization for co-education, upbringing and development of education seekers based on their needs and capabilities (LawEd 2017, art.1. 13).</p>	<p>Inclusive education setting refers to education where the pupil with special educational needs follows education in mainstream classes alongside their mainstream peers for the largest part – 80% or more – of the school week (European Agency, 2016, p. 13).</p>
<p>Person with special educational needs - a person that needs additional permanent or temporary support in the course of education in order to ensure his/her right to education (LawEd 2017, art.1. 20).</p>	<p>Special educational needs (SEN) - the need in support and services in the educational process arising from exceptional abilities or inherent or acquired disorders as well as unfavourable environment factors.</p> <p>The International Standard Classification of Education (ISCED) defines SEN as ‘education designed to facilitate learning by individuals who, for a wide variety of reasons, require additional support and adaptive pedagogical methods in order to participate and meet learning objectives in an education programme’ (UNESCO/UNESCO Institute for Statistics, 2011, p. 83).</p>
<p>Universal design in the area of education - the design of objects, environment, educational programmes and services that ensures maximum suitability for the use by all persons, without the need in adaptation or special design (LawEd 2017, art.1. 28).</p>	<p>Universal design (UD) - the design of products, environments, programmes and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design. “Universal design” shall not exclude assistive devices for particular groups of persons with disabilities where this is needed (UN, 2006, p. 4). Principles of UD: equitable use, flexibility in use, simple and intuitive use, perceptible information, tolerance for error, low physical effort, and size and space for approach and use: www.ncsu.edu/ncsu/design/cud/about_ud/udprinciplestext.htm</p> <p>Universal Design for Learning (UDL) focuses on improving and optimising teaching and learning for all to ensure learners’ success and well-being. Curricula created using UDL are designed from the outset to meet the needs of all learners. Principles for curriculum development based on a UDL approach:</p> <ul style="list-style-type: none"> - Provide information through multiple means of representation (present information and content in different ways); - Provide multiple means of action and expression (differentiate the ways that learners can express what they know); - Provide multiple means of engagement (stimulate interest and motivation for learning). <p>UDL provides a blueprint for creating instructional goals, methods, materials and assessments that work for everyone. It does not involve a single, one-size-fits-all solution, but rather flexible approaches that can be customised and adjusted to individual needs: www.cast.org/our-work/about-udl.html#.WM-BZm996Uk.</p>

Appendix 4

Comparison of the main principles in education

<p>In Ukrainian legislation Principles of the state educational policy (amongst others) [Law on Education, 2017, art. 6.1. & 6.2.]:</p>	<p>Recommended by international organizations</p>
<p>Ensuring quality of education and quality of educational activity</p>	<p>‘...to ensure the right to access to education, the right to quality education and the right to respect in the learning environment’ (Convention on the Rights of Persons with Disabilities (2006), Article 24 p.10).</p>
<p>Ensuring an equal access to education without discrimination on any grounds, including on the ground of disability;</p>	<p>A School for All provides an important foundation for ensuring equality of opportunity for learners with different types of special needs in all aspects of their life... (Charter of Luxembourg, 1996). ‘Inclusive education requires flexible education systems that are responsive to the diverse and often complex needs of individual learners’ (European Agency for Development in Special Needs Education, 2009. <i>Key Principles for Promoting Quality in Inclusive Education – Recommendations for Policy Makers</i>, Odense, Denmark: European Agency for Development in Special Needs Education p. 4).</p>
<p>Development of inclusive educational environment, including at education institutions that are the most accessible and closest to the place of residence of persons with special educational needs;</p>	<p>Education policy and provision should aim to ‘Promote school cultures and environments that are child-friendly, conducive to effective learning and inclusive of all children’ (UNESCO, 2008).</p>
<p>Ensuring the universal design and reasonable adjustment;</p>	<p>Universal design (UD) - the design of environments, programmes and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design. “Universal design” shall not exclude assistive devices for particular groups of persons with disabilities where this is needed (UN, 2006, p. 4).</p>
<p>Equal opportunities for all in education</p>	<p>Equality in education may be understood to imply that everyone is treated in a way that guarantees access to the same educational opportunities. Equality is based on the value that all human persons are equal in fundamental potential and self-worth. ‘Inclusive education is a process of strengthening the capacity of the education system to reach out to all learners ... An “inclusive” education system can only be created if ordinary schools become more inclusive – in other words, if they become better at educating all children in their communities’ (UNESCO Policy Guidelines, 2009, p. 8).</p>
<p>Diversity of education</p>	<p>Diversity - characteristics that can affect the specific ways in which developmental potential and learning are realised, including cultural, linguistic, ethnic, religious and socio-economic differences (OECD, 2010, p. 21). Diversity is about all the ways in which people differ, and how they live their lives as individuals, within groups, and as part of a wider social group (Murray and Urban, 2012).</p>
<p>Not included</p>	<p>Participation – the goal for inclusive education is to widen access to education and to promote full participation and opportunities for all learners vulnerable to exclusion to realize their potential (European Agency, 2009, p. 15).</p>
<p>Not included</p>	<p>Equity - extent to which individuals can take advantage of education and training, in terms of opportunities, access,</p>

	<p>treatment and outcomes (European Commission, <u>2006b, p. 2</u>).</p> <p>Equality and equity are not identical and [...] education systems must move away from the traditional 'one-size-fits-all' mentality. Equal opportunities for all are crucial, but not sufficient: there is a need to pursue 'equity' in the aims, content, teaching methods and forms of learning being provided for by education and training systems to achieve a high quality education for all (Council of the European Union, 2017, p. 4).</p>
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Connections among national legislation that potentially impact upon inclusive education

REVIEW ON CONNECTIONS AMONG NATIONAL LEGISLATION THAT POTENTIALLY IMPACT UPON INCLUSIVE EDUCATION		
	Legal documents that potentially impact upon inclusive education	Comments on the inter-relations among Law on Education (2017) and other legal documents that potentially impact upon inclusive education
Law on Education. Adopted by Verkhovna Rada of Ukraine on 05.09.2017	Draft Law of Ukraine 'On Amending Certain Legislative Acts Regarding Access of Persons with Special Educational Needs to Educational Services' (No. 8556) http://w1.c1.rada.gov.ua/pls/zweb2/webproc4_1?pf3511=64352	The draft Law of Ukraine 'On Amending Certain Legislative Acts Regarding Access of Persons with Special Educational Needs to Educational Services' (No. 8556) aims at revision of the educational legislation according to the main issues of the framework Law on Education, 2017, in particular, Law of Ukraine 'On Pre-school Education' No. 2628-III dd. July 11, 2001, and the Law of Ukraine 'On General Secondary Education'. No. 651 dd. May 13, 1999.
	Resolution 'On Approval of the Regulations on the Inclusive Resource Centre': http://zakon2.rada.gov.ua/laws/show/545-2017-%D0%BF/print1512807363778667	The Regulations match with the main issues of the framework Law on Education, 2017. However, the Regulations have been approved before the Law, and the order of the Law priority was not taken into account. Because of that, the Regulations should be revised in accordance with the Law on Education.
	Cabinet of Ministers of Ukraine Decree No. 872 dd. August 15, 2011, Kyiv. <i>On Approval of the Procedure for the Provision of Inclusive Education in General Educational Institutions.</i> The changes made according to the Resolution of the Cabinet of Ministers No. 588 dd. August 9, 2017.	The Procedure aimed at '...determining the requirements for the provision of inclusive education in general educational institutions in order to realize the right of children with SEN for education at the place of residence, their socialization and integration into society, the involvement of parents into educational process' (Article 1.) was developed in 2011; amended on 9 August, 2017. The framework Law on Education has been approved on 5 September, 2017. The Procedure does not match with the Law on Education, 2017 and Resolution 'On Approval of the Regulations on the Inclusive Resource Centre' that was approved on 12 July, 2017. This is not clear enough if this Procedure still in action.
	Ministry of Education and Science of Ukraine, Ministry of Healthcare of Ukraine Order No.104/52 dd. February 26, 2015, Kyiv. <i>On the Approval of the Procedure of Establishment of Inclusive Groups in Preschool Educational Institutions.</i>	

	<p><i>On Approval of the Regulation on a Special Secondary School (boarding school) for children who need correction of physical and / or mental development.</i> Ministry of Education and Science of Ukraine Order No 852 of 15.09. 2008</p>	<p>The Procedures expected to be revised in accordance with the Law on Education.</p>
	<p>The Law Of Ukraine 'On The Protection Of Childhood' No. 2402-iii Dd. April 26, 2001:http://zakon2.rada.gov.ua/laws/show/2402-14/print1512807363778667</p>	
	<p>Legislation Of Ukraine On the Foundations of Legislation on Healthcare', No. 2801-Xii Dd. November 19, 1992: Http The Law Of Ukraine 'Basic://Zakon5.Rada.Gov.Ua/Laws/Show/2801-12/Print151280736259528</p>	
	<p>The Law Of Ukraine On The Social Work With Families, Children And Youth', No. 2558-III Dd. June 21, 2001: http://Zakon3.Rada.Gov.Ua/Laws/Show/2558-14</p>	
	<p>Law of Ukraine On agencies and services for children and special facilities for children. No. 20/95-BP January 24, 1995: http://zakon3.rada.gov.ua/laws/show/20/95%D0%B2%D1%80/print1513851915506656</p>	
	<p>The Law of Ukraine On Rehabilitation of Persons with Disabilities in Ukraine. No. 2961-IV dd. October 6, 2005. http://zakon.rada.gov.ua/laws/show/2961-15</p>	

Appendix 6

Topics explored during interviews and focus group discussions

No	List of topics including preliminary questions that will be explored	Stakeholder	Approach to use
1.	Assessment and support policy of children aged 0 to 15		
1.1	What definitions are used to define special educational needs (SEN) of children / children at risks/ children with disabilities for statistics collection and analysis ?	Officials from the Ministry of Education & Science; Ministry of Health Care; Ministry of Social Policy.	Individual interviews
1.2	How many children (in percent) are identified having disabilities/at risk/with SEN in a country?		Individual interviews
1.3	How the process of assessment of children at risk / with disabilities / with SEN is regulated? What institutions and professionals are involved in an assessment of mentioned above children?		Individual interviews
1.4	What proportion of children with disabilities/ at risk/ with SEN receive support services in special educational institutions and in inclusive classes and groups?	Officials from the Ministry of Education & Science.	Focus group discussion
1.5	What are the strategic aims of newly developed structure – Inclusive Resource Centre (IRC) ? What is a relationship between PMPC and IRC?		
1.6	What are the main trends and service provision model (including assessment and support to a child and a family) of early childhood intervention (ECI)? How ECI contributes to the system of quality education and support for all?	Experts from the field early childhood intervention; Representatives of NGOs and families; Official from the Ministry of Health Care; Officials from the Ministry of Social Policy.	Individual interviews
1.7	How legislation support teacher and specialist education for changing school / preschool towards more inclusiveness?	Officials from the Ministry of Education & Science; Representative of Institute of Education Content Modernization National Academy of Educational Sciences.	Focus group discussion
2.	Assessment practice		
2.1	What definitions are used to define SEN of children / children at risks/ children with disabilities for assessment ?	Representatives of regional and /or local Education Department and Social Affairs department; Leaders and specialists of IRC & PMPC.	Focus groups
2.2	How to describe the main aim of the assessment (in IRC/ PMPC/ Schools)?	Leaders & specialists of IRC; Representatives of MPPC; Representatives of school / preschool;	Individual interviews
2.3	How the assessment of children at risk / with disabilities / with SEN is organized, including procedures, instruments, assessment documents in IRC / at school, and in PMPC.	Leaders & specialists of IRC; Representatives of MPPC; Representatives of school / preschool.	Focus group with IRC; Focus group with PMPC;

			Focus group with representatives of school /preschool.
2.4	What are the main functions and responsibilities of IRC specialists (e.g., contributing to development of IEP, IDP, IET ¹²⁹ , support service provision, etc.)?	Leaders & specialists of IRC	Focus group discussion
2.5	How other institutions, teachers, specialists and families collaborate in the process of the assessment?	Leaders & specialists of IRC; Representatives of families.	Focus group Discussion; Individual interviews
2.6	What is a relationship between PMPC and IRC?	Leader of IRC; Leader of PMPC.	Individual interviews
3.	Educational and support practice		
3.1	How well prepared teachers feel for the challenges of today's classrooms?	Teachers and teacher assistants of inclusive schools & kindergartens.	Focus group discussion
3.2	What does it mean to teach in inclusive classroom/group? How teachers define their roles while they work in inclusive classroom /group?	Teachers of schools and preschools; Teachers and specialists of schools and preschools;	Individual interviews
3.3	How teachers recognize / assess diverse needs of children in a classroom and how they respond (what they do) to these needs?		Focus group discussion
3.4	How risk factors/ disabilities / special educational needs of children are understood at school?		Focus group discussion
3.5	How children at diverse risks and with identified SEN are admitted to the school (order of admission)?	Leaders of schools and kindergartens with inclusive classes /groups.	Individual interviews
3.6	How teachers know that all children are engaged in the community of classroom?	Teachers of schools and preschools.	Individual interviews
3.7	What teaching and learning strategies, methods etc., are used to teach <i>all students</i> in inclusive classroom?	Teachers of schools and preschools;	Individual interviews
3.8	Who support teachers in their everyday pedagogical practices at school level and beyond and how?	Leaders of schools and kindergartens with inclusive classes /groups. Teachers and specialists of schools and preschools;	Individual interviews
3.9	What are successful teaching experiences that teachers would like to share as inspiring inclusive practices?	Teachers of schools and preschools;	Focus group discussion
3.10	What challenges teachers do experience while teaching in inclusive classroom / group and what opportunities do they see to improve inclusive practices?		
3.11	What support services are available /accessible (e.g., <i>physical, financial, professional resources, learning content, teaching strategies etc.</i> availability) for children while they are educated in inclusive classroom / groups and beyond? And while they are educated in special schools?	Representatives of regional/local Educational Departments; Representatives of IRC; Leaders, teachers and specialists of schools and kindergartens with	Focus group discussion; Individual interviews.

¹²⁹ IEP - Individual educational plan; IDP - Individual development programme; IET - Individual educational trajectory.

		inclusive classes /groups and special schools; Families of children with and without SEN.	
3.12	How institutions, teachers, specialists and families collaborate in the process of education and educational support services provision?	Representatives of regional/local Educational Departments; Representatives of IRC; Leaders, teachers and specialists of schools and kindergartens with inclusive classes /groups; Representatives of families.	Focus group discussion
3.14	How the process of assessment and services provision is coordinated and by whom / by what institution. What is the role of IRC in this process?	Representatives of regional/local Educational Departments; Representatives of IRC.	Individual interviews
3.15	What are successful examples of inter-sectorial and /or inter-institutional collaboration in the process of assessment and services provision for children (from 0 to 15) and their families?	Representatives of regional/local Educational Departments; Representatives of IRC and ECI.	Focus group discussion
4.	Teacher and specialist education		
4.1	What teacher should <i>know</i> and <i>be able</i> to do while educating children with diverse needs in a classroom?	Representatives of Teacher Education and Professional Development Representatives of Teacher Education and Professional Development	Focus group discussion
4.2	What are the aims and objectives of teacher education to acquire appropriate competences for teaching diverse children in a classroom/ group?		
4.3	How teacher education for diversity is realized in different study level, in particular, in initial teacher education (BA), further teacher education (MA), professional development (in-Service teacher training) etc.?		
4.4	What specialists (<i>qualifications</i>) are being educated to support children with special educational needs? Where these specialists usually work?	Representatives of Teacher and Specialist (speech therapist, special pedagogue, psychologists etc.) Education and Professional Development	Focus group discussion
4.5	In what extent teacher and educational support specialist education curricula are research-based and international experience based?	Representatives of Teacher and Specialist Education and Professional Development.	Focus group discussion

Appendix 7a

Stakeholders involved in interviews and focus group discussions

Stakeholder type/level	Stakeholder	Approach to use	Minutes recorded	Location
Central level	Officials from the Ministry of Education and Science (8 persons)	Focus group interview	64	Kyiv, 12.10.2018
	Official from the Ministry of Health Care (2 persons)	Individual interview	28	
	Official from the Ministry of Social Policy (2 persons)	Individual interview	64	
	Representative of Institute of Education Content Modernization National Academy of Educational Sciences (6 persons)	Focus group interview	40	
National level	Experts from the field early childhood intervention (2 persons)	Individual interviews (2 items)	60	Kharkiv 10-11.10. 2018
National/ Regional / Local level	Representatives of Faculty of Pedagogical Education in Lviv National University, Department of General and Social Pedagogy, Department of Correctional Pedagogy and Inclusion, Department of Elementary and Preschool education, (6 persons)	Focus group interview	80	Lviv 16.10.2018
	Official from regional Education department	Individual interview	64	Lviv 15.10.2018
	Officials from Service in children's affairs (2 persons)	Individual interviews (2 items)	62	Lviv 15.10.2018, 17.10.2018
	Official from Regional Social Services' Center for Family, Children and Youth	Individual interview	45	Lviv 16.10.2018
	Official from Lviv Region Institute of Postgraduate Pedagogical Education	Individual interview	-	Lviv 17.10.2018
School / Preschool level	Teachers, teacher assistants and specialists of inclusive schools (in Lviv and rural area)	Focus groups (2 items) Individual interview Visit to schools (3 items)	174	Lviv 17-19.10.2018
	Preschool teachers of inclusive groups in kindergartens	Focus group Visit to kindergarten	50	Lviv 17.10.2018
	Teachers and preschool teachers of special school	Individual interview	56	Lviv

