



СУЧАСНА ОСВІТА УКРАЇНИ: проблеми, досвід, перспективи

MODERN EDUCATION IN UKRAINE: Challenges, Experience, Prospects

МОНОГРАФІЯ | MONOGRAPH

За загальною редакцією доктора економічних наук,
професора В.В. ІВАНИШИН

Under the general editorship of V.V. IVANYSHYN,
Doctor of Economics, Professor





СУЧАСНА ОСВІТА УКРАЇНИ: ПРОБЛЕМИ, ДОСВІД, ПЕРСПЕКТИВИ

Монографія

За загальною редакцією
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Монографія є результатом творчого пошуку, здійсненого колективом науково-педагогічних працівників у рамках дослідження методології, технології, дидактичних та виховних аспектів нинішньої освіти. Наукове видання висвітлює теоретико-методологічні засади сучасних освітніх технологій та їх науково-практичний контент. Розглянуто новітні підходи до сучасного освітнього менеджменту та особливості сучасних соціально-виховних технологій. У розділах монографії комплексно досліджено, узагальнено та відображено різноаспектні теоретичні та емпіричні дослідження, результати наукового та педагогічного досвіду.

Колективна монографія розрахована на широке коло читачів, науковців, дослідників, викладачів та здобувачів вищої освіти.

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of V. V. IVANYSHYN, Doctor of Economics, Professor



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Executive Editor: Zbaravska L. Yu.

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The monograph is the result of a creative search conducted by a team of research and teaching staff in the context of the study of methodology, technology, didactic and educational aspects of modern education. The scientific publication covers the theoretical and methodological foundations of modern educational technologies and their scientific and practical content. This study considers the most recent approaches to modern educational management and the characteristics of modern social and educational technologies. The chapters of the monograph provide a comprehensive investigation, summary, and reflection of various theoretical and empirical studies, as well as the results of scientific and pedagogical experience.

The collective monograph is intended for a diverse readership, including scholars, researchers, educators, and higher education students.

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ЗМІСТ

ПЕРЕДМОВА	1
РОЗДІЛ 1. МЕТОДОЛОГІЧНІ, НАУКОВО-ПРАКТИЧНІ ТА ІНФОРМАЦІЙНО-КОМУНІКАЦІЙНІ ІННОВАЦІЇ СУЧАСНОЇ ОСВІТИ	
Володимир ІВАНИШИН, Оксана БЯЛКОВСЬКА ДОСЛІДЖЕННЯ ПРОЦЕСІВ ВІДНОВЛЕННЯ ТА РОЗВИТКУ СІЛЬСЬКИХ ТЕРИТОРІЙ: МЕТОДОЛОГІЧНИЙ АНАЛІЗ ДЛЯ СУЧАСНОЇ ОСВІТИ	3
Сергій СЛОБОДЯН ФОРМУВАННЯ ПРОЕКТУВАЛЬНИХ УМІНЬ ТА НАВИЧОК У МАЙБУТНІХ ІНЖЕНЕРІВ АВТОМОБІЛЬНОГО ТРАНСПОРТУ	14
Лариса ЧОРНОБАЙ ЦИФРОВІЗАЦІЯ ВИЩОЇ ОСВІТИ: ШЛЯХ ДО ЗМІН ТА ІННОВАЦІЙ	24
Світлана ШЕСТАКОВА ЗАСТОСУВАННЯ ІННОВАЦІЙНО-ІНТЕРАКТИВНИХ ТЕХНОЛОГІЙ ПІД ЧАС ПІДГОТОВКИ ФАХІВЦІВ ДЛЯ ЗАКЛАДІВ ВИЩОЇ ОСВІТИ.....	31
Ірина ЯСІНЕЦЬКА, Любов САВЧУК МЕТОДИЧНІ ОСНОВИ ЗАСТОСУВАННЯ ІНФОРМАЦІЙНИХ ТЕХНОЛОГІЙ ПРИ ВИКЛАДАННІ ЗЕМЛЕВПОРЯДНИХ ДИСЦИПЛІН	44
Алла ВІННІЧУК, Віктор КРУПКА ОСОБЛИВОСТІ ВИКОРИСТАННЯ ІННОВАЦІЙНИХ МЕТОДІВ І ПРИЙОМІВ НАВЧАННЯ НА УРОКАХ УКРАЇНСЬКОЇ ЛІТЕРАТУРИ В ЗАКЛАДАХ ЗАГАЛЬНОЇ СЕРЕДНЬОЇ ОСВІТИ	52
Олександр КАДЕНЮК АЛЬТЕРНАТИВНІ МОДЕЛІ ВИЩИХ ЗАКЛАДІВ ОСВІТИ.....	61
Тетяна ЛАБУТКІНА СУЧАСНА ВИЩА ТЕХНІЧНА ОСВІТА: СТРАТЕГІЇ НАВЧАННЯ ТА ЇХ РЕАЛІЗАЦІЯ.....	68
Наталія МАРЧУК ШТУЧНИЙ ІНТЕЛЕКТ: ПЕРСПЕКТИВИ ВИКОРИСТАННЯ В СИСТЕМІ ВИЩОЇ ОСВІТИ УКРАЇНИ	86
Олена СТЕПАНЕНКО ЗАГАЛЬНОФІЛОСОФСЬКІ ПЕРЕДУМОВИ СТАНОВЛЕННЯ МЕТОДИКИ НАВЧАННЯ ЛІТЕРАТУРИ.....	94
Zoriana UDYCH, Iryna SHULHA A HIGHER EDUCATION INSTITUTION AS A LEADER IN STRATEGIZING INCLUSIVE DEVELOPMENT OF THE TERRITORIAL COMMUNITY.....	105
Олександр ОЛЕНЮК, Руслана СЕМЕНИШЕНА, Василь ДУГАНЕЦЬ ЕФЕКТИВНІСТЬ ВИКОРИСТАННЯ ВІРТУАЛЬНИХ СИМУЛЯТОРІВ У STEM-ОСВІТІ	115
Мілена КУЗНЕЦОВА, Вікторія БІБІЧЕНКО, Ірина КУЗНЄЦОВА ВИКОРИСТАННЯ ІНТЕРАКТИВНИХ ТЕХНОЛОГІЙ НАВЧАННЯ В МЕДИЧНІЙ ОСВІТІ	123
Ольга ДУЩЕНКО ІНФОРМАЦІЙНО-КОМУНІКАЦІЙНІ ІННОВАЦІЇ СУЧАСНОЇ ОСВІТИ	131
Andrii KARKACH, Tetyana SEMIGINA EDUCATIONAL INNOVATIONS IN SENIOR LEARNING: THE ROLE OF THE UNIVERSITY OF THE THIRD AGE IN ADDRESSING DIGITAL LITERACY GAPS	139
Olena BABENKO INFORMATION AND COMMUNICATION TECHNOLOGY IN TEACHING LEGAL ENGLISH.....	147
Ірина СЕМЕНИШИНА ІННОВАЦІЇ В СУЧАСНІЙ ОСВІТІ: АНАЛІЗ, ДОСВІД, ПЕРСПЕКТИВА.....	162

