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## **INCLUSIVE AND RESOURCE CENTER IN THE STRUCTURE OF UKRAINE'S HIGHER EDUCATION ESTABLISHMENT**

The article deals with the issues of the inclusive and resource center functioning in the context of a university: its main functions have been determined; main subjects of the center have been found out; functional forms of activities have been distinguished; principles of activities have been proposed; results of activities and obstacles in the implementation of the tasks of the center have been determined.

*Key words:* inclusive education, inclusive and resource center, university, higher education of Ukraine.

The reform of education in Ukraine involves the introduction of an inclusive form of education. The regulatory-legal documentation regulating the inclusive process in preschool and secondary education has already been approved, and a draft law on vocational education is being drafted. On the other hand, higher education feels the lack not only of legal regulation, but also of guidelines for the implementation of vocational training, including pedagogical one, and the creation of an appropriate inclusive educational environment. Thus, there is a contradiction in the fact that institutions of higher education are not ready to ensure the society's need to provide high-quality educational services to persons with disabilities and other needs, as well as to train pedagogical staff to work in conditions of inclusion.

The purpose of the article is to identify and analyze the possibilities of the inclusive and resource center as a separate structural unit of the university in implementing the principles of inclusive education.

After the adoption of the new Law of Ukraine «On Education» of 09.05.2017 №2145-VIII in Ternopil Volodymyr Hnatyuk National Pedagogical University preparation for the implementation of Article 20 of this Law on inclusive education has begun. And as a result, since February 2018 a separate structural unit of the University «Inclusive and Resource Center» (hereinafter – the Center) was organized [1]. The purpose of the Center's activities is to improve conditions for students with disabilities and other needs for access to quality education and other services at the University; support of the entrants' parents, educators, public and promotion of inclusive education in the region through the implementation of the Center's functions.

The main functions of the Center are: informational (providing families, teachers, interested persons with actual information on the state's social and educational policy (normative and legal documents at the national and regional level), programs and services to support persons with disabilities and special needs, the latest educational and rehabilitation technologies, the best experience in the field of inclusive and special education; identification, support, registration of students with disabilities; co-ordination of cooperation with global, national, regional and local institutions in order to provide students (disciples) with disabilities access to quality education, self-development, formation of vital

competencies, employment, and exchange of experience; dissemination of information on the resources of educational and rehabilitation needs of children and youth with violations of mental and physical development in places of their residence); advisory (providing consultations to interested subjects of interaction on the peculiarities of development, educational and rehabilitation needs, creation of proper conditions for the organization of inclusive education of student youth (students) with different types of violations of mental and physical development; advising teachers, who work with disciples and students with disabilities, consultancy on the peculiarities of their education, training, organization of providing educational, methodological materials, assistance in developing an individual development program); navigating (providing assistance to parents in solving the issues of obtaining quality education by their children who have violations in psycho-physical development regarding their educational needs; organization of legal support and support of families, if necessary, defending the rights of the child to receive qualitative and accessible education by clarifying the legal possibilities of parents (or those who replace them); obtaining additional consultations, referring to authorities providing medical and social services, legal information; identifying and gaining access to the existing sources of assistance and services, providing information on their location); coordinating (organization, consolidation, and interdepartmental coordination of the activities of subjects of partnership in providing services to students (educatees) with special educational needs, using rehabilitation activities aimed at restoring physical, mental and social level of their lives activities in order to promote integration into society); educational (carrying out activities to improve the professional competence of university teachers; organization of workshops, lectures, practical seminars for educators on problems of inclusive education; creation of conditions for students to undergo training in an inclusive institution, obtaining experience of interaction with children and adults with disabilities during their collective events); adaptation and modification (adaptation and improvement of all components of an inclusive educational environment: architectural space, orientation in it and movement, teaching materials and tools, technical support, communication links, etc.).

The main subjects of interaction and provision of services by the Center are: students and their parents/guardians, university teachers, teachers of other educational institutions, representatives of inclusive and resource centers of the region, representatives of public organizations. Psychological, pedagogical and social support for students relates to the issues of creating conditions for their quality education and the use of all educational services provided by the university. Special attention is given to students with disabilities and other needs (with temporary disability, pregnant, people with restricted mobility, gifted, members of national minorities, persons displaced from war zones, people with low income, elderly).

Cooperation with university teachers includes: formation of inclusive competencies among teachers, expansion of the contents of educational disciplines in the field of inclusive education and pedagogy, adaptation and modification of educational material, expansion of forms and means for education by students with different opportunities. As well as studying the needs of teachers in creating conditions for them for quality teaching of academic disciplines, conducting various classes with students.

Interaction with teachers and assistants of preschool, general secondary, specialized, vocational education is aimed at increasing their inclusive competence, studying and generalizing existing experience, providing scientific and methodological services



(reviewing programs, methodological literature or joint production of them); conducting collective events for children and young people, as well as creating conditions for students to undertake educational internship, conducting an audit regarding the accessibility of an educational institution to all categories of the population.

The considerable experience of work with children and adults with disabilities has been accumulated in non-governmental organizations. Cooperation with them allows the Center to study and adapt it to educational programs, as well as to attract students to collective events, in order to form their respective outlook and skills to interact with people with different nosologies. Instead, members of these organizations are able to enrich their social experience.

Thus, a wide range of relations of the Center allows implementing the stated objectives in the Regulations governing its activities.

During the activity of the Center, the most effective forms of work have been found: workshops; working meetings; advising; reviewing scientific and pedagogical documentation and psycho-correction programs; information and educational events; issuing scientific and methodical literature; organizing distance work; signing cooperation agreements.

The main principles of the Center's activities are: scientific (grounding on the latest scientific achievements in the field of inclusion and other human sciences); publicity (informing the participants of the educational process and citizens on the results and current activities); individualization (provision of an individual approach to solving the tasks set); openness (readiness to cooperate with various state institutions and public institutions); resources (search and attraction of necessary resources (human, financial, material), their effective use); complexity (simultaneous implementation of all Center's activities, performance of tasks set); professional competence (creation of conditions for the development of professional (including – inclusive) competencies of the Center staff); the priority of qualitative professional training of future teachers in the conditions of the university.

The Center plays an important role in initiating modifications and adaptations of the University's educational space. To this end, it conducts an audit of the accessibility and needs of the subjects of the educational process and provides relevant recommendations to the university administration. So, as of today, employees of the V. Hnatyuk TNPU Center argued the need to adapt the architectural and informational space for people with visual impairment.

The main obstacles to the implementation of the Center's tasks are: the lack of qualified staff, resistance of the university's teaching staff to inclusive innovations, non-developed legal and regulatory framework for supporting inclusive education in higher education institutions, lack of financial support, etc.

It is assumed that the main results of the Center will be: creation of conditions for students to receive qualitative educational services, and to pass inclusive educational internship; formation of inclusive competencies of the teaching staff of the university and other educational institutions of the region.

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