		Visit to special school		19.10.2018
	Parents of children with and without SEN (in Lviv and rural area)	Focus groups (4 items) Individual interviews (3 items)	232	Kharkiv, Kyiv, Lviv 10.10.2018, 13.10.2018, 15.10.2018, 17-18.10.2018
Services for children with SEN providers	Inclusive Resource Centre specialists (in Lviv and rural area)	Individual interviews (2 items) Visits to IRCs (2 items)	87	Lviv 17-18.10.2018
	Psychological-Medical-Pedagogical Commission specialists	Individual interview Visit to PMPC	30	Lviv 16.10.2018
	Specialists of Early Childhood Intervention centre and rehabilitation centre for children with disability	Individual interview Visit to ECI	72	Lviv 18.10.2018
	Representatives of Center for Social and Psychological Aid	Individual interview Visit to Center	48	Lviv 16.10.2018
Civil society stakeholders	Donors, experts, NGO leaders	Individual interviews (4 items)	186	Kharkiv, Kyiv, Lviv 10.10.2018, 13.10.2018, 15.10.2018, 19.10.2018

Total number of minutes recorded – 1442 or **24 hours and 02 minutes**

Appendix 7b

Detailed information on interviews and focus groups

	Date, location and venue	Interviewed persons	Stakeholder type/level	Approach to use	Remarks
A7b/1	10.10.2018, Kharkiv, ECI Conference	National Assembly of People with Disabilities (All Ukrainian civil society organization),	Civil society stakeholders	Individual interview	National Assembly of People with Disabilities is implementing the project on EI (supported by UNICEF) and is one of the members of National platform for EI http://naiu.org.ua/
A7b/2	2018	Parent, participant of All Ukrainian Parent's movement "Parents for Early intervention" (Kharkiv)	Parents of children with and without SEN	Individual interview	V. 20 years old daughter has intellectual disorders and received EI services; her 7 years old son has SEN and was assessed in IRC in Kharkiv. Victoria is a president of parental club of ECI in Kharkiv.
A7b/3		Parent, participant of All Ukrainian Parent's movement "Parents for Early intervention" (Zaporizhzhia)	Parents of children with and without SEN	Individual interview	N. 7 years old daughter has SEN (autistic spectrum disorders) and was assessed in IRC in Zaporizhzhia and is a pupil of the 1 st class (inclusive education)
A7b/4		Department of Organizational Work and Interaction with Government Bodies Department of Ministry of Social Policy of Ukraine, Permanent Counselor of Twinning Project on EU	Central/national level	Individual interview	Twining Project "Support to Ukrainian administration in developing a legal and administrative set up to introduce a system of early intervention and rehabilitation for children with disability or having a risk of disability" is implementing jointly with the Ministry of Labour, Employment, Professional Traininse3s3eg and Social Dialogue of French Republic and French International Technical Expertise Agency (Agence Française d'Expertise Technique Internationale – AFETI) in active cooperation between the Ministry of Social Policy of Ukraine, Ministry of Health of Ukraine and Ministry of Education and Science of Ukraine on developing an effective regulatory basis for providing early intervention services in accordance with the standards of the European Union
A7b/5	11.10.2018, Kharkiv, ECI Conference 2018	Charity Fund Early Intervention Institute, Department of Developmental Psychology, Institute of Children and Juvenile Health Protection (Kharkiv)	National level / Civil society stakeholders	Individual interview	Charity Fund Early Intervention Institute is one of the main implementing partner organizations of the project Support the development of a model of transition from Early Childhood Intervention (ECI) to Inclusive Early Education (IEE) services in 2 regions of Ukraine (supported by OSF) http://ei.ua/
A7b/6	12.10.2018, Kyiv,	<i>Representatives of Ministry of Education and Science of Ukraine:</i>	Central level	Visiting; Focus group	

	Date, location and venue	Interviewed persons	Stakeholder type/level	Approach to use	Remarks
	Ministry of Education and Science of Ukraine	<p>From Directorate on Inclusive and Out-of-School Education,</p> <p>From Expert Group on Out-of-School Education of the Directorate on Inclusive and Out-of-School Education,</p> <p>From Expert Group on Public Administration of Education of Directorate of Preschool and School Education,</p> <p>From the section on Out-of-school Education, Educational Work and the protection of the rights of the child,</p> <p>From Inclusive Education and Inclusive-Resource Centers Section,</p> <p>From Inclusive Education and Inclusive-Resource Centers Section,</p> <p>From Preschool education sector,</p> <p>From Counselors group on inclusive education of Minister of Education and Science of Ukraine</p>			
A7b/7	12.10.2018, Kyiv, Institute of education content modernization	<p><i>Representatives of Institute for modernization of educational content:</i></p> <p>Department of scientific and educational-methodical maintenance of the content of correctional and inclusive education, Sector educational and methodological content of education for children with SEN, Researcher, Methodologist,</p>	National level	Visiting; Focus group	<p>Institute of education content modernization is governmental scientific institution at Ministry of education and Science of Ukraine. The purpose of Institute's activity is to provide scientific and methodological support for the education content modernization, the process of education, development and socialization of the individual through fundamental and applied research and the implementation of their results.</p> <p>http://en.imzo.gov.ua/</p> <p>Tasks of Department of scientific and educational-methodical maintenance of the content of correctional and inclusive education:</p>

	Date, location and venue	Interviewed persons	Stakeholder type/level	Approach to use	Remarks
		Methodologist.			<ul style="list-style-type: none"> - scientific and methodical development of actual problems of correctional and inclusive education, preparation of proposals for improving the content, forms and methods of teaching and education of children with special educational needs in special general educational institutions and in inclusion; - studying the content, methods, technologies, means of education in special general educational institutions for children with special educational needs and conditions of inclusion, providing their methodical support; - studying and generalizing domestic and foreign experience of development of correctional and inclusive education systems, dissemination of pedagogical innovations and new technologies, achievements of science and advanced ideas into practice; - coordination of activity of regional institutes of postgraduate pedagogical education in the direction of realization of the state policy by organizing and conducting scientific and methodical events at the All-Ukrainian level; identification, generalization and dissemination of best pedagogical experience, innovative technologies, as well as development of scientific and methodological literature on correctional and inclusive education; - cooperation with the central, oblast, and rayon psychological, medical and pedagogical consultations regarding the choice of possible forms and methods of training, including inclusive ones; - provision of scientific, methodological and practical assistance to special general educational institutions for children with special educational needs, inclusive educational institutions, organizations and educational institutions on correctional and inclusive education; - preparation of proposals for the formation of the List of programs, textbooks and teaching aids recommended by the

	Date, location and venue	Interviewed persons	Stakeholder type/level	Approach to use	Remarks
					<p>Ministry of Education and Science of Ukraine for use in general educational institutions (according to nosology);</p> <ul style="list-style-type: none"> - conducting organizational and methodological work on creation of experimental general educational institutions of the all-Ukrainian level for approbation of educational means, programs, innovative technologies; dissemination of scientific research results; - preparation and conducting of scientific-methodical conferences, scientific-practical seminars, exhibitions on the issues of education of children with special educational needs; - organization of the work of the commission on special pedagogy of the Scientific and Methodological Council for Education of the Ministry of Education and Science of Ukraine on the review of manuscripts and topical issues of the development of programmatic and methodological provision of education for people with special educational needs; - conducting scientific and methodical examination of textbooks, programs, methodical aids, recommendations taking into account the requirements of the state standard of primary education for children with special educational needs, basic and complete general secondary education, modern teaching methods, innovative educational technologies, scientific-methodical, psychological and pedagogical , sanitary and hygiene, other requirements for the creation of the appropriate type of educational literature and official confirmation of the expediency of their use in working with children with special education needs; - study of the needs of special general educational institutions and general educational institutions with inclusive education in scientific development, educational and methodical literature, preparation of information on the provision of these institutions with the necessary publications;

	Date, location and venue	Interviewed persons	Stakeholder type/level	Approach to use	Remarks
					<ul style="list-style-type: none"> - development of annual and perspective plans for the provision of special general educational institutions and general educational institutions with inclusive education with the necessary programs and educational literature, taking into account the needs of the school; - generalization of information provided by the regional departments of education and science about the actual and estimated quantity of children with special educational needs in general educational special and inclusive institutions that use textbooks and teaching aids for students in preparatory classes, grades 1-12, inclusive schools; delivery of textbooks and manuals according to orders; distribution of educational literature according to routines.
A7b/8	12.10.2018, Kyiv, Ministry of Health of Ukraine	<i>Representatives of Ministry of Health of Ukraine:</i> <u>From group</u> of counselors of Minister of Health of Ukraine, <u>From group</u> of counselors of Minister of Health of Ukraine	Central level	Visiting; Focus group	
A7b/9	12.10.2018, Kyiv, cafe	<i>Representatives of Ministry of Social Policy of Ukraine:</i> <u>From</u> Expert Group on Integrated Social Services for Families of Directorate of social services and integration, <u>From</u> State Expert of Expert Group on Integrated Social Services for Families of Directorate of social services and integration	Central level	Focus group	
A7b/10	13.10.2018, Kyiv, IBIS hotel	Representative of All Ukrainian Foundation “Step by step” (Крок за кроком)	Civil society stakeholder	Individual interview	All Ukrainian Foundation “Step by step” is implementing several projects on inclusive education with the support of The International Renaissance Foundation. One of them is to organize to provide trainings for teachers and specialists of IRCs and Resource Centers for Inclusive Education Support.

	Date, location and venue	Interviewed persons	Stakeholder type/level	Approach to use	Remarks
					http://www.ussf.kiev.ua/
A7b/11		Charitable Foundation "Association of Parents of Children with Autism"	Parents of children with and without SEN	Individual interview	
A7b/12 a, b, c, d, e	15.10.2018, Lviv, Sheptytskyi Center	<i>Parents (8) of children with SEN in inclusive education:</i>	Parents of children with and without SEN	Focus group	
A7b/13	15.10.2018, Lviv, cafe	Representative of Department of Education of Lviv oblast state administration	Regional level	Individual interview	https://loda.gov.ua/departament-osvity-i-nauky
A7b/14	15.10.2018, Lviv, Lviv regional service in children's affairs office	Representative of Lviv regional Service in children's affairs	Regional level	Visiting; Individual interview	https://loda.gov.ua/sluzhba-u-spravah-ditej
A7b/15	15.10.2018, Lviv, Lviv regional service in children's affairs office	<u>Representative of</u> humanitarian developmental centre "Together into the world" (У світ разом)	Civil society stakeholder / Services for children with SEN providers	Individual interview	Centre "Together into the world" is a private commercial organization that provides services for children with SEN – pedagogical center of correction of violations of speech development, communicative-adaptive, general educational sphere and artistic development of a child. https://www.facebook.com/pg/usvitrazom/about/?ref=page_internal
A7b/16	16.10.2018, Lviv, Faculty of Pedagogical Education in Lviv National University	<i>Representatives of Faculty of Pedagogical Education in Lviv National University:</i> <u>Representatives</u> (2) of administration Representatives (4) of academic staff of the Department of Correctional Pedagogy and Inclusion,	Regional level	Visiting; Focus group	There are 3 departments in the structure of Faculty of Pedagogical Education in Lviv National University: Department of General and Social Pedagogy, Department of Correctional Pedagogy and Inclusion, Department of Elementary and Preschool education. http://pedagogy.lnu.edu.ua/en/
A7b/17	16.10.2018, Lviv,	<u>Representative of</u> Regional Social Services' Center for Family, Children and Youth	Regional level	Visiting; Individual interview	http://locssm.kl.com.ua/merega_golovn.php

	Date, location and venue	Interviewed persons	Stakeholder type/level	Approach to use	Remarks
	Regional Social Services' Center for Family, Children and Youth				
A7b/18	16.10.2018, Lviv, Center for Social and Psychological Aid in Lviv oblast	<u>Representative of</u> Center for Social and Psychological Aid in Lviv oblast	Regional level	Visiting; Individual interview	Center for Social and Psychological Aid provides social services for persons who, because of a natural disaster, committed crimes, violence (including family) or real threat of their commission and in other circumstances, the consequences of which they cannot overcome on their own. The main tasks of the institution are the provision of urgent comprehensive assistance (psychological, social, pedagogical, social-medical, information and legal services, etc.) to those who are in difficult life circumstances. The facility operates in daytime and round-the-clock in-patient departments. http://locssm.kl.com.ua/meregagolovn.php?id=35
A7b/19	16.10.2018, Lviv, Lviv oblast Psychological-Medical-Pedagogical Commission	<u>Representative of</u> Lviv oblast Psychological-Medical-Pedagogical Commission	Regional level	Visiting; Individual interview	http://lopmpk.lvivedu.com/uk/site/our-dept.html
A7b/20	17.10.2018, Lviv, Kindergarten "Barvinok"	<u>Representative of</u> the Educational and Methodological Center of Education of Lviv, <u>Representative of</u> Kindergarten "Barvinok"	Local level / School / Preschool level	Visiting; Focus group	http://barvinok.lvivedu.com/
A7b/21		<i>Meeting of kindergarten's interdisciplinary team with parents of a child with SEN</i>	School / Preschool level	Visiting; Observation	

	Date, location and venue	Interviewed persons	Stakeholder type/level	Approach to use	Remarks
A7b/22	17.10.2018, Lviv,	<i>Lesson in inclusive class</i>	School / Preschool level	Visiting; Observation	http://school82.lviv.sch.in.ua/
A7b/23	School №82	<u>Parents (3)</u>	Parents of children with SEN in inclusive education	Focus group	
A7b/24		<u>Representatives (2) of administration</u> <u>Representatives of Pedagogues and specialists (10)</u>	School / Preschool level	Focus group	
A7b/25	17.10.2018, Lviv, Inclusive Recourse Center	<u>Representative of Inclusive Recourse Center</u>	Services for children with SEN providers	Visiting; Individual interview	
A7b/26	17.10.2018, Lviv, Lviv Regional Postgraduate Pedagogical Education Institution	<u>Representative of Lviv Regional Institute of Postgraduate Pedagogical Education</u>	Regional level	Visiting; Individual interview	The Lviv Regional Institute of Postgraduate Pedagogical Education is a higher education institution of the III level of accreditation, the purpose of which is to increase the qualification of pedagogical workers in the field of education. http://www.loippo.lviv.ua/
A7b/27	18.10.2018, Lviv, Dzherelo Children's Rehabilitation Centre	<u>Representative of EI Department</u>	Services for children with SEN providers	Visiting; Individual interview	Dzherelo Children's Rehabilitation Centre is one of the main implementing partner organizations of the project Support the development of a model of transition from Early Childhood Intervention (ECI) to Inclusive Early Education (IEE) services in 2 regions of Ukraine (supported by OSF) http://www.dzherelocentre.org.ua/en/
A7b/28		<u>Representative of Lviv city Service in children's affairs</u>	Local level	Visiting; Individual interview	https://www.city-adm.lviv.ua/lmr/office/viddil-sluzhba-u-spravakh-ditei http://ditu.lviv.ua/
A7b/29	18.10.2018, Horodok, Lviv oblast,	<u>Representative of administration of Educational complex</u>	School / Preschool level	Visiting; Individual interview	http://gorodok-nvk5.lviv.ua/

	Date, location and venue	Interviewed persons	Stakeholder type/level	Approach to use	Remarks
A7b/30	Educational complex №5	<u>Parents (10)</u>	Parents of children with and without SEN	Focus group	Full name of the institution: Consolidated institution - Horodok Educational Complex №5 “General educational institution - pre-school educational institution”
A7b/31		<u>Representative (8) of school and pre-school teachers</u>	School / Preschool level	Focus group	
A7b/32	18.10.2018, Horodok, Lviv oblast, Inclusive Recourse Center	<u>Representative</u> of Horodok Inclusive Recourse Center	Services for children with SEN providers	Visiting; Individual interview	
A7b/33	19.10.2018, Lviv, Lviv Educational Foundation Office	<u>Representative</u> of Lviv Educational Foundation	Civil society stakeholders	Visiting; Individual interview	Lviv Educational Foundation is non-governmental organization that implement more than 10 projects in social field http://www.lef.org.ua/en/
A7b/34	19.10.2018, Lviv, School №50	<i>Lessons in inclusive classes</i>	School / Preschool level	Visiting; Observation	http://www.poltinnik.lviv.ua/
A7b/35		<i>Parents (8) Representative of school administration Teachers (4) of School and Pre-school School Specialist (1)</i>	School / Preschool level / Parents of children with and without SEN	Focus group	
A7b/36	19.10.2018, Lviv, Education and Rehabilitation center for children with visual impairments “Lewenia”	Representatives of administration of Education and Rehabilitation center for children with visual impairments “Lewenia”	Services for children with SEN providers / School / Preschool level	Visiting Individual interview	Education and Rehabilitation center for children with visual impairments “Lewenia” is special education institution http://lewenia.lviv.ua/en/

MAP OF SERVICES IN LVIV OBLAST: PROVIDERS OF SERVICES FOR CHILDREN AND THEIR FAMILIES
(complied according to the territorial principle location within Deinstitutionalization reform at January 1, 2018¹³⁰)

		Children population (0-17)	Educational services	Medical services	Social and rehabilitation services
1.	Lviv (city)	131589	124 kindergartens 130 schools 2 special schools 5 Education and Rehabilitation Centers 1 IRC ¹³¹	121 medical institutions 1 Early intervention services department	2 Centers of Social Services for Families, Children and Youth (hereinafter – CSSFCY) ¹³² 1 Center for Social and Psychological Aid in Lviv oblast 10 institutions on social and/or rehabilitation services provision 1 Early intervention services Center
2.	Brodivskyi rayon	11238	18 kindergartens 47 schools 1 Education and Rehabilitation Center 1 IRC	11 medical institutions	1 CSSFCY 2 institutions on social and/or rehabilitation services provision
3.	Zabolotcivs'ka amalgamated community	495	4 kindergartens 3 schools	1 medical institutions	No institutions on social services provision
4.	Bus'kyi rayon	9584	0 kindergartens 9 schools 1 IRC	1 medical institution	1 CSSFCY
5.	Horodotskyi rayon	12131	24 kindergartens 40 schools 1 IRC	13 medical institutions	1 CSSFCY 1 institution on social and/or rehabilitation services provision
6.	Velykoliubli'ns'ka amalgamated community	1398	1 kindergarten 9 schools 1 Education and Rehabilitation Center	1 medical institution	2 institution on social and/or rehabilitation services provision
7.	Drohobyskyi rayon	14953	5 kindergartens 75 schools	27 medical institutions	1 CSSFCY

¹³⁰ Data was collected by National deinstitutionalization office and provided by Service in Children's Affairs of L'viv region

¹³¹ Hereinafter information on IRC was collected and added according to announcements represented on official resources

¹³² According to Ukrainian legislation there is a network of Centers of Social Services for Families, Children and Youth in every region. In Lviv region there are 1 regional, 20 rayon and 9 city CSSFCYs.