A HIGHER EDUCATION INSTITUTION AS A LEADER IN STRATEGIZING INCLUSIVE DEVELOPMENT OF THE TERRITORIAL COMMUNITY

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Zoriana UDYCH

Candidate of Pedagogical Sciences
Docent of the Department of Pedagogy and Management of Education
Ternopil Volodymyr Hnatiuk National Pedagogical University
e-mail: irc.tnpu@gmail.com

Iryna SHULHA

Candidate of Pedagogical Sciences
Lecturer at the Department of Pedagogy and Management of Education
Ternopil Volodymyr Hnatiuk National Pedagogical University
e-mail: ira.shulha@tnpu.edu.ua

Introduction. The implementation of inclusion in our country has been started after the adaptation of the Law of Ukraine «On Education» (September 5, 2017) [14]. This document determines the conditions and necessity of implementing inclusive education. It is important to note that this process should have been started in 2010 when the Convention on the Rights of Persons with Disabilities entered into force in Ukraine [16]. Adaptation of the Law of Ukraine «On Education» contributed to the implementation of inclusion not only in the educational sphere but also in other public spheres; it determined the development vector of the territorial community. Today a higher education institution is a leader in implementing innovations. There is educational and scientific potential here which will be a resource in interaction with other social institutions and territorial communities. On the one hand, such leadership strengthens the authority and ability of the educational institution to be in line with modern social needs; on the other hand, it provides the capacity of the territorial community to implement the conditions for the high-quality coexistence of residents and tourists. Under the requirements of current challenges in Ukraine, findings of ways of interaction between higher education institutions and territorial communities in the conditions of the implementation of inclusion is an urgent problem. Scientists pay attention to the problem of developing higher education in Ukraine, various aspects of which are presented in Ukrainian researchers' studies (V. Andrushchenko, V. Bakirov, N. Boichenko, N. Demianenko, I. Didyk, O. Hrishnova, B. Danylyshyn, M. Dolishnii, M. Drobnokhod, M. Zghurovskyi, M. Zubrytska, S. Zlupka, I. Kaleniuk, R. Kihel, P. Kononenko, K. Korsak, O. Kratt, V. Kremen, S. Kalashnikova, V. Kutsenko, E. Libanova, M. Poliakova, V. Novikova, T. Obolenska, A. Pohribnyi, V. Riabchenko, S. Savchuk, L. Semiv, O. Sydorenko, T. Suslovska, L. Khomych and other researchers). It seems that all areas of higher education