			1 special school		
8.	Zhydachivskiy rayon	5664	6 kindergartens 36 schools 1 IRC	3 medical institutions	1 CSSFCY 1 institution on social and/or rehabilitation services provision
9.	Khodorivs'ka amalgamated community	3409	4 kindergartens 25 schools	2 medical institutions	2 institutions on social and/or rehabilitation services provision
10.	Hnizdychivs'ka amalgamated community	1283	3 kindergartens 5 schools 1 special school	1 medical institution	1 institution on social and/or rehabilitation services provision
11.	Novostrilyshchans'ka amalgamated community	463	1 kindergarten 2 schools	1 medical institution	No institutions on social services provision
12.	Zhovkivskiy rayon	25189	39 kindergartens 66 schools 1 Education and Rehabilitation Center 1 IRC	21 medical institutions	1 CSSFCY
13.	Maherivs'ka amalgamated community	1461	4 kindergartens 7 schools	1 medical institutions	No institutions on social services provision
14.	Zolochivskiy rayon	13205	13 kindergartens 46 schools 1 IRC	4 medical institutions	1 CSSFCY 1 institution on social and/or rehabilitation services provision
15.	Kamyanka-Bus'kyi rayon	6635	14 kindergartens 19 schools 1 IRC	36 medical institutions	1 CSSFCY 1 institution on social and/or rehabilitation services provision
16.	Kamyanka-Bus'ka amalgamated community	5033	8 kindergartens 7 schools	No medical institutions	No institutions on social services provision
17.	Zhovtanets'ka amalgamated community	1821	1 kindergarten 7 schools	9 medical institutions	No institutions on social services provision
18.	Mykolayivskiy rayon	9244	5 kindergartens 29 schools 1 IRC	14 medical institutions	1 CSSFCY 1 institution on social and/or rehabilitation services provision
19.	Rozvadivs'ka amalgamated community	2101	2 kindergartens 1 schools	1 medical institution	No institutions on social services provision
20.	Trostianets'ka amalgamated community	1601	4 kindergartens 7 schools	3 medical institutions	No institutions on social services provision

21.	Mostys'kyi rayon	3258	9 kindergartens 17 schools 1 IRC	28 medical institutions	1 CSSFCY 1 social dormitory for orphan children and children deprived of parental care
22.	Mostyts'ka amalgamated community	4530	21 kindergartens 21 schools	17 medical institutions	No institutions on social services provision
23.	Sudovovyshnians'ka amalgamated community	2393	6 kindergartens 7 schools	5 medical institutions	No institutions on social services provision
24.	Tshchenets'ka amalgamated community	574	2 kindergartens 2 schools	3 medical institutions	1 institution on social and/or rehabilitation services provision
25.	Shehynivs'ka amalgamated community	976	2 kindergartens 6 schools	2 medical institutions	No institutions on social services provision
26.	Peremyshlianskyi rayon	7629	19 kindergartens 40 schools 1 IRC	4 medical institutions	1 CSSFCY
27.	Pustomytivs'kyi rayon	13261	27 kindergartens 34 schools 1 IRC	2 medical institutions	1 CSSFCY 2 institutions on social and/or rehabilitation services provision
28.	Shchyrets'ka amalgamated community	1960	2 kindergartens 5 schools	1 medical institution	No institutions on social services provision
29.	Davydivs'ka amalgamated community	2860	2 kindergartens 7 schools	2 medical institutions	No institutions on social services provision
30.	Pidberiztsivs'ka amalgamated community	1004	2 kindergartens 4 schools	5 medical institutions	No institutions on social services provision
31.	Solonkivs'ka amalgamated community	2972	2 kindergartens 6 schools	7 medical institutions	1 institution on social services provision
32.	Soroko-L'vivs'ka amalgamated community	1866	2 kindergartens 3 schools	2 medical institutions	No institutions on social services provision
33.	Radehivs'kyi rayon	9739	35 kindergartens 43 schools 1 special school 1 IRC	2 medical institutions	1 CSSFCY 1 institution on social and/or rehabilitation services provision
34.	Sambirs'kyi rayon	3469	6 kindergartens 15 schools	1 medical institutions	1 CSSFCY
35.	Novokalynivs'ka amalgamated community	1129	3 kindergartens 3 schools	6 medical institutions	1 CSSFCY 3 institutions on social and/or rehabilitation services provision

36.	Rudkivs'ka amalgamated community	2657	3 kindergartens 9 schools	3 medical institutions	1 institution on social and/or rehabilitation services provision
37.	Dublians'ka amalgamated community	443	1 kindergartens 2 schools	1 medical institution	No institutions on social services provision
38.	Babyns'ka amalgamated community	794	No kindergartens 5 schools	1 medical institution	No institutions on social services provision
39.	Biskovyts'ka amalgamated community	1034	1 kindergarten 5 schools	1 medical institution	No institutions on social services provision
40.	Vil'shanyts'ka amalgamated community	575	2 kindergartens 4 schools	1 medical institution	No institutions on social services provision
41.	Vole-Baranets'ka amalgamated community	959	2 kindergartens 7 schools	1 medical institution	No institutions on social services provision
42.	Lukivs'ka amalgamated community	800	1 kindergartens 5 schools	1 medical institutions	No institutions on social services provision
43.	Chukvians'ka amalgamated community	775	1 kindergarten 5 schools	5 medical institutions	No institutions on social services provision
44.	Skolivs'kyi rayon	8858	14 kindergartens 53 schools 1 special school 1 IRC	45 medical institutions	1 CSSFCY
45.	Slavs'ka amalgamated community	2255	1 kindergarten 8 schools	1 medical institution	No institutions on social services provision
46.	Sokal'skyi rayon	18113	34 kindergartens 84 schools 1 IRC	3 medical institutions	1 CSSFCY 1 institution on social and/or rehabilitation services provision
47.	Velykomostivs'ka amalgamated community	2919	8 kindergartens 8 schools	1 medical institutions	No institutions on social services provision
48.	Starosambirs'kyi rayon	12570	14 kindergartens 79 schools 1 special school 1 IRC	2 medical institutions	1 CSSFCY 1 institution on social and/or rehabilitation services provision
49.	Nyzhankovyts'ka amalgamated community	374	1 kindergarten 4 schools	1 medical institution	No institutions on social services provision
50.	Voyutyts'ka amalgamated community	1389	1 kindergartens 7 schools	3 medical institutions	No institutions on social services provision

51.	Mizhenets'ka amalgamated community	241	1 kindergarten 2 schools	1 medical institution	No institutions on social services provision
52.	Novomis'ka amalgamated community	615	1 kindergarten 7 schools	1 medical institutions	No institutions on social services provision
53.	Stryis'kyi rayon	10937	17 kindergartens 46 schools 1 special school 1 IRC	2 medical institutions	1 CSSFCY 1 institution on social and/or rehabilitation services provision
54.	Hrabovets'ka amalgamated community	660	1 kindergartens 3 schools	6 medical institutions	No institutions on social services provision
55.	Turkivs'kyi rayon	12267	3 kindergartens 49 schools 1 IRC	72 medical institutions	1 CSSFCY 1 institution on social and/or rehabilitation services provision
56.	Iavorivs'kyi rayon	28520	22 kindergartens 68 schools 1 Education and Rehabilitation Center 1 IRC	134 medical institutions	1 CSSFCY 1 institution on social and/or rehabilitation services provision
57.	Boryslav (city)	7235	14 kindergartens 12 schools 1 Education and Rehabilitation Center 1 IRC	2 medical institutions	1 CSSFCY
58.	Drohobych (city)	16221	23 kindergartens 25 schools 1 IRC	5 medical institutions	1 CSSFCY 1 Social Center for Mother and Child in L'viv Oblast
59.	Morshyn (city)	907	1 kindergarten 1 schools	1 medical institution	No institutions on social services provision
60.	Novyi Rozdil (city)	5241	4 kindergartens 5 schools 1 IRC	2 medical institutions	1 CSSFCY 1 institution on social and/or rehabilitation services provision
61.	Sambir (city)	6605	10 kindergartens 10 schools 1 IRC	2 medical institutions	1 CSSFCY
62.	Stryi (city)	10392	14 kindergartens 13 schools	2 medical institutions	1 CSSFCY

			1 IRC		
63.	Truskavets (city)	3283	5 kindergartens 3 schools 1 IRC	3 medical institutions	1 CSSFCY
64.	Chervonohrad (city)	14528	14 kindergartens 17 schools 1 Education and Rehabilitation Center 1 IRC	2 medical institutions	1 CSSFCY
	Total numbers	488554¹³³	639 kindergartens 1327 schools 8 special schools 11 Education and Rehabilitation Centers 26 IRCs	559 medical institutions 1 Early intervention services department	30 CSSFCY 1 Early intervention services Center 1 Center for Social and Psychological Aid in L'viv oblast 1 Social Center for Mother and Child in L'viv Oblast 1 social dormitory for orphan children and children deprived of parental care 34 institutions on social and/or rehabilitation services provision

¹³³ This data is not matches to the official statistics that is represented in many official resources. The difference is 3193 children or less than 1% of children population in Lviv region identified in official report. As it was admitted earlier, data in this table was collected by every administrative and territorial unit (amalgamated community, city, rayon), but was not verified. Therefore, it may include double counted data. We decided to represent this information in this report because there is no any accessible data on the issues we analyze and research within the project.

EXAMPLES OF PMPC CONCLUSIONS

Child 1.

Psychological and pedagogical conclusion

Dysarthria. The general underdevelopment of speech of III level. Disorders of the musculoskeletal system: self-moving, self-serving. Functional visual impairment. There is a neurological disease. Contact is available. Unequal formation of arbitrary mental processes. The level of general knowledge and perceptions about the surrounding world needs to be expanded. Subject-practical actions are indecisive, corrected by help. Cognitive activity is reduced. Communication is at the level of simple sentences. Independent speech is incomprehensible. At speech, there are lubrication and salivation due to insufficient innervation of articulation organs. Fine motor skills are imperfect. Emotions are immature.

It is recommended educational program for children with severe speech disorders during the 2018-2019 school year. System speech therapy and psychological correction. Guard mode for vision and musculoskeletal system. Stimulation of cognitive activity in different types of activities taking into account the individual characteristics of the child. Dynamic observation of the level of educational achievements. Medical examination at a child's psychiatrist with the aim of clarifying the level of intelligence. Given the inclusive education requires 5-8 hours for correctional and developmental activities.

Child 2.

Psychological and pedagogical conclusion

Delay in mental development. Dysarthria. The general underdevelopment of speech of II level. Disorders of the musculoskeletal system: self-moving, self-serving. Functional visual impairment. Contacts gradually. Uneven formation of arbitrary mental disorders. The level of general knowledge is not sufficient. The concept of form, color and size are formed slowly. Subject-practical actions are indecisive, stimulated. Attention is unstable; performance is decreasing. Speech erased from the nasal shade, unconvincing for the environment, with significant violations of sound. The phrase is elemental, grossly disturbed. There is a lexical insufficiency of grammatical constructions. Filling of words with sounds suffers. Difficulties in understanding complex logic-grammatical constructions. The sound is broken polymorphic. Emotions are labile.

It is recommended to continue studying by the program for preschool children with delay in mental development for one year. Guard mode for vision and musculoskeletal system. Medical examination at a child's psychiatrist with the aim of clarifying the level of intelligence. Assist in the formation of system knowledge about the environment. Within inclusive education, it is necessary to conduct correctional and developmental activities with the defectologist, speech therapist, physical rehabilitation specialist, tiflopedagogue and practical psychologist.

Child 3. (6,7 years old) Psychological and pedagogical conclusion

Disorders of the musculoskeletal system with impaired motor functions: self-moving, self-serving. Delay in mental development. Emotional and volitional immaturity. Dysarthria. Functional visual impairment.

It is recommended to study by the program of a special secondary school for children with musculoskeletal disorders. Provide system speech therapy correction, appropriate psychological support, and security view regime. Within the inclusive education, 6 hours for correctional and developmental activities are required.

EXAMPLES OF INCLUSIVE RESOURCE CENTER

X city

CONCLUSION

on comprehensive psychological and pedagogical assessment of a child's development

from **30.08.2018** No. 41

1. General information about the child:

full name _____

date of birth 11.11.2010

address of residence _____

Pre-school, secondary, vocational educational institution (in the case of full secondary education) in which the child is raised / educated, address Center of child's development (kindergarten) group/class _____

2. Information about a child's family (parents (one parent) or legal representatives, siblings)

Mother/legal representative	Father/legal representative
Year of birth	year of birth
Education (secondary, vocational, high)	Education (secondary, vocational, high)
Work place/position	Work place/position

Siblings (full name, age) _____

3. Conditions of upbringing in the family, relationships between family members **good**

4. Information about the health of the child

Information on child's development / anamnesis **A child from second urgent birth. Body weight - 3050 g, height - 51 cm. From 6 months is registered in the children's neurologist list. Recognized as a child with disabilities since 2013.**

Medical diagnosis (if any) **Mitochondrial encephalopathy. Spasmodic tetra paresis.**

5. Educational institutions in which a child was studying (preschool, secondary, vocational)

Period	Pre-school educational institution / group Secondary educational institution / class Vocational educational institution / group	Form of education
11.2016 – 02.2018	Center of child's development (kindergarten)	full-time education

6. Directions of assessment

Assessment of physical development of a child

Competence (knowledge, abilities, skills)	Needs	Recommendations
<i>Disorders of the musculoskeletal function due to the underlying disease (loss of acquired skills). Minor and general motor skills are grossly disturbed. Sits with difficulty. Stands with one-handed support. Standing up near the support. The spastic pace with support, self-serves partly. The level of physical development is low.</i>	<i>Correction of physical development disorders (development and correction of coordination disorders, accuracy of movements; development of ability to maintain balance; correction of movement violations; elimination of deficiencies in the development of motor and other qualities (strength, speed, coordination, endurance, flexibility); correction and development</i>	<i>Correctional and developmental assistance of physical therapist</i>

	<i>of psychomotor; the formation of healthy lifestyle)</i>	
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Assessment of child's speech development

Competence (knowledge, abilities, skills)	Needs	Recommendations
<i>The complete loss of systemic speech that has already taken place. Assimilation violation and reproduction of the motor program. Chaotic search for the required position of lips and tongue. At present, communication at the level of sound complexes, contours of individual words, accompanied by pointing gestures. Understanding speech out of the situation is difficult. The dictionary is sharply limited. Passive vocabulary is much more than active one. Limitation of arbitrary movements of organs of articulation, there is a tremor of the tongue, deviation to the left. Violation of bullous, articulation and phonation. The sound speaker is lubricated due to imperfect innervation of the articulation organs. The voice is silent, unmodulated, fatigued. General and small motor skills are grossly disturbed, the left hand is leading.</i>	<i>Development of speech in the process of subject-practical activity. Development of oral speech (development, correction and formation of the phonetic component of oral speech; development and correction of phonemic processes; formation and correction of the rhythmic-intonational component of oral speech; formation of coherent monologue and dialogical oral speech; logarithmic). Development of written speech (development of lexical and grammatical constituents of written speech, development of written speech, minor motor skills of hands)</i>	<i>Correctional and developmental assistance of speech therapist</i>

Assessment of cognitive sphere of a child

Competence (knowledge, abilities, skills)	Needs	Recommendations
<i>Personal contact is content, is set gradually. Adequately responds to the survey. The perception of instructions in verbal form is somewhat complicated, requiring a practical demonstration of a sample of task execution. Cognitive process is lowered. Practical tasks are performed with the help of an adult in connection with gross violation of minor and general motility by the method of tuning and visual correlation. Child groups objects by the purpose, generalizing concepts are imperfect. Able to establish cause-effect relationships. Constantly requires organizing help. Help uses. The pace of activity is slowed down, efficiency is aesthenized.</i>	<i>Development of the cognitive sphere (individual and group work on the development of attention, memory, thinking; correction of general and minor motor motility of hands; correction of the psychomotor sphere; stimulation of sensory-perceptual, mnemonic and intellectual processes)</i>	<i>Correctional and developmental services of a practical psychologist, correctional teacher</i>

Assessment of emotional-volitional sphere of a child

Competence (knowledge, abilities, skills)	Needs	Recommendations
<i>Emotional background is positive. In behavior is infantile. Concentrates attention with difficulty. He constantly needs organizational assistance from the adult. The processes of self-regulation of activity are not formed enough. Purposefulness is reduced</i>	<i>The development of personality and emotional-volitional sphere (the formation of the ability to perceive oneself positively; the development of the ability to adequately perceive, understand and react to the behavior of others, the formation of self-control skills, relationships with peers, etc., the correction of the regulatory component (motivation, self-control, etc.). Training of social skills (game therapy, stimulation of the development of emotional intelligence, social perception, etc.).</i>	<i>Correctional and developmental services of a practical psychologist</i>

Assessment of learning activity of a child (in accordance with the basic criteria for the formation of skills and abilities of preschool children; for school-age children - the formation of knowledge, skills, abilities according to the curriculum)

Competence (knowledge, abilities, skills)	Needs	Recommendations
<i>Contact with the child is set gradually. Limitation of representations about the surrounding world. He groups objects in size, shape and purpose. Sensory concepts are blurred. Counting operations are not formed enough. Determines the location of the subject in relation to another subject. Interest in working with adults is superficial. Continuously needs adult help. Self-service skills are formed partly. Minor and general motor skills are grossly disturbed. Knowledge and skills do not match age.</i>	<i>Purposeful formation of cognitive activity (development of sensory-perceptual activity and formation of reference representations; development of mental abilities by mastering substitution and visual simulation in various activities)</i>	<i>Correctional and developmental services of correctional teacher</i>

7. General conclusions

Violations of the musculoskeletal system, not moving independently, spastic pace with support, partially self-serving. The intellectual development of the child corresponds to the level of delay of mental development. Aphasia. Dysarthria.

Recommended education by the educational program for children with musculoskeletal system disorders.

Individual educational plan: yes no

Psycho-pedagogical and correction-development services

Types of services	Direction	Period/amount	Specialist
Classes with practical psychologist	<i>Development of mental processes, skills of social interaction and emotional-volitional sphere</i>	0.5	<i>Practical psychologist</i>
Classes with speech therapist	<i>Correction of development (oral and written speech)</i>	1.5	<i>Speech therapist</i>
Classes with teacher-defectologist	<i>Correction of development</i>	1	<i>Correctional teacher</i>
Classes with physical therapy teacher	<i>Therapeutic physical education</i>	2	<i>Physical therapy teacher</i>
Additional classes			
Other (existence of teacher's assistant, special textbooks, correctional equipment, etc.)	<i>Adapting the content and teaching methods to the needs and abilities of the child, applying corrective measures during the educational process</i>		<i>Teacher's assistant</i>
Psychological and pedagogical reassessment: planned (period, date) <input type="checkbox"/> optional <input checked="" type="checkbox"/>		Aim of reassessment <i>Improvement or deterioration of the child's health, difficulties in mastering the curriculum</i>	Directions of reassessment <i>Assessment of the physical, speech, cognitive and emotional-volitional spheres of educational activity of the child</i>

8. Recommendations

Recommendations	Activities	Period of holding	Responsible for conducting
Recommendations for teacher's assistant	<i>Educational, educative and social-adaptive</i>	<i>During educational year</i>	<i>Teacher's assistant</i>
Recommendations for teachers (pedagogues)	<i>Educational, educative and social-adaptive</i>	<i>During educational year</i>	<i>Teachers</i>
Recommendations for practical psychologist	<i>Diagnostic, correctional-developmental, consulting, prognostic, preventive</i>	<i>During educational year</i>	<i>Psychologist</i>
Recommendations for speech therapist	<i>Diagnostic, correctional-developmental, consulting, prognostic, preventive</i>	<i>During educational year</i>	<i>Speech therapist</i>
Recommendations for teacher-defectologist	<i>Educational, diagnostic, correctional-developmental, consulting, prognostic, preventive</i>	<i>During educational year</i>	<i>Teacher-defectologist</i>
Recommendations for parents or legal representatives (the need for a child's assistant, consultation of a medicine doctor, a social worker, etc.)	_____	_____	_____

Recommendations	Activities	Period of holding	Responsible for conducting
Recommendations on the creation of a barrier-free environment in an educational institution	_____	_____	_____

9. Specialists of the Inclusive and Resource Center who conducted an assessment:

Director of IRC

_____ (signature)

_____ (initials, surname)

Person responsible for drawing up a conclusion
Practical psychologist

_____ (signature)

_____ (initials, surname)

_____ (signature)

_____ (initials, surname)

Teacher-defectologist

_____ (signature)

_____ (initials, surname)

Speech therapist

_____ (signature)

_____ (initials, surname)

Physical therapist

_____ (signature)

_____ (initials, surname)

Voting results: for _____ against _____ abstained _____

Date of signing a Conclusion _____ 20__

Stamp

With the conclusion informed: _____

(full name of the parent or legal representative)

_____ 20__ p. _____

(signature

Notes:

1. In order to draw up a conclusion, the responsible person is appointed by the director of the Inclusive resource center.
2. Preparation of the conclusion is carried out in the following order:
 - 1) sections 1-5 are filled in by the responsible person on the basis of documents submitted by parents (one of the parents) or legal representatives of the child, examination of his personal affairs, medical documents, information collected during communication with his parents (one of the parents) or legal representatives, pedagogical employees of educational institutions, from other sources;
 - 2) sections 6-8 are filled by experts of the inclusive-resource center on the results of the comprehensive assessment.

Appendix 10a

Narratives of central level officials' on the assessment and other services provided by IRC

Reference	Central level officials' view
[A7b/6]	<p><...IRC is an independent legal entity that is established by local self-government bodies. Specialists of IRC are funded (receive wages) from central budget within 'educational subvention', other expenditures are financed from local budgets. <...>. The main difference between IRC and PMPC is that, there were PMPCs only on the regional level (or in some cases on rayon level) that is not convenient for children and their families to get there to receive a Conclusion. IRC would be much closer to them. The medical doctors are excluded from providing services in IRC as it is only educational service; but in some cases, medical doctors as well as social workers could be engaged. IRC would use ICF¹³⁴<...>. We are worried that the staff of IRC are becoming specialists from old system – PMPC <...>. They have a task to cooperate with all institutions in their communities (social services bodies, services in children's affairs, medical institutions, parents and parental organizations etc.) when necessary <...>. IRCs may engage the specialists from special schools and institutions because we cannot ignore their expertise. There is a lack of specialists for IRC in the regions, so it is very important to involve experienced specialists from special educational institutions <...> Main task of IRC is to coordinate the work within inclusive education<...> There is no IRC in Kyiv city, but there are many good practices on inclusive education in some schools and kindergartens...></p>
[A7b/8]	<p><...We suppose that medical doctors should provide note not only diagnosis for IRC, but identify physical characteristics of the child and restrictions according ICF...></p>
[A7b/9]	<p><...It would be advisable to have social pedagogue or specialist on social work working in IRC if we are talking that 'children with SEN' are not equivalent of 'children with disorders'...></p>

Summary of issues emphasized by central level officials

1. Differences between IRC and PMPC:

- PMPC works on the regional or rayon level
- IRC is much closer to children and families
- IRC is an educational service; no medical doctors are included into IRC.

2. Emphasis on social educational aspects in assessment and services provided at IRC

- Social pedagogue social worker should be included into IRC
- Medical doctors should provide not only diagnosis for IRC but also rather other characteristics of a child according to ICF

3. IRC cooperation with other community based service and coordination of inclusive education provision

4. Lack of specialists for IRC

¹³⁴ ICF - International Classification of Functioning. Original ICF (translated into Ukrainian) is provided to IRCs to use it in assessment practice.

Appendix 10b

Narratives of local level officials, representatives of NGOs, PMPCs, IRCs, and teachers on the assessment and other services provided by IRC

Reference	Local level officials, representatives of NGOs, PMPCs, IRCs, and teachers view
[A7b/13]	<p><...We have resolution on establishing IRC. According to the plan, we should have 26 IRCs in Lviv. In Lviv region, 9 IRCs have already been working <...>. Within subvention from central budget on inclusive education up to 35% of funds could be spend on equipment, different materials for IRC. The rest of money should be spend on services. <...>. Unfortunately, there is a lack of specialists, so we cannot use all the funds. We involve specialists from special educational institutions to provide services for children with SEN within inclusive education. But this is not enough <...>. I cannot say that all specialists from PMPC are becoming specialists from IRC. Our NGOs monitor this process and their activists will not allow to make not appropriate activities <...>. We have some problems with premises for IRCs, because there is a lack of appropriate ones. Local self-government bodies should provide allocation, repair and equip the premises. We have an experience in Brody when the premises for the IRC were provided by a religious organization <...>. From 1 January, specialists from IRC will be paid from subvention on inclusive education from central budget. Now they receive salaries from local budgets...></p>
[A7b/19]	<p><...In our PMPC, we had the following specialists: a child psychiatrist, a surdo-pedagogue, a speech therapist, a tiflo-pedagogue, a practical psychologist, an oligophreno-pedagogue. We assessed children's needs. Besides, we coordinated work of regional PMPCs and helped them in assessing children's need. In every rayon, there was a schedule of meetings and every time one of the specialists of our regional PMPC was a member of such a commission. <...>. By September, all school-age children should be assessed or reassessed if there was such a need. As a rule, we assessed children from 3 years of age. Usually for children under the age of three we can provide counseling and correctional development services. The youngest child we assessed was 2 years old. <...>. Usually during a day, we assessed 12 children. Reception of children took place once a week. <...>. The assessment of children was as follows:</p> <ol style="list-style-type: none"> 1) At the parents' request, we determine the date of the review of a child. 2) In a special room, there are all members of the PMPC. Child sits in the same room at a separate table with one specialist, usually with a practical psychologist. Other members of the commission analyze the documents and speak with parents. 3) Then the parents come out and we make a decision together. 4) We immediately inform our decision to parents verbally. We inform parents that their child has an appropriate level of intelligence and we give some recommendations for learning depending on a situation. Assessment of intelligence occurred on the advice of a doctor psychiatrist, which parents brought from regional children's psycho-neurological clinic. <p><...> We assessed children with developmental disorders only. I think that we, as pedagogues, are not able to identify developmental disorders. Only medical doctors could identify developmental disorders that may have children up to 2 years old. We need methods for assessing the needs of children, which will minimize subjectivity. We also need training. <...>. There is lack of correctional pedagogues to work in IRC. IRC system demands much more specialists then PMPC system. There are not enough specialists in rayon, small cities and rural areas. More specialists are in those areas where institutions of special education or kindergartens of compensatory type are situated. <...>. Today I was at a competition for IRC and I can say that they are not interested in my candidacy, although I have a great experience <...>. I would like to see more control over the use of funds that go for inclusive education.</p>
[A7b/25]	<p><...Our IRC has been established 1 of June, 2018. We need to clearly follow the methodological recommendations¹³⁵ that were recently developed and circulated. Four specialists of IRC were specialists of PMPC earlier. We have 3 vacancies in our IRC. It is difficult to attract specialists to work here because the salary is not high. This is the main problem – to have enough qualified specialists to provide services for children with SEN <...>. There are 130 000 children in Lviv and only 1 IRC. That is why for now we do not have time to provide correctional activities with children. According to the</p>

¹³⁵ Організаційно-методичні засади діяльності інклюзивно-ресурсних центрів: навчально-методичний посібник / За заг. ред. М.А. Порошенко та ін. – Київ : 2018. – 252 с.

	<p>plan, there will be 10 IRCs in Lviv. Our schedule of assessment of children will have been compiled by March, 2019. <...>. The assessment of children's needs in IRC are the following:</p> <ol style="list-style-type: none"> 1) During the first visit, we talk with the parents; we specify what they are concerned about, what the child is interested in and so on. 2) Then, we watch the child for a long time during the game. 3) Then, we determine the schedule by which the child and parents visit our specialists for a more profound assessment. 4) After that, all IRC specialists who participated in the assessment, get together and make a decision on the Conclusion. The final decision is voted. We vote for the choice of the curriculum. If there is no majority, then we make decisions in the best interests of the child. <p><...> Parents do not have to provide a medical examination certificate. In case, a child has an intellectual disorder, parents have to provide a certificate from psychiatrist. In most cases, we accept the children those who enter a first class, those who are already studying in educational institutions, and these from childcare institutions. In addition, under request of teachers or parents, we can go to school to observe the pupil, to help with the preparation of an individual plan, etc. Schools now are more accessible for children with SEN, pedagogues and parents are more aware of inclusive education. We have a close cooperation with schools. Twice a year we go to schools to observe every child in inclusive education who were assessed before <...>. There are 2 types of educational programs: general educational program and typical educational program of special educational institutions for children with SEN (hereinafter – special program). Medical doctors can prescribe individual educational form because of health reasons. Any secondary educational institution can use any educational program depending on the need, adapt or modify it according to the educational needs of a child. There are some types of special programs: for deaf children; for children with hearing impairment; for blind and children with visual impairment; for children with mental development delay; for children with intellectual disability; for children with severe speech impairments; for children with disorders of the musculoskeletal system; for children with complex developmental disorders; for children with autism spectrum disorders of high severity. <...>. We can make some changes to individual developmental programs. We conduct a data bank and record all information about assessed children, assessment conducted, etc. <...>. There are not have enough corrective lessons, because there are not enough specialists. <...>. We need to have more special classes in mainstream schools, because there some children who are not able to study in inclusive classes. <...>. We did not have any training before starting work in IRC and until now. We need trainings and new methods to learn <...>. We can get professional support and consultations from the network of IRC in our region, specialists from Department of Education in Lviv city administration, Educational and Methodological Center of Education of Lviv. Methodist of the Educational and Methodological Center of Education of Lviv help us a lot and provide us with very useful trainings <...>. The main difference between IRC and PMPC – there is no medical doctors among specialists of IRC. We spend much more time (up to week) to assess a child's needs than we did it in PMPC...></p>
[A7b/32]	<p><... We (IRC) started to work on 17 August, 2018. We have many requests from parents to assess their children. We prepared 27 Conclusions, and provided many correctional and developmental lessons for children. We look at developmental impairments and nosology and then we identify educational needs. <...>. The main problem is the lack of specialists. In accordance with the staffing table in our IRC, there should be 7 specialists, but now we have only 4. The main problem regarding hiring specialists in IRC is 40 hours of work per week, while in speech therapy units, for example, speech therapist has 18 hours per week. Wages in the IRC are almost the same as in PMPC. <...>. In our rayon, there live 13 500 children. There are 50 schools and about 30 kindergartens. In our rayon, there are 12 children in inclusive education. <...>. I think we do not have the need to involve specialists from special institutions. I used to be a head of PMPC. There is a big difference between PMPC and IRC, because we have more specialists, more time for assessment and can provide correctional and developmental lessons. We have many duties and the work is very difficult. We ask parents to bring copybooks for assessment. We participate in preparing Individual development program by schools request. <...>. We think that cooperation with medical sphere is very important. We also cooperate with rehabilitation center and other social institutions. Methodology and tools to make the comprehensive assessment are not provided for us. We are waiting for creating Resource Center for inclusive education support to receive training and professional support. We want to be trained...></p>

[A7b/26]	<... Resource center for inclusive education support has been established by the decision of the head of our postgraduate pedagogical education institution as a structural subdivision of such institution at the beginning of August, 2018. The number of employees in the Center should be 5 specialists, but we have managed to employ only 2. Competition for filling vacancies continues...>
[A7b/36]	<...The idea of creating PMPC was correct and right, however... <...>. They had the power and the money <...> it strongly negatively influenced parents' attitudes towards assessment in PMPCs...>. The conclusions of IRC similar as of PMPC are difficult to understand and useless for teachers <...>. IRC should be the place where children and parents receive support, but not a 'label'. <...>. We cannot do anything without a mother (parents). <...>. The state guarantees the academic, organizational, financial and personnel autonomy of educational institutions (Article 23), and therefore the IRC has no right to interfere in the work of such institutions...>
[A7b/10]	<... IRC is responsible for the assessment of children aged 2 to 18. <...>. I worry that IRC will work in a PMPC' manner, because, as a rule, the specialists from PMPC move to IRC...>
[A7b/13]	<...We have a request to MoES to let IRC to provide their services for children from 0 ...>
[A7b/24]	<... There is no big difference between Conclusion of PMPC and Conclusion of IRC...>
[A7b/29]	<...Some parents do not recognize that their child has SEN and they refuse go to IRC...>
[A7b/16]	<...Unfortunately, as a rule, individual developmental program is a formal document. There is no appropriate needs assessment of children with SEN. >

Summary of issues emphasized by local level officials, representatives of NGOs, PMPCs, IRCs, and teachers

1. Delay of IRC net establishment:

- In Lviv region, 9 IRCs are working instead of 26 IRCs;
- In Lviv city, 1 IRC for 130 000 children is working instead of 10 IRCs.

2. Lack of qualified specialists to provide services for children with SEN:

- Specialists from special educational institutions and PMPCs are asked to join IRCs teams;
- Difficult to attract specialists because of low salary.

3. Challenges to follow methodological recommendations:

- Lack of time resources to provide correctional lessons for children;
- Cue for the assessment of children in IRC for 5 months.

4. Lack of suitable premises for IRCs:

- Local self-government bodies provide allocation, repair and equip the premises, however lack of suitable ones.

5. NGOs take an active role in monitoring assessment process.

6. Similarities and differences between IRC and PMPC are identified.

Appendix 10c

Narratives of parents on the assessment and other services provided by IRC

Reference	Narratives of parents
[A7b/2]	<...My 7 years old son has hyperactivity; he has some problems with adaptation to new environment <...>. This summer we visited IRC, where my son was assessed. Now he is in inclusive class. IRC provided Recommendation to have 2 lessons per week with speech therapist and psychologist. However, there is the only 1 IRC in Kharkiv for more than 1 million of citizens <...>. IRC specialists are not able to provide correctional services for children because they are busy with the assessment <...>. The procedure of receiving Conclusion and Recommendation in IRC was as follows: medical examinations were carried out and medical conclusion was received; an appointment to be assessed in IRC was made. It was like a commission, a head of which had conversation with me and my son <...> we stayed in the same room with other specialists; specialist was playing with my son in special equipped corner <...>. I was asked, if I have some request and my interlocutor read the documents I had brought from medical examination <...>. I received Conclusion of IRC on the next day...>
[A7b/3]	<...I was one the first clients of IRC in Zaporizhzhia. After assessment, specialists of IRC asked me if I was satisfied with their conclusion and recommendations and they were ready to change it, if no. Specialists of IRC did not make changes in our IDP (Individual Developmental Plan) that was developed with the assistance of PMPC ...>
[A7b/11]	<...The idea to create network of IRC is quite expedient, but it looks like the staff capacity was not calculated. In Ukraine, there is not enough specialists like correctional pedagogues, speech therapists, psychologists etc. <...>. Assessment in PMPC lasts no longer than 15 minutes. It depends on parents' initiative to make assessment there and to get Conclusion or, if they want their child to be a pupil of special group in kindergarten or special class or special school. Pediatricians are not able to identify SEN of a child...>
[A7b/12a]	<...We have not noticed any difference between the assessment in IRC and PMPC, but this procedure now takes 5 days that is not convenient <...> My son was assessed by Wexler methodology <...> IRC prescribed to my son lessons with psychologist and speech therapist. However, there are no specialists to execute this recommendation...>
[A7b/12b]	<...Conclusion of PMPC is useless. We feel fear and stress before visiting PMPC. Before visit to PMPC or IRC, we have to take a medical examination in neuropsychiatric dispensary. Earlier in PMPC there was a commission of 4-5 specialists and they assessed a child in 15-20 minutes. Now in IRC we have to visit 1 or 2 specialist per every day during 4-5 days...>
[A7b/12c]	<...The mandatory examination procedure in neuropsychiatric dispensary is very humiliating ...>
[A7b/12d]	<...I do not understand how it is possible to assess a child and submit Conclusion if you see this child up to 15 minutes (in PMPC)...>
[A7b/12e]	<...We would like to have complex assessment in kindergarten or in school or at home. Pediatricians are not competent. I felt that something was not okay with my son but doctor prescribed pills and said that I was mistaken. I am sure that during these few years a lot of time has been wasted...>
[A7b/36d]	<...With parental organization, we did a lot in Lviv to change the attitudes of PMPC specialists towards our children <...>. They were arrogant to us <...>. We organized many activities to change the situation. A visit to a neuropsychiatric dispensary should not be obligatory before visiting IRC or EI centre...>
[A7b/36f]	<...A visit to a neuropsychiatric dispensary was always very traumatic for us. We were waiting for 5 hours for the doctor's appointment, which lasted 2 minutes. I do not understand how a child can be diagnosed as a retarded in development in 2 minutes. I cried a lot after this visit. However, this is an obligatory procedure...>.

Summary of issues emphasized by parents

1. Similarities and differences between IRC and PMPC:

- Little difference between the assessment in IRC and PMPC, but this procedure in IRC takes 5 days instead of 15 minutes in PMPC;
- Conclusion of PMPC is useless;
- Parents feel fear and stress before visiting PMPC;
- Before visit to PMPC or IRC, parents need to take a medical examination in neuropsychiatric dispensary; this procedure what is *very traumatic to parents*.

2. Lack of IRCs:

- 1 IRC for the big city (e.g., 1 IRC in Kharkiv for 1 million of citizens, 1 IRC in Lviv etc.);
- IRC is not able to provide 'correctional' services as they are recommended (no specialists and /or no time for implementation of recommendations);

3. Lack of educational support specialists:

- Lack of 'correctional pedagogues' ('defectologists'), speech therapists, psychologists, etc. This challenges IRC service provision to a child

4. Parents are acquainted with assessment procedure at IRC:

- Medical examination was carried out, and medical conclusion was received;
- Appointment for the assessment in IRC was made;
- Assessment in IRC was like a commission, a head of which had a conversation with parent and a child in the same room with other specialists;
- Specialist was playing with a child in special equipped corner;
- Parents were asked, if they have any request and if they are *satisfied with a conclusion and recommendations and they were ready to change it, if no*;
- Specialist read medical examination documents;
- Parents received Conclusion on the next day;

5. Parents request for child's assessment in natural environment as early as possible:

- Assessment in kindergarten or in school or at home

6. Changing attitudes of PMPC specialists towards children with SEN:

- Parent organizations contribute to changing attitudes of specialists.

Appendix 11

Similarities and differences between IRC and PMPC according to local level officials, representatives of NGOs, PMPCs, IRCs, and teachers

IRC	PMPC
Work as a consultancy and 'correctional' services provider.	Work as a commission.
	Assess 12 children per day.
Assessment as a process: identification of parents' concerns, child's interests, observation of a child during his/her play, assessments. Parents to bring child's copybooks for assessment.	One-off assessment is based on medical document analysis.
Parents do not have to provide a medical examination certificate. In case, a child has an intellectual disorder, parents have to provide a certificate from psychiatrist.	Parents bring an assessment document of child's intelligence from doctor psychiatrist (regional children's psycho-neurological clinic).
Assess children who enter school and/ or are already studying in educational / childcare institutions. When children are assessed as having disability and are attending special kindergarten /school, all services are provided there by kindergarten/school specialists, but not by IRC ¹³⁶ .	Assess children with developmental disorders only.
Assess developmental impairments according to nosology and identify educational needs.	Pedagogues are not able to identify developmental disorders.
Lack of trainings, assessment methods, methodology and tools to make the comprehensive assessment.	Lack of methods, instruments, and competences to assess children needs.
IRC specialists, who participated in the assessment, make a decision on the Conclusion. The final decision is voted for the choice of the educational programme for the child.	Parents are informed on the decision made by PMPC specialists. The final decision is voted for the Conclusion.
Cooperation with schools - under request of teachers or parents, specialists visit school to help with preparation of an individual plan etc. Twice a year visit schools to follow up children in inclusive education, who were assessed earlier.	
Closer cooperation with schools, rehabilitation centers and other social institutions. Believe that cooperation with medical sphere is very important.	

¹³⁶ The changes to the Regulations were approved, so now there no excluded children from the scope of IRC.

Appendix 12

Main issues related to assessment and other services provided by IRC: comparison of different participant views

	Main issues / functions of IRC as in the Regulations [15]	Realization of main issues to support inclusive education via relevant assessment of SEN of children: views of participants		
		Central level officials views	Local level officials, representatives of NGOs, PMPCs, IRCs, and teachers views	Parents views
1	Assessment: shift from identification of disorders and diagnosis towards SEN of children aged 2 to 18.	Emphasis on social educational aspects of assessment/services at IRC: Medical doctors should provide not only with diagnosis for IRC but also with other characteristics of a child according to ICF; IRC is an educational service - no medical doctors are included; Social pedagogue/social worker should work in IRC.	At IRC, assessment is a process of identification of parents' concerns, child's interests, observation of a child activity, etc.; IRC assess developmental impairments and identify educational needs. Medical examination certificate is not required. In case, a child has an intellectual disorder, a certificate from psychiatrist is required; No medical doctors among specialists of IRC; much more time is allocated to assess child's needs in IRC than in PMPC.	Before visit to PMPC or IRC, parents need to take a medical examination in neuropsychiatric dispensary; this is very traumatic to parents. For parents, IRC is 'like a commission', a head of which has conversation with parent and a child in the same room with other specialists, and detailed assessment of a child by different specialists. It would be relevant to make an assessment in a natural child's environment, for example in kindergarten or in school or at home.
2	Conclusion & Recommendations: focusing on competences and needs of the child; recommendations for education, educational and/or multi-professional support to a child.		IRC specialists make a decision on the Conclusion. The final decision is voted for the choice of the curriculum. There is no big difference between conclusions of PMPC and of IRC.	
3	Psycho-pedagogical support provision: organizing and providing support to a child via IRC as near to living place as possible; Individualising learning according to SEN of a child.	IRC is much closer to children and families than PMP (it works on regional/rayon level).	Under request of teachers or parents, specialists visit school to help with preparation of an individual plan. Twice a year visit schools to follow up children in inclusive education, who were assessed earlier. IRC provides correctional lessons to children in need. Cue for the assessment of children in IRC for 5 months as only 9 IRCs are working instead of 26 IRCs in Lviv region, and 1 IRC for 130 000 children in Lviv city.	IRC is not able to provide 'correctional' services as they recommend because of lack of specialist ('correctional pedagogues'-'defectologists', speech therapists, psychologists) and time resources.

			Lack of qualified specialists to provide services for children with SEN: Specialists from special educational institutions and PMPCs are involved.	
4	Counselling and collaboration with teachers and parents, methodological support to teachers.		IRC as consultancy and 'correctional' services provider.	Parents were asked if they have any request, and if they are satisfied with a conclusion and recommendations.
5	Coordination of support and networking with different sectors and institutions.	IRC cooperation with other community services and coordination of inclusive education provision is obligatory.	Closer cooperation with schools, rehabilitation centers and other social institutions. Believe that cooperation with medical sphere is very important.	
6	Data collection and analysis - developing and administrating data bases on assessed children, institutions in charge of meeting of diverse needs of children, and specialists.			
7	Awareness raising of a community towards inclusion.			Parent organizations contribute to attitude changes of specialists towards children with SEN.
8	Professional development		Lack of trainings, assessment methods, methodology and tools to make the comprehensive assessment.	
Additional issues emphasized by participants				
9	Challenges with resources: human (specialists & their competencies) time, infrastructural resources	Lack of specialists for IRC	Lack of qualified specialists to provide services for children with SEN: specialists from special educational institutions and PMPCs are involved; Difficult to attract specialists because of low salary; Lack of time resources to provide correctional lessons for children; Lack of suitable premises for IRCs.	Lack of IRCs 1 IRC for the big city (e.g., 1 IRC in Kharkiv for more than 1 million of citizens, 1 IRC in Lviv etc.)
10	Other challenges		Challenges to follow methodological recommendations.	
11	Role of NGOs in assessment		NGOs active role in monitoring assessment process.	

Appendix 13a

Narratives of parents on inclusive education practice and services provided in educational institutions

References	Parents' experiences
[A7b/2]	<... I did not have significant difficulties for my son to become a pupil of the 1 st class of the school I had chosen, nonetheless that the head of the school would like me to pick the individual form of education ¹³⁷ for my son. I didn't agree <...> there are some problems in our class with providing inclusive education: there is no teacher's assistant as the salary is very low <...> we have not yet received correctional services from speech therapist and psychologist because at school they are not aware of how to organize and to provide such services. There is no speech therapist at school , there is psychologist but she said that she does not have obligation to provide individual lessons for pupils <...> we had a negative experience within preschool education and we had to change the institution because teachers were not ready to provide services for children with SEN...>
[A7b/3]	<...I was recommended to choose individual form of education for my daughter, but I decided to choose inclusive education in mainstream school. There are 18 pupils in my daughter's class. She receives lessons of behavioral therapist and I am like a bridge between this specialist and school specialists, including the teacher <...> My daughter received educational services in mainstream kindergarten from the age of 20 months, but inclusive group was not organized. The heads of kindergartens are not willing to establish inclusive groups because they do not want to hire teacher's assistants<...> I think that my daughter is overloaded with different lessons as we are visiting many specialists apart from school. There is a significant problem with the training of specialists , in particular, who are working in out-of-school education . They are not knowledgeable nor skilled enough to provide services for children with SEN...>
[A7b/11]	<... My daughter without SEN is a pupil of the 3 rd class in inclusive education. My son T. has autism spectrum disorders. He is a pupil of the 5 th class in inclusive education too. This is not the inclusion as in the Law on Education, because he is formally on an individual form of education , and he attends lessons 3 days per week; other 2 days he attends out-of-school activities <...> My son is very sensitive and it would be too stressful for him to be in school every day. Therefore, I would like inclusive education to be with possibility to take different ways of organizational forms of school attending according to the need of the child <...>. In my daughter's class there are 2 children with SEN, both with intellectual disabilities. The best specialists in Ukraine work with these children at school. Parents of both children pay all of them. If parents do not have enough money to provide such service and support for children within inclusive education, as a rule, such children are at homes or institutions ¹³⁸ <...> I think it is too much to have an <u>individual educational trajectory</u> , an <u>individual development program</u> , and an <u>individual educational plan</u> for one child. Besides, we have <u>individual rehabilitation program</u> for children with disability <...> There are definitely positive tendencies in providing education in Ukraine: state policy, new legislation, officials' competency and awareness, partnership with parents...>
[A7b/12a]	<...My son is in the 2 nd class with inclusive education in mainstream school <...> I have been trained in behavioral therapy courses and other ones, and we spent a lot of my own money to take care of and to teach my son <...> We were lucky that our son was not the first child with autism in school. Staff was very loyal to us, and we are now cooperating well <...> we train teacher's assistant on our own, prepare and teach them and, accordingly, pay the assistant in private...>
[A7b/12b]	<...My son is 10; he is in the 5 th class with inclusive education in mainstream school. We are grateful that our school has accepted us and allowed us to help teachers, to teach teacher's assistant. If parents do not support and control every document, every activity in their children's school life than inclusive education would not take place or would be harmful for

¹³⁷ Individual form of education – home-based education.

¹³⁸ Boarding schools – 'internats'

	<p>children with SEN. Teachers and administrative staff at school do not know how to deal with the Conclusion of PMPC. I submitted by myself to the first Individual development program and taught the teachers <...> It was a bad decision to abolish restrictions on the total number of students in the classroom, as it is very difficult for children with autism to study now <...> We take an active part in shaping the attitude of classmates towards our children. From time to time, I organize out-of-school activities for all children in our class to help my son to establish contacts with his classmates...></p>
[A7b/12c]	<p><...My daughter has Down syndrome. She is in the second class. Our experience in mainstream school is not very positive. My daughter was the first child with SEN in our school <...>. Last year both teacher's assistant and myself developed an Individual development program for my daughter in café. Now it is the middle of October and nobody returned to me to come to school and to sign this program. I suppose that school staff has not even started to work on it <...> Our teacher is confused because she does not know how to work with my daughter and requires me to be present at the lessons. I cannot do this because I have a job. Other teachers in school feel pity for our teacher that in her class there is a child with SEN <...> I often have feeling that I should be ashamed and I have to apologize to everyone that I have a child with disability and want her to study in mainstream school <...></p>
[A7b/12d]	<p><...My son is 9 years old and he has a cerebral palsy. He is a pupil of the third class in mainstream school with inclusive education. We had very positive experience in kindergarten and now in school. These institutions have been providing services on inclusive education more than 15 years. Specialists are very responsible and qualified <...> There are some classmates that do not want to be friends with my son, but I believe that this is normal for any child. My son has three close friends in his class...></p>
[A7b/12e]	<p><...My son is 5 years old, he is in inclusive group in kindergarten, because he has an autism. I suppose that teacher and parents of other children are not glad to have us in this group. I had some unpleasant moments and conversations with them...></p>
[A7b/23a]	<p><...I think that it is not enough to have only teacher's assistant, my daughter needs child's assistant. There are 3 children with SEN in our class...></p>
[A7b/23b]	<p><...This school is the best one in providing inclusive education in Lviv. I agree that in some cases it is necessary to have child's assistant. There are 2 children with SEN in our class <...>. For us, socialization is more important than learning because my son has intellectual disability...></p>
[A7b/23c]	<p><...My daughter likes studying here <...> we thought that socialization was more important than learning too, but my daughter makes significant progress in learning...></p>
[A7b/30a]	<p><...We need to have inclusive classes not only in cities, but also in every communities and school. There are no inclusive classes in rural areas...></p>
[A7b/30b]	<p><...We need to have 'resource room' in our school. It would be good to have 'hot line' at Ministry (MoES) on inclusive education so that every parent can call and find information. I think that every child with SEN needs to have child's assistant <...> A few years ago, inclusive education was only 'on the paper' <...> There is a lack of information for parents how to advocate development of inclusive education <...> I am sure, that a medical doctor should be the member of IRC team ...></p>
[A7b/35g]	<p><...We send requests several times per year for special textbooks and copybooks. Parents print materials, search in boarding schools and so on ...></p>
[A7b/30c]	<p><...We do not have textbooks for special education (my son is blind)...></p>
[A7b/30c]	<p><...My son does not have SEN, but I am very glad that a child with SEN is his classmate. Children have become friendlier, tolerant...></p>
[A7b/30d]	<p><...My daughter does not have SEN and there is a girl with SEN in her class. My daughter and her classmates do not understand that there is a 'special' child in their class. They all are friends...></p>
[A7b/35a]	<p><...My grandson is a second class. He does not have SEN. I think inclusive education is a good idea. I know that when my grandson grows up he learns that there are people with some problems and needs <...> I do not understand why parents try to protect their children from children with disabilities. They will grow up and will meet them unequivocally...></p>
[A7b/35b]	<p><...I am a mother of girl without SEN. She is very glad to have classmates with SEN. Children love them and are always glad to help each other...></p>

[A7b/35c]	<...My son has SEN. I was very worried when we entered a first class. Now I am very happy that my son is studying here. I am impressed with positive attitudes of the school authority and teachers toward my child. In another situation, we would go to an individual form of education <...>. There is lack of special copybooks and textbooks <...>. We would like out-of-school activities be more accessible for our children...>
[A7b/35d]	<...I am a mother of a girl with SEN. She is a pupil of the second class. If she was not accepted for inclusive class then it would be a vacuum . We did not consider the option of a boarding school. Therefore, an individual form of education is just a vacuum for us <...>. We are lucky because there was an older boy when we started kindergarten and then school. Educational institutions were ready for inclusive education <...>. We have a huge problem with teacher's assistants, because nobody wants to work for such a low salary <...>. I think it is necessary to have more lessons of tolerance for children...>
[A7b/35e]	<...I am a mother of a boy with SEN. He has speech and language impairment. I am very glad that my son is studying here. He does not feel that he is 'special'. Teacher's assistant helps my son very much. Earlier we were studying in kindergarten and my son did not feel comfortable...>
[A7b/35f]	<...Everything depends of a teacher. Teacher forms the relationship between the children in the class...>

Summary of issues emphasized by parents

- **Positive tendencies towards quality education:**
 - New state policy, new legislation,
 - officials' competency and awareness,
 - partnership with parents
 - positive experiences in kindergarten and in school
 - specialists are responsible and qualified
 - positive attitudes of the school authority and teachers toward children with SEN.
- **Trained parents as a 'teachers of teachers' and co-therapists**
- Collaboration with school specialists
- Training teacher assistants
- **Parents as a bridge between privately working therapist and school specialists, including the teacher**
 - Parents hire private specialists
 - Parents are active in shaping positive attitudes of classmates towards children with SEN
 - Parents as an active team members developing Individual development programs for their child
- **Challenges of inclusive education implementation in inclusive class:**
 - lack of specialists at school (teacher's assistant, *child's assistant*, speech therapists ...)
 - lack of correctional services at school
 - school professionals (speech therapists at al.) need training how to organize and provide educational services to a child
 - *teachers and school administration need a support how to deal with the Conclusion of PMPC / IRC*
 - *need for special textbooks and copybooks*
- **Challenges of inclusive education implementation in preschool setting**
 - *Preschool teachers need training in order to educate for children with SEN*
 - *Preschools need support and knowledge how to organize inclusive education in a kindergarten*
- **Lack of inclusive classes in rural areas**
- **Challenges related to overloading children with many 'individual' documents, lessons and services provided by specialists extra-school:**
 - *individual educational trajectory - individual development program - individual educational plan - individual rehabilitation program*
- **Need for out-of-school education specialist training**
- **Inclusive education as flexible organization of education according to needs of a child**
- **Tendency to recommend individual form of education¹³⁹ for children with moderate and severe SEN**
- **Teacher forms the relationship between the children in the class**

¹³⁹ Individual form of education – home-based education.

- **Teachers of inclusive classes / groups and parents feel confused and lost in non-expected educational situations**
- **Relationships among parents of children having SEN and of other children**
 - Challenging relationships
 - Supportive relationship
- **Socialization for a child is more important than learning**
 - *Positive social relationship and class atmosphere contribute to progress in learning*
- **Parents intentions to advocate for of inclusive education development**
- **Need for additional support**
 - *Resource room at school*
 - *'Hot line' at Ministry (MoES) on inclusive education so that every parent can call and find information*
- **Need for lessons of tolerance for children**

Appendix 13b

Central and local level officials' views on inclusive education practice and services

Reference	Central and local level officials' views
[A7b/6]	<...The most successful regions in providing of inclusive education are Zaporizhzhia, Zhytomyr and Kyiv oblasts. <...>. There are many good practices on inclusive education in some schools and kindergartens. There are also some success cases in providing out-of-school educational services for children with SEN in Shepetivka, Illichivsk, Mykolayiv and other communities...>
[A7b/20]	<...We need some important legal documents to develop in order to provide inclusive education in kindergartens: the form of an individual developmental program for preschool children with SEN, job description of teacher's assistant in kindergarten, regulation on certification of teacher's assistant etc. <...>. It is difficult to attract specialists to work as teacher's assistants in kindergarten because of low salary rate. We think that child's assistant in some cases is needed too but we do not have relevant regulatory framework... >
[A7b/7]	<...The task of our institution is educational and methodological support to provide educational services for children with impairments according to nosology. We have a commission that approves methodology. We are adopting textbooks and educational materials to enable children with intellectual disabilities to study with other children. We develop many programs (educational and correctional ones), recommendations, textbooks, manuals, plans, etc. to help teachers to teach children with different disorders. All the products of the Institution were changed in accordance with the new edition of Law on Education. Every teacher may choose from two types of textbooks: on secondary education or special one. If a child has intellectual disorders, he or she studies individual program. We have enough textbooks for all children because we print 160% textbooks of the provided need. There is the Scientific - Methodical Council at the MOES with several directions of work and on Special Pedagogy among them. Therefore, members of the Council consider the developed materials (textbooks, recommendations etc.) and give an approval to use these materials...>
[A7b/10]	<...Parents want their children to attend special kindergartens, because the conditions (quantity of children in the group, availability of specialists, better resource support) are much better than in mainstream kindergartens. <...>. The biggest success is that much more children with SEN are studying in mainstream schools. In addition, students of pedagogical institutions (who will be teachers in the nearest future) are not afraid to teach children with SEN. It is a positive fact that MoES pays a lot of attention to providing inclusive education. Among the biggest barriers regarding inclusive education are these that there is not enough experience and lack of interdepartmental cooperation...>
[A7b/13]	<...There are 19 institutions of special education in Lviv region (among them there are 11 training and rehabilitation centers) and there are 4 sanatorium secondary schools. In these types of institutions, compared with the previous year, 198 children are educated less. It is a big problem to close the institution (internat) and to transfer all their children into inclusive education. <...>. We need more awareness activities for society on inclusive education, especially for parents of children without SEN because they often oppose the implementation of inclusive education...>
[A7b/14]	<...We lost the information war of deinstitutionalization. Society is not ready to see children with SEN in their communities. We need awareness campaign and to work close with new communities, because it is their responsibility to find children at risk, to assess their needs and to organize services. <...>. We have a lot of complaints from parents of children without SEN, they do not want their children to study together with children with behavioral problems and intellectual disabilities. <...>. Teachers do not have skills and knowledge to work with such children. <...>. We must recognize that we have a lack of knowledge to solve various problems that constitute complex ones...>
[A7b/17]	<...The main problem is accessibility to social services, especially for children with SEN, in small cities and rural areas. Almost all relevant social services are in Lviv <...>. There are 20 rayon's Social Services' Centers for Family, Children and Youth (in Lviv). In addition, we have 3 institutions of social protection in Lviv region: Center for Social and Psychological Aid, Mother and Child Center and social dormitory <...>. In 2014, there were 845 specialists on social work <...> now we have 120 specialists on social work, 60 persons among them work in Lviv. Therefore, our system of social protection is not capable to provide preventive services and to carry out proper social

	<p>work. <...>. The main task of a specialist is timely detection of vulnerable families and children, since they work directly in the community, mainly in rural areas, and they know all the residents. The main source of problems is the low level of economic welfare of families. <...>. It is also necessary to raise the social status of social workers, the level of their earnings. <...>. We have an excellent interdepartmental cooperation with State Services in Children's Affairs and department of social protection in Lviv Oblast State Administration...></p>
[A7b/15]	<p><...Inclusion is not only about school or kindergarten <...>. We need to work with parents of children with SEN. We need to make them aware of the issue and to support them. There is a lack of specialists to work with children with SEN and their knowledge is outdated. We need to develop the services market for children with SEN. <...>. Nobody controls the quality of services, there is no licensing system...></p>
[A7b/8]	<p><...MOH takes responsibility for some issues of the implementation of inclusive education. For example, now MOH are developing financial standard on the needs in inclusive education...></p>
<p>Summary of issues emphasized by central and local level officials</p>	
<ul style="list-style-type: none"> ➤ Good practices on inclusive education in some communities: <ul style="list-style-type: none"> - schools and kindergartens Zaporizhzhia, Zhytomyr and Kyiv oblasts; - out-of-school educational services for children with SEN Shepetivka, Illichivsk, Mykolayiv - Much more children with SEN are studying in mainstream schools - MoES pays a lot of attention to providing inclusive education - Student teachers (future teachers) are not afraid to teach children with SEN ➤ Structure of educational and methodological support to provide educational services for children with impairments according to nosology: <ul style="list-style-type: none"> - adopting textbooks and educational materials - developing educational and correctional programs, recommendations, textbooks, manuals, plans, etc. to help teachers to teach children with different disorders ➤ Need for further development of legislation related to IE in preschool: <ul style="list-style-type: none"> - for inclusive education in kindergartens: the form of an individual developmental program for preschool children with SEN, job description of teacher's assistant in kindergarten, regulation on certification of teacher's assistant etc. - parents want their children to attend special kindergartens, because the conditions are much better than in mainstream kindergartens ➤ Barriers regarding inclusive education <ul style="list-style-type: none"> - Society is not ready to see children with SEN in their communities - Complaints from parents of children without SEN - Lack of experience and lack of interdepartmental cooperation - difficulties attracting specialists to work as teacher's assistants in kindergarten because of low salary - lack of accessibility to social services for children with SEN in small cities and rural areas. - more awareness raising activities on inclusive education for society, especially for parents of children without SEN - social protection system is not capable to provide preventive services and to carry out proper social work - low social status of social workers - lack of specialists to work with children with SEN and their knowledge is outdated. ➤ Needs: <ul style="list-style-type: none"> - to support parents of children with SEN - to develop the services market for children with SEN - quality assurance of services, licensing system 	

Appendix 13c

Educational practitioners' view on inclusive education practice and services

Reference	Educational practitioners' view
[A7b/36]	<...Education and Rehabilitation center for children with visual impairments was established in Lviv, in 1996. It was a pedagogical experiment. My daughter was born blind and it changed my life <...>. We were first in Lviv region who were advocating inclusion for children with SEN <...>. PMPC was a first place where many children hear from specialists <...> that they have impairment <...>. Our Centre does not need to have PMPC consultations. We have enough expertise to assess children and to provide them with qualified services <...>. In the Centre we have best specialists, use innovative methods <...> we should have the right to provide comprehensive assessment as IRC <...>. We must give parents the right to choose where they can apply for comprehensive assessment. <...>. We cannot do anything without a mother (parents). <...>. The state guarantees the academic, organizational, financial and personnel autonomy of educational institutions (Article 23), and therefore the IRC has no right to interfere in the work of such institutions...>
[A7b/29]	<...We have 3 inclusive classes in our school...>
[A7b/20]	<...During September and the first part of October we observe children and now we have meetings with parents, where we tell them our findings and conclusions. We take a video about how children behave in kindergarten, so that parents are very interested in this ¹⁴⁰ . Then we propose them to sign individual development program developed by specialist team of our kindergarten...>
[A7b/31g]	<...Sometimes it is difficult to find a common language with some parents ...>
[A7b/29]	<...The average number of children in the class is 29.5. That is why it is very difficult to provide inclusive education there. We would like to have more flexibility in spending funds that comes as an "inclusive" subvention. In our school, there work speech therapist (1.5 staff), psychologist (part time/ 0.75) and social pedagogue (part time/0.75) ...>
[A7b/31a]	<...I am a teacher of the 4 th class and there are over 30 pupils in my class. We have one child with SEN. It is impossible to pay enough attention to every child. Classes are too big to provide inclusive education properly ...>
[A7b/31b]	<... I am teacher of the 3 rd class. We have a boy with SEN and 30 pupils more. This boy does not like loud noises and he is often tired. That is why it is hard for him to learn in a big class...>
[A7b/31e]	<... We organize out-of-school activities for all children ...>
[A7b/31f]	<...I am a preschool teacher in inclusive group. We have a boy with Down Syndrome. We do not have experience to work with children with SEN. We need to have more materials that are didactic, some special games etc. There is a teacher's assistant in our group...>
[A7b/2]	<...Children with autistic spectrum disorders and emotional - behavioral problems are the most discriminated ones in Ukraine within educational services because of lack of expertise and specialists that would be ready to work with these children...>
[A7b/3]	<...Psychiatrist D. in Zaporizhzhia initiated therapy for children with autistic spectrum disorders and behavioral problems without medicines. There is a unique system in our city when health care sphere is the most helpful and cooperative for parents of children with SEN...>
Summary of issues emphasized by educational practitioners	
<ul style="list-style-type: none"> ➤ Inspiring educational practices in some education and rehabilitation centres: <ul style="list-style-type: none"> - Experienced and well trained specialists - <i>innovative methods</i> - <i>collaboration with parents</i> ➤ Challenges: <ul style="list-style-type: none"> - finding a common language with some parents - Classes are too big to provide inclusive education ➤ Needs: <ul style="list-style-type: none"> - <i>for more flexibility in spending funds that comes as an "inclusive" subvention</i> - more experience and knowledge for preschool teachers - <i>lack of expertise and specialists to provide services for children with autism</i> 	

¹⁴⁰ Meeting of specialist team and parents in kindergarten.

Participant views on inclusive education practice and services provided in educational institutions

	Main issues	Views of participants		
		Central and local level officials views	Educational practitioners views	Parents views
1	Admission of children at risks and with identified SEN to the school			On parents initiative. Tendency to recommend <i>individual form of education</i>¹⁴¹ for children with moderate and severe SEN.
2	Availability of coordinated service provision for children in inclusive classroom / groups and beyond			Parents as a bridge between privately working therapist and school specialists, including teacher - parents hire private specialists; parents, as an active team members, contribute to the developing Individual development programs for their child; parents are active in shaping positive e attitudes of classmates towards children with SEN. Need for coordination of diverse services: - <i>individual educational trajectory</i> - <i>individual development program</i> - <i>individual educational plan</i> - <i>individual rehabilitation program</i>
3	Teaching and learning strategies used to teach <i>all students</i> in inclusive classroom		Individual development program is used for education of children with SEN. <i>There are 2 types of educational programs: general educational program and typical educational program of special educational institutions for children with SEN (hereinafter – special program). Educational institution can use any</i>	

¹⁴¹ Individual form of education – home-based education.

			<p><i>educational program depending on the need, adapt or modify it according to the educational needs of a child.</i></p> <p><i>There are some types of special programs: for deaf / with hearing impairment children;; for blind and children with visual impairment; for children with mental development delay; for children with intellectual disability; for children with severe speech impairments; for children with disorders of the musculo-skeletal system; for children with complex developmental disorders; for children with autism spectrum disorders of high severity.</i></p>	
4	Preparedness of teachers to teach diverse children in classrooms / groups and beyond			<p>Need for out-of-school education specialist training how to work with children with SEN.</p> <p>Teachers of inclusive classes / groups and parents feel confused and lost in non-expected educational situations.</p> <p>Teacher should know how to form positive relationship between children in the class</p>
5	School / kindergarten and family collaboration			<p>Parent – school collaboration is initiated by parents - trained parents take the role of ‘teachers of teachers’ and co-therapists; they train teacher assistants.</p> <p>Parents are active in advocating for inclusive education.</p>
6	Successful teaching experiences as inspiring inclusive practices	Good practices on inclusive education in some communities:	Inspiring educational practices in some education and rehabilitation centres	Positive tendencies towards quality education are evident through new state policy, new legislation; officials’ competency and awareness; partnership

		<ul style="list-style-type: none"> - schools and kindergartens in Zaporizhzhia, Zhytomyr, Kyiv oblasts; - out-of-school services for children with SEN in Shepetivka, Illichivsk, Mykolayiv; <p>Much more children with SEN are studying in mainstream schools; MoES pays a lot of attention to providing inclusive education.</p> <ul style="list-style-type: none"> - Student teachers (future teachers) are not afraid to teach children with SEN 	<ul style="list-style-type: none"> - Experienced and well trained specialists - <i>innovative methods</i> - <i>collaboration with parents</i> 	<p>with parents; positive educational experiences in kindergartens and schools; growing responsibility and competence of specialists; positive attitudes of school administration and teachers toward children with SEN.</p> <p>Socialization for a child is more important than learning - <i>positive social relationship and class atmosphere contribute to progress in learning.</i></p>
6	Barriers and challenges of diverse children education in inclusive classroom	<ul style="list-style-type: none"> - Society is not ready to see children with SEN in their communities; - Complaints from parents of children without SEN; - Lack of experience, lack of interdepartmental cooperation; - Lack of accessibility to social services for children with SEN in small cities and rural areas. - Need for awareness raising activities on inclusive education for society, especially for parents of children without SEN; - Social protection system is not capable to provide preventive services and to carry out proper social work; - Low social status of social workers; - Lack of specialists to work with children with SEN and their knowledge is outdated. 	<p>Challenges are related to finding a common language with some parents;</p> <p>Classes are too big to provide inclusive education properly.</p> <p>Lack of expertise and specialists to provide services for children with autism.</p>	<p>Challenges of inclusive education implementation in inclusive class are related to: lack of specialists at school (<i>teacher's assistant, child's assistant, speech therapists ...</i>); lack of correctional services at school; school professionals (speech therapists at al.) need training how to organize and provide educational services to a child; <i>teachers and school administration need a support how to deal with the Conclusion of PMPC / IRC; need for special textbooks and copybooks.</i></p> <p>Lack of inclusive classes in rural areas.</p> <p>Challenges related to overloading children with many 'individual' documents, lessons and services provided by specialists extra-school:</p> <ul style="list-style-type: none"> - <i>individual educational trajectory</i> - <i>individual development program</i> - <i>individual educational plan</i> - <i>individual rehabilitation program</i>

7	<p>Barriers and challenges of diverse children education in inclusive group in kindergarten</p>	<p>Need for further development of legislation related to inclusive education in preschool:</p> <ul style="list-style-type: none"> - Form of an individual developmental program for preschool children with SEN, job description of teacher's assistant in kindergarten, regulation on certification of teacher's assistant etc.; - Parents want their children to attend special kindergartens, because the conditions are much better than in mainstream kindergartens; - Difficulties attracting specialists to work as teacher's assistants in kindergarten because of low salary. 	<p>Need for more experience and knowledge for preschool teachers how to education children with SEN.</p>	<p>Challenges of inclusive education implementation in preschool setting - preschool teachers need training in order to educate children with SEN; <i>preschools need support and knowledge how to organize inclusive education in a kindergarten.</i> Lack of inclusive kindergartens in rural areas.</p>
8	<p>Opportunities for inclusive practice improvement</p>	<p>Structure of educational and methodological support to provide educational services for children with impairments according to nosology:</p> <ul style="list-style-type: none"> - adopting textbooks and educational materials - developing educational and correctional programs, recommendations, textbooks, manuals, plans, etc. to help teachers to teach children with different disorders. <p>To develop services market for children with SEN; Implement quality assurance of services, and licensing system. Support parents of children with SEN.</p>	<p>More flexibility in spending funds that comes as an "inclusive" subvention is required.</p>	<p>Lessons of tolerance for all children and all parents. Inclusive education as flexible organization of education according to needs of a child. Additional support: <i>resource room at school; 'Hot line' at Ministry (MoES) on inclusive education so that every parent can call and find information.</i></p>

Example 1 INDIVIDUAL DEVELOPMENT PROGRAM

1. Term 2018-2019

2. General information on a student:

First Name XXX _____

Patronymic Name _____

Family Name/Surname _____

Date of birth 30.09.2008

Full name of the educational institution the student studies at L'viv secondary school No. 82

Academic year 2015 (4th class)

3. Information about development peculiarities of the student (special educational needs, health status, physical and speech development, cognitive, emotional-volitional sphere, educational activity)

No	Date	Brief Summary	Information Source
	07.05.2015	<i>Delay in mental development. Dysarthria. Minor motility is disturbed. Disorders of the musculoskeletal system with impaired motor functions: self-moving, self-serving.</i>	PMPC

4. Current level of knowledge and skills development

Potentialities	Needs
<i>Self-organizes workplace; oriented in schedule; reads by syllables; paints; studying poetry and English words; uses textbooks; can add and subtract</i>	<i>Learn to write on his own; better to count; speak more clearly and distinctly</i>

5. Additional educational and social needs of the student (additional support of the teacher's assistant, assistance of the social worker, work with the teacher-defectologist, teacher-speech therapist, etc.)

Yes (point out the needs) System speech therapy correction, psychological support, teacher's assistant

No

6. Psychological and pedagogical assistance provided during out-of-class correction and development sessions

Session Title	Specialist who conducts the session	Session Venue	Session Date	Periodicity
<i>Psychologist</i>				
<i>Speech therapist</i>				
<i>Physical therapist</i>				

7. Characteristics of the student

Sphere of Development	Brief Characteristics	Planned Actions	Outcomes/Skills
<i>emotional-volitional development</i>	<i>immature</i>	<i>managing your own emotions</i>	<i>stability in emotions and actions</i>
<i>Physical</i>	<i>independently moves, serves himself</i>	<i>improve fine motor skills</i>	<i>learn to write on his own</i>
<i>Cognitive</i>	<i>sociable, diligent, responsible</i>	<i>logic games</i>	<i>improve logical thinking</i>
<i>Speech</i>	<i>dysarthria</i>	<i>correctional lessons with speech therapist</i>	<i>correct the defects of the language</i>
<i>Social</i>	<i>active, like environment and travels</i>		

8. Educational subjects (in the case when the potential capabilities of the student do not allow coping with the curriculum, which leads to the need to develop an adapted or a modified program)

No	Subject	Program	
		adapted	modified
1	<i>Math</i>	√	
2	<i>Ukrainian language</i>	√	
3	<i>English</i>		
4	<i>Reading</i>	√	

Exemption from certain subjects

Yes (point out the subject (subjects) _____ *physical training* _____)

No

9. Adaptation (underline necessary point)

Medium adaptation: accessibility, intensity of illumination, noise reduction in the classroom, room for privacy, other _____

Psychological and pedagogical adaptation: increasing the time for tasks, alternation of activities, performance of tasks on the model, type and frequency of relaxation, use of means of concentration of attention, other _____

Adaptation of educational material: adaptation of learning and teaching materials, visual aids, flash cards, use of printed texts with different font sizes, other _____

Necessary special equipment

Yes (point out equipment) _____

No

10. Sources of information in the process of developing an individual development program

conclusion of psychological, medical and pedagogical counseling

preliminary individual development program

parents / guardians

student

other _____

11. Members of the group for the development of an individual development program

Name, Surname	Job title	Signature
	<i>class teacher</i>	
	<i>deputy director</i>	
	<i>psychologist</i>	
	<i>physical therapist</i>	
	<i>speech therapist</i>	
	<i>teacher's assistant</i>	
	<i>social pedagogue</i>	

12. Alignment of the individual program with:

1) parents / legal representatives:

Name, Patronymic Name, Surname of parents / legal representatives _____

signature _____ date _____

2) student, if they turned 16 or more years old

signature _____ date _____

13. Plan for counseling of parents / legal representatives in the process of developing / implementing an individual program

Date	Aim	Responsible
------	-----	-------------

14. Monitoring of the development status of the student and their academic achievements

Spheres of development/ subjects	Period of Monitoring			
	during the first semester of the academic year	after the end of the first semester of the academic year	during the second semester of the academic year	after the end the academic year

(title of the director of a general educational institution)

(signature)

(initials, surname)

_____ 20__.

Example 2 INDIVIDUAL DEVELOPMENT PROGRAM

Term 2018/2019

General information on a student:

First Name XXX _____

Patronymic Name _____

Family Name/Surname _____

Date of birth 24.07.2014

Full name of the educational institution the student studies at Preschool educational institution XX

Parents _____

Phone number _____

Address of residence _____

Information about development peculiarities of the student (special educational needs, health status, physical and speech development, cognitive, emotional-volitional sphere, educational activity)

No	Date	Brief Summary	Information Source
1	18.05.2018	The general underdevelopment of speech of II level.	Extract from PMPC conclusion No.35

Team members to develop an individual development program

Full Name	Position	Signature

Current level of knowledge and skills development

Potentialities	Needs
<p><i>possesses sensory _____;</i> <i>contacts with children and adults;</i> <i>carries out tasks of artistic and productive activity only on a model;</i> <i>takes an active part in musical classes</i></p>	<p><i>develop creative imagination;</i> <i>develop knowledge about the surrounding world;</i> <i>development of active communication</i></p>

Additional educational and social needs of the student (additional support of the teacher's assistant, assistance of the social worker, work with the teacher-defectologist, teacher-speech therapist, etc.)

Yes (point out the needs) teacher's assistant

No

Current level of knowledge and skills

Beginning of the year

Pedagogue	Girl goes hard on contact, needs praise and encouragement. To the kindergarten goes with pleasure. She knows parts of the body and shows them. The main colors, geometric figures shows and calls. At the lessons, attention is focused on a short time, with each stimulus distracted.
Psychologist	Contact with an adult is set gradually. There is an uneven formation of cognitive processes. The level of knowledge about the world needs expansion. Sensory patterns are formed. The pace of activity is slowed down. To accomplish tasks requires encouragement and stimulation. Adult assistance accepts and uses. Emotions are not mature.
Speech therapist	Communicates with sentences. Sentences are not grammatical. Understanding the target language is situational. Sound is disturbed. The voice has a nasal tint. The diction has a domestic character.

Medical specialist	There are no special medical recommendations.
Other specialist	The activity of the girl in various activities depends on the mood. Prefers self-playing games. In self-service is independent.

Adaptation and modification

Title of adaptation	Yes/no	Note
Environmental adaptation		
accessibility	no	
intensity of illumination	no	
noise level	no	
room for privacy	no	
Psycho-pedagogical adaptation		
use of visual scheduling	no	
increase of time for tasks	yes	
increase of volume of help (physical aid, sample, reminder)	yes	
motional mode	no	
use of incentives	yes	
use of means of concentration of attention	yes	
Adaptation of educational material		
instruction cards	no	
alternative communication tools	no	
Modification		
reducing the content of the material	yes	
reducing the requirements for participation in the work	no	
Other		

Necessary special equipment

- Yes (point out equipment) _____
 No

Programs that are recommended for a child with SEN within educational process

Correctional training for children of middle preschool age with general underdevelopment of speech

Developmental program used by pedagogue (specify program name)

The program of development of preschool age children "Ukrainian pre-school"

Psychological - pedagogical assistance provided during out-of-class correction and development sessions

Session Title	Specialist who conducts the session	Session Venue	Session Date	Periodicity
<i>Practical psychologist</i>	_____	<i>cabinet</i>		<i>Mon, Wed</i>
<i>Speech therapist</i>	_____	<i>cabinet</i>		<i>Mon, Tue, Wed, Fri</i>

Alignment of the individual program with: 1) parents / legal representatives:

Name, Patronymic Name, Surname of parents / legal representatives

signature _____ date

Appendix 16a

Central and local level officials' views on early childhood intervention

Reference	Central and local level officials' views
[A7b/1]	<p><...There is lack of awareness and, as a result, not enough attention is paid to legal and practical issues of ECI <...>. There are some expectations that decentralization of power under a reform in Ukraine will contribute to ECI development. Now amalgamated communities have enough power and resources not to be depended on central level, but they need to follow some regulations, standards etc., that are neither developed nor adopted yet <...>. There is a certain competition about who should take a responsibility for establishing ECI system as a whole: health care, education or social protection. There is a legal mandate to make MOSP as a leader in establishment of ECI <...>. Interagency cooperation does not work in Ukraine and this is one of the biggest challenges within ECI services establishment since ECI services are interdisciplinary and interdepartmental ones. <...>. National Assembly of People with Disabilities initiates the projects under request of stakeholders. They are looking for different funding and resources to help National Assembly to implement the projects. There is a new initiative to start to analyze and describe 4 models of ECI in 4 pilot regions of Ukraine because they are significantly different...></p>
[A7b/2]	<p><...There is lack of ECI services in Kharkiv region – only one institution provides ECI, and only 80 families are receiving ECI services there...></p>
[A7b/4]	<p><...MOSP would like to coordinate establishment of ECI system in Ukraine <...> we have already developed draft regulations. According to the draft legal document, ECI interdisciplinary team will consist of social worker, a pediatrician, a psychologist and a rehabilitation doctor. Other specialists could be engage according to the needs of the child <...> Odessa region has already adopted some regulations developed by MOSP and established some institutions and a structure of interdepartmental commission <...>. Within Twinning project, online assessment toolkit has been developed: http://rvua.com.ua/red-flags for parents to check if their child has some developmental delay <...>. We would like that all children who received ECI services can attend mainstream kindergartens and schools <...> but we suppose that some of them would become residents of 'closed' (special educational) institutions because of their diagnosis <...>. In 2017 in State Rehabilitation Institution under MOSP 'Center for Complex Rehabilitation for Children with Disabilities 'Mriya', 117 children aged from 0 to 2 received early rehabilitation services and 38% of them do not need these services anymore <...>. There is a difference between early rehabilitation services (ERC) and ECI services. In ERC, a child is an object of services provision (massage, stimulation etc.) while in ECI, a family is an object of services. <...>. Nevertheless, MOSP uses ERCs as a resource to establish and develop ECI services. We do not want to mix these services, but we do this because we have legal base to provide ECI <...>. We need to approve necessary regulations within the pilot project on ECI to test the system and to make changes to the legislation on ECI in order to ensure their funding from central budget (now they are funded from local budgets) <...>. International donors funds (UNICEF etc.) are used to train multidisciplinary ECI teams...></p>
[A7b/8]	<p><...In the structure of MOH there is Department of Medical Care for a Mothers and a Child. According to the Action Plan for 2017-2020, a pilot project 'Creation of ECI system to provide services and to ensure a child's development, health and life preservation¹⁴² is started to be implemented. MOH is responsible for approval of the following legal acts: Interim typical procedure for inter-agency cooperation between institutions; Temporary provisions of EI Centre; Guidelines on implementation of ECI to ensure child development, health and life preservation; Criteria and indicators of ECI. Draft Concept on ECI is already developed by MOH. <...>. UNICEF trained 25 multidisciplinary teams on ECI and 25 more were trained by MOH. ECI teams could work at institution of any sector (medical, social, educational). It depends on local self-government decision <...>. Pediatrician is a first specialist who must identify possible difficulties in the development of a child and send him/her for the review to another medical specialist <...>. ECI centers are focused on intellectual disorders of children, but medical sector specialists are working with all disorders <...>. Infant homes are subject to MOH. There are 37 infant homes in Ukraine with almost 2000 children. There are rehabilitation services, correctional services there, but they are</p>

¹⁴² Resolution of the Cabinet of Ministers No. 948-p dd 14 December, 2016

	<i>not effective. The services in infant homes are good only 'on the paper'. Nobody is responsible for the quality of services there. There is no monitoring and quality control of services ...>.</i>
[A7b/5]	<i><...It is not an easy issue to develop ECI services because of lack of legislation and mechanisms of interdepartmental cooperation. We have an idea to use IRC as a basis for developing ECI services too, but there are no medical workers there.</i>
Summary of issues emphasized by central and local level officials	
<p>➤ International initiatives and variety of national actions towards functional ECI:</p> <ul style="list-style-type: none"> - ECI via Twinning pilot project and development of legal regulations by MoSP; - ECI pilot project 'Creation of system to provide services and to ensure a child's development, health and life preservation' and development of legal acts by MoH; - International funds used for training multidisciplinary ECI teams. 	
<p>➤ Needs and challenges:</p> <ul style="list-style-type: none"> - Need of legal ECI system as a whole; - Need for interagency cooperation; - Need for ECI services quality monitoring (e.g. at infant homes); - Lack of ECI services in Kharkiv and other region; - Lack of awareness; - Lack of legislation and mechanisms of interdepartmental cooperation. 	

Appendix 16b

Practitioners and parents views on early childhood intervention

ECI practitioners' views	
[A7b/5]	<p><...Charity Fund Early Intervention Institute exists more than 18 years. We are promoting a natural environment- based ECI model instead of rehabilitation or center-based ones <...>. From the very beginning, we carried out scientific research in the field of ECI <...>. The multidisciplinary team consists of medical doctor, a psychologist, a speech therapist, a rehabilitation doctor and a services' coordinator. There is no social worker in our team, but it has to be. Our multidisciplinary team works at family's home. Once a week we have the whole day for multidisciplinary teamwork. In addition, we allocate some time in our schedule for trainings and consultations <...>. Initial assessment is conducted in our center. Parents need to apply for our services <...>. In Kharkiv region, our Center is famous enough and parents come to us by themselves. We are able to provide services for up to 100 families, so we have a queue. We do not work with children from social risk because we provide services for children at disability risk <...>. We try to cooperate with IRC <...>. We are negotiating with regional authorities to become a resource and methodological center to coordinate the ECI service provision in Kharkiv region <...>. We estimate that we need 12-13 multidisciplinary teams to provide ECI services in Kharkiv region, because there are about 142000 children. <...>. ECI teams of specialists receive many trainings organized by different international organizations <...>. The main issue is the legislation on ECI services provision <...>. There are many challenges with interdepartmental and inter-sectorial coordination and cooperation in Ukraine <...>. There is no 'child find' system nor instruments in Ukraine...></p>
[A7b/27]	<p><...We started to provide ECI services in 1998. Now we have 12 specialists in our ECI team: medical doctors, speech therapists, psychologists, social workers. Since 2017, our ECI programs are funded partially by Lviv city budget. We work as organization of social sector <...>. Now more than 200 families receive ECI services for their children. <...>. Within ECI pilot project, we have a possibility to try out the provision of services based on 3 sectors (medical, social, education). We would like to have one universal standard that would allow organizing ECI services at any service provider organization. For example, in Lviv oblast there are 9 centers for social rehabilitation of children with disabilities; it would be expedient to open ECI departments there as they have specialists and some equipment <...>. In Lviv, ECI services also are provided in children clinics (medical sector). ECI services clinics are funded from local budget since 2017. In the nearest future, 2 more ECI centers at child clinics will be opened. In this regard, in Lviv, we have a possibility to compare the advantages and disadvantages of providing ECI services at 2 sectors. In social protection sector, it is very helpful to have specialists on social work (with higher education) in order to identify parent's resources that are very important for ECI services. However, in order to hire medical doctor for ECI team organization should have a license for the provision of health services <...>. Specialists of all sectors should communicate with each other all the time. Medical doctor as well as social worker should be members of ECI and IRC teams. <...>. The urgent need is to make changes in the system of professional training of specialists, who work with children with disabilities. This is a milestone. Without that, parents and NGO sector will never stop spend their funds on retraining of specialists <...>. As our ECI center relates to social sector, parents should provide us with the referral from the Department of Social Protection. In addition to this, according to the decree of Cabinet of Ministers 'On Approval of the Procedure for providing to some categories of persons the services of Complex Rehabilitation (habilitation)'¹⁴³, 8 more documents are needed. Among these documents are conclusion of the medical advisory committee and an extract from the medical card <...>. We cannot provide them with services without these documents. <...>. As visiting different official institutions and commissions is very complex and traumatic and takes a lot of time, many parents refuse to ECI service. That is why it was very convenient to work as NGO, because there you did not need to provide any special documents to receive services. Only a child was important and the wish of parents to receive our service. Since we had funded from the local budget we have to comply with the law. <...>. Earlier 2 or 3 years ago, social protection sector, namely rehabilitation services, worked only with persons with disabilities. Children at risk were not taken into account and could not receive rehabilitation services. For the same reason, we do not currently have statistics on children at risk - data are not collected at all because there is not even a proper terminology <...>. As far as we have reforms in every sector in Ukraine, it is the best time to make policy changes. <...>. There is a plan to establish</p>

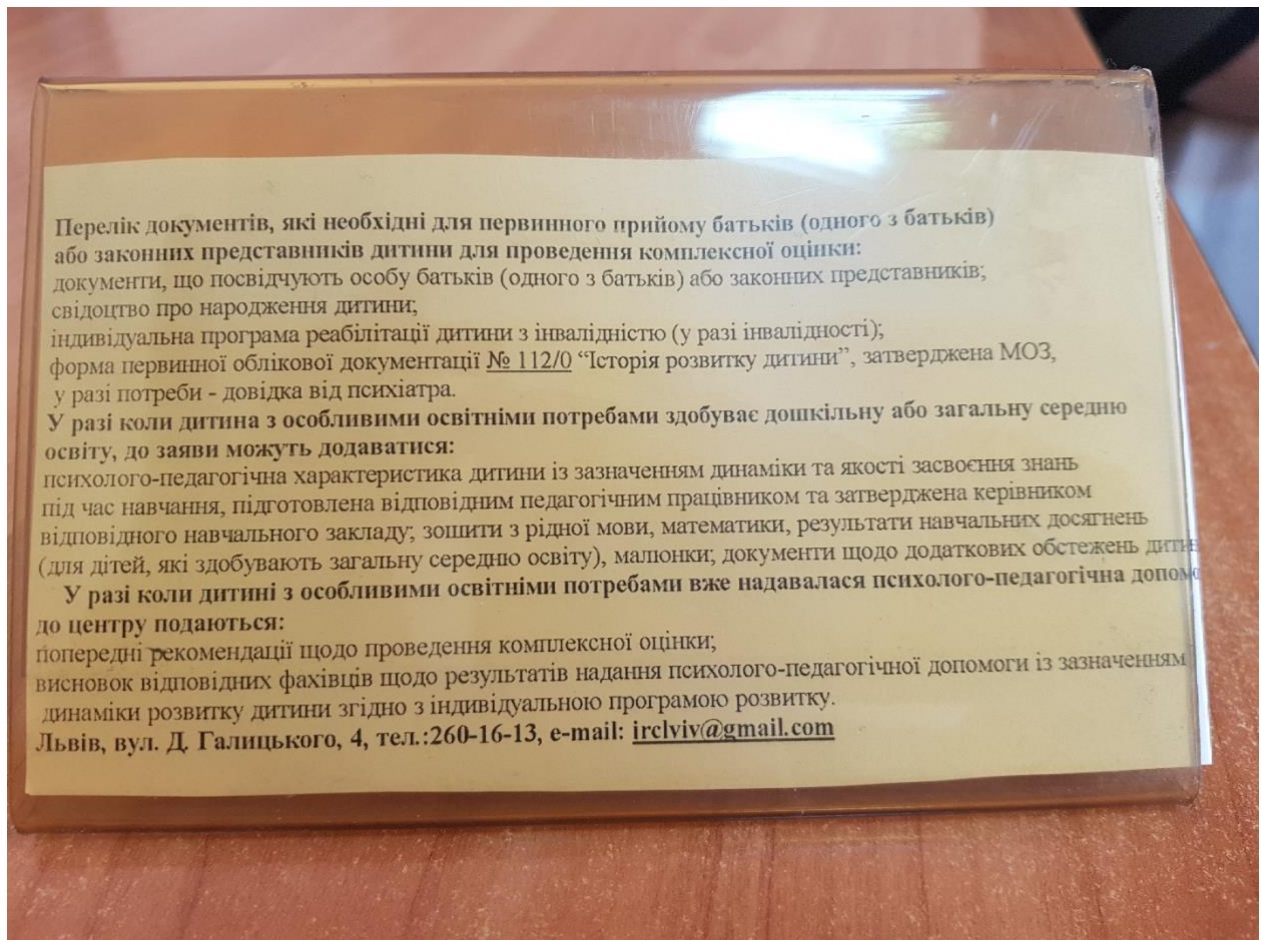
¹⁴³ <http://zakon.rada.gov.ua/laws/show/80-2007-%D0%BF>

	<p>a regional rehabilitation center for all children in Lviv. I would forbid establishing huge centers. Services for children at risk or children with disabilities should be provided at a community level. <...>. ECI services for children from 0 should be provided in IRC. <...>. It is very difficult to keep specialists due to the low wages. We attract good specialists, retrain them, invest time and resources in their knowledge, and then they go to work where the salary is higher <...>. Another issue that has a very destructive effect on teamwork is different duration of working day of specialists in a team. For example, a physical therapist and psychologist have 8-hour working day, and speech therapist has 3,8-hour day...></p>
Parents' experiences	
[A7b/12g]	<p><... We received ECI services and my son was assessed there, but PMPC did not take into account their conclusion. They told me that they knew better and they are more qualified... ></p>
Summary of issues emphasized by ECI practitioners and parents	
<p>➤ ECI models</p> <ul style="list-style-type: none"> - As charity Foundation including scientific research and ECI multidisciplinary team home-based services for children at disability risk; - Education and rehabilitations centres through pilot project, possibility to provide 3 sectors (medical, social, education) based services; - ECI services clinics under medical sector; - ECI services in social protection sector. <p>➤ Needs and challenges</p> <ul style="list-style-type: none"> - Need of legislation on ECI services provision - one universal ECI standard; - Community level based services for children at risk or children with disabilities; ECI services for children from 0 should be provided in IRC; - Need of changes in the system of ECI professional training; - Challenges with interdepartmental and inter-sectorial coordination and cooperation; - No 'child find' system nor instruments in Ukraine; - Challenges with collection of many documents for ECI provision 	

Participant views on early childhood intervention services for children at risk and their families

	Main issues	Views of participants	
		Central and local level officials views	Educational practitioners and Parents views Parents views
1	ECI implementation models	<ul style="list-style-type: none"> ➤ International initiatives and variety of national actions towards functional ECI: - ECI via Twinning pilot project and development of legal regulations by MoSP; - ECI pilot project 'Creation of system to provide services and to ensure a child's development, health and life preservation' and development of legal acts by MoH; - International funds used for training multidisciplinary ECI teams. 	<ul style="list-style-type: none"> ➤ ECI models - As charity Foundation including scientific research and ECI multidisciplinary team home-based services for children at disability risk; - Education and rehabilitations centres through pilot project, possibility to provide 3 sectors (medical, social, education) based services; - ECI services clinics under medical sector; - ECI services in social protection sector.
2	Needs and challenges	<ul style="list-style-type: none"> ➤ Needs and challenges: - Need of legal ECI system as a whole; - Need for interagency cooperation; - Need for ECI services quality monitoring (e.g. at infant homes); - Lack of ECI services in Kharkiv and other region; - Lack of awareness; - Lack of legislation and mechanisms of interdepartmental cooperation. 	<ul style="list-style-type: none"> ➤ Needs and challenges - Need of legislation on ECI services provision - one universal ECI standard; - Community level based services for children at risk or children with disabilities; ECI services for children from 0 should be provided in IRC; - Need of changes in the system of ECI professional training; - Challenges with interdepartmental and inter-sectorial coordination and cooperation; - No 'child find' system nor instruments in Ukraine; - Challenges with collection of many documents for ECI provision

List of documents required for the assessment at IRC



Appendix 19

Teacher and specialist preparedness for inclusive education

Reference	Central level officials view
[A7b/6]	<...At the regional institutes of Postgraduate Teacher Education the Resource Centers on inclusive education support are being established and their responsibility will be to train teachers and specialists to work with children with SEN <...>. Under the support of UNICEF and Renaissance Foundation, trainers for trainers on inclusive education are preparing. All of them will be certificated by special MOES' order <...>. We had joint meeting with the department of High Education of MOES regarding implementation of special educational programs on inclusive education in pedagogical institutes and faculties <...>. We (Directorate on Inclusive Education) are developing a Strategy of Inclusive Education in Ukraine for the next 5 years <...>. There are norms in the draft law on Secondary Education (new edition) that every 5 years each teacher should have at least 150 hours of advanced training courses and among them, at least 30 hours on educational services provision for children with SEN. <...>. Under support of donor's organizations, online course on inclusive education for teachers of 1-4 classes has been developed, and more than 16% of teachers were trained accordingly. This online course is not obligatory...>
[A7b/7]	<...Our Institute certifies regional trainers for trainers that were and would be educated and trained under the support of UNICEF and Renaissance Foundation ...>
	Teacher Educators
[A7b/16]	<...We have 3 departments and 4 specialties (preschool education, primary education, special pedagogy, social work) at the faculty. This year demand for inclusive education has increased, especially for specialty 'teacher's assistant'. <...>. It is difficult to motivate students to choose our specialties because salaries are not competitive <...>. Legislation on education, including that on inclusive issues, is quite good. <...>. There is lack of pedagogues who can properly educate students, provide them with modern knowledge in accordance with the best international practices. <...>. Our faculty is a unique one in Ukraine in the context of quality practical training of teachers. <...>. We try to enter into agreements with NGOs and educational institutions providing services for children with disabilities. We would like to have more time for the practical placement. For now, according to the Concept of pedagogical education development, among 240 ECTS for 4-years Bachelor curriculum, there should be at least 30 credits (or 12,5%) for practical placement. We suppose that it is necessary to have more time for it, at least 45 credits. <...>. Most of us (teacher educators) are parents of children with SEN. That is why we have disjoint expertise. We introduced a new specialty – craftsman's assistant, in order to introduce inclusion for vocational schools <...>. In Ukraine, we need to develop inclusion in vocational education , because after secondary education children do not have any professional competencies. If children have intellectual disabilities, vocational educational institutions are not ready and not accessible for children with SEN...>. We have enough expertise to provide services on postgraduate education courses for teachers, especially on providing education of children with autism spectrum disorders <...>. Teachers of our faculty provide trainings for teachers of the secondary schools in different parts of our region by request. <...>. We have professional links with other Ukrainian pedagogical institutes and faculties. <...>. We have 10 budget places within entering campaign on special pedagogy study programme. 60 students have entered University and decided to become specialists on special pedagogy this year. The licensed volume is 100 people...>
[A7b/26]	<...Lviv Regional (oblast) Council founded Lviv Regional Postgraduate Pedagogical Education Institution. Operational management is provided by Department of Education of Lviv oblast state administration, and Institute of education content modernization carries out methodological coordination. For more than 10 years, we provide a component on inclusive education in postgraduate courses.>
	Representatives of NGOs
[A7b/10]	<...We are involved in conducting training for trainers on inclusive education. There were trained 3 trainers per every region in September, 2018. We also presented ICF for trainers. In October, the trainings for specialists from Resource Center for Inclusive Education Support were organized. However, the staff of these centers was not fully recruited at that time. Various regional specialists also took part in training <...>. Unfortunately, teachers from kindergartens are excluded from trainings on inclusive education according to this format of work...>

Teachers	
[A7b/24]	<...Trainings of Educational and Methodological Center of Education of Lviv are helpful...>
[A7b/27]	<...Changing the system of educating and training of all professionals working with children is an urgent need, because no one of them is ready to work with a child who has some developmental disorders. This is a milestone. Without that, parents and NGO sector will never stop spend their funds on retraining of specialists...>
[A7b/29]	<...Teachers and teacher's assistants need to have trainings, including practical workshops. It is very difficult to attract specialists to work as teacher's assistant. All our teacher's assistants at school work as teachers too according to their specialty. <...>. Teachers and teachers' assistants passed two-week courses in Lviv Regional Postgraduate Pedagogical Education Institution...>
[A7b/31c].	<... We need to have more trainings and knowledge. I passed online course on inclusive education, what was very helpful...>
[A7b/31d].	<... It would be useful to have not only online trainings, but also practical workshops...>
[A7b/31f].	<...I am a preschool teacher in inclusive group. <...>. We do not have experience to work with children with SEN...>
Parents	
[A7b/11]	<...There is a huge problem with specialists in inclusive education: their quantity is not enough and their knowledge and experience are insufficient <...>. There is lack of educational and training programs in Ukraine for specialists <...>. There are many small towns and communities where the situation is much worse than in Kyiv, specialists from those areas need urgent support...>
[A7b/12a]	<...We train teacher's assistants on our own, prepare them and teach and, accordingly, pay the assistant in private...>
[A7b/12c]	<...Thanks to online course on inclusive education, teachers in my school received some information and knowledge...>

Links among Project tasks, expected outcomes and key findings

	Project task as in ToR	Expected outcome	Key findings
1.	To assess the needs for additional support of at-risk children in order to facilitate equitable access to education at all educational levels, including to early childhood development (based on a definition of at-risk children provided above).	Analyses of needs for mainstream multi – sectorial service provision of children at risk and their families.	<p>Statistical data on children at-risk are fragmented, not available as official databases; no available complete statistical data on different age children at diverse risks, in particular, on preschool age children. Different sectors (education, health care, social) collect statistical data according to their methodologies with a lack of cooperation in statistical data collection.</p> <p>Available statistical data are provided according to nosology and disability. Less is known about children with special educational needs. Despite a formal focus on ‘special educational needs’ statistical data are provided according to ‘nosology’, or/ and ‘disorder’.</p> <p>The biggest group of children are those with <i>delay in mental development</i>. Almost half of children with delay from total number of children with disabilities are in special & inclusive classes, and, possibly, experience diverse learning difficulties due to diverse reasons and have special educational needs.</p> <p>About thirteen percent of preschool settings in Ukraine and almost eighteen percent in Lviv region provide educational services for children with SEN in kindergartens with special groups and inclusive kindergartens. Almost two percent of total number of children in childcare institutions, who are residents of institutions within the Ministry of Social Policy sphere, do not receive education and educational support, because there are no educational services in these institutions. There are still many children in boarding institutions (‘internats’), special schools and ‘sanatorium’ schools in the country.</p>
2.	To analyse the services available, lacking or overlapping/duplicated for at-risk children and children with diverse special education needs	A map of services provided to children at risk by different institutions (including but not limited to schools, IRCs, medical and social service institutions and NGOs), and coordinated by	<p>In Ukraine, universal and special services are provided for children at risk.</p> <ul style="list-style-type: none"> - <i>Universal services</i> are focused on health care and social services for children. Medical doctors are the main specialists who are responsible for identification of developmental peculiarities of children from birth to 3. Early childhood intervention services are therapy based and are available for children only in some regions, mainly provided in regional centres; for example, in Lviv region, services for young children are available only in Lviv city. - Variety of <i>special services</i> for children with developmental disorders, disabilities, and special educational needs are focused on health care, ‘correctional’ and social issues. - <i>Inclusive Resource Centre</i> is responsible for special educational needs assessment and provision of correctional services to children aged 3 to 17, and services coordination. - In Lviv region, the availability of services for at risk children and their families in different cities and communities differ. - There are rayon and communities with a very low availability of services, such as preschool education, early childhood intervention services, and services of IRCs etc.
3	To develop a child-centred map of services provided by different institutions, including but not limited to kindergartens, schools, IRCs, medical and social service institutions, and		

	NGOs, based on the sample of selected regions identified to represent the overall situation in the country.	IRCs, is developed.	<ul style="list-style-type: none"> - According to available data, we can assume that only Lviv city is able to provide a full range of services for children and their families, including early childhood intervention. - Non-governmental organisations play an active role in ‘child find’ and identification of children and their family’s needs, needs analysis of services for children at diverse risks and those with special educational needs and in organising needed support accordingly.
4	To analyse the scope, quality, and accessibility of services provided to children with diverse special education needs based on the sample of a selected region, which will be identified to represent the overall situation in the country.	The establishment of a reference point for future monitoring of service provision for children at risk.	<p>Move towards new education paradigm in a new legislation is confirmed by focusing on quality education for <i>all</i> and various services, institutions, centres, and specialists, belonging to different sectors, to provide support to children and their families in need.</p> <p>Despite the evidence to legitimate new paradigm in education, some attributes of medical model, such as <i>correctional services, correction</i> of impairments etc., are still in the legislation.</p> <p>Educational setting and family collaboration as well as collaboration among families of diverse children at school and kindergarten are the most important issues that drive improvement of quality education for all children including children with SEN in Ukraine. Parents contribute to positive changes of attitudes towards children with SEN, they take an active role in advocating for inclusive education and are active members of educational support team at school. Parents contribute to specialist professional development and actively participate in the development of individual programs for their children. Parents are ones who try to coordinate services for their children in Ukraine.</p> <p>In inclusive class, usually teacher assistant is the main provider of support to a child with SEN in inclusive class. Teacher assistant accompanies child with SEN while he/she is in a classroom and takes the greatest part of responsibility for teaching and supporting child. Some schools have speech therapists and practical psychologists who seldom provide services for children with SEN as they have other responsibilities and /or are not enough prepared for this.</p> <p>In inclusive class practice, children with SEN usually are educated according to special education program and individual development programme; however, there is no recommendation on these two programmes interconnectivity. Individual development programme for preschool child usually is based on general recommendation for education linked to special education of children with certain disorders.</p> <p>Process of inclusive education implementation in educational practice meets with some challenges and barriers, as follow:</p> <ul style="list-style-type: none"> - Lack of specialists at school, in particular teacher’s assistants, child’s assistants, speech therapists etc.; - Lack of services at school for children at risk and with SEN; - School professionals need training how to organize and provide educational services, in particular to children with autism; - Need for of inter-sectorial and interdepartmental cooperation was emphasised, etc. - Preschool education needs more support to implement inclusive education, including further development of legislation, knowledge how to organize inclusive education as well as experience and knowledge how to educate children with SEN in a kindergarten.
5	To analyse the services provided by IRCs to at-risk	The establishment of	Regulations on IRC are based on children rights approach and the best interests for the child, focusing on quality education for all.

	<p>children and children with identified special education needs, including but not limited to the unique services provided only by IRCs, services provided by IRCs and other institutions. A separate focus of the analysis should be the coordinating role of IRCs for the services provided by other institutions.</p>	<p>a reference point for future monitoring of the IRCs' performance. This should include the assessment of the needs of the IRC's staff for capacity development</p>	<p>In the Regulations, a lot of attention is paid to developmental issues of the child that are important to assess, but also it is of most importance to identify educational needs of a child. Regulations declare individualisation of education through 'Individual Education Plan', 'Individual Developmental Program', and 'Individual Rehabilitation Program' taking into consideration special educational needs of a child. Children of pre-school educational institutions - nursery-kindergartens of <i>compensating type</i> and <i>special secondary schools</i> are excluded from the scope of IRC services without explanation. The role of IRC is critical in the transformation of general education into inclusive. IRC in Ukraine is a new and rapidly developing structure and seeks to become the main provider and coordinator of educational services to children with special educational needs. Many responsibilities and functions and few resources, including specialists, their competencies, infrastructure etc., are allocated to IRC sector. However, one of the key challenges is that IRC has many functions and works as a single centre without of school and kindergartens as well as other relevant institutions contribution. Regular schools and kindergartens should be involved in assessment and support provision to children and should work in a close cooperation with IRC. At the same time, schools and preschools need ongoing support and advice from IRC to help staff to provide quality education and support for diverse children in need. The main differences between IRC and PMPC are these that there is no medical component in IRC and much more time is allocated to child's needs assessment and development of recommendations in IRC than in PMPC. However, the tradition of previous system is still evident in the activity of IRC, as many of PMPC staff became staff of IRC. Model of educational support provision for children at risk and with identified special educational needs is based on IRC services without significant involvement of schools and kindergartens. IRC is responsible for many functions, including assessment and service provision for children, coordination of services, data collection, etc. Still, IRC is focused on the assessment, which is concentrated on within child deficits rather than to an examination of the child's educational needs and learning environment. Conclusion of the assessment and Recommendation developed by IRC and PMPC are still similar. Both structures provide with universal recommendations, which focus to the 'correction of disorder'. As general recommendation, 'Individual educational plan' and 'Educational program for children with particular disability' are recommended in the Conclusion. It means that 'Individual educational programme' is a special educational programme for children with specific disability. Child assessment to inform educational planning remains a core component of any good educational system. Much of this can be done at school and kindergarten level while some children will continue to need access to other assessments (psychological, health etc.) but only where these are indicated as necessary to inform intervention or required specialist support. Newly developed and still developing system of IRC lack of IRCs and human resources – specialists and their competencies ready to provide innovative complex services for children with diverse risks and needs, and their families. However, there are various opportunities for IRC specialists to receive professional support and consultations from the network of IRC in Lviv region.</p>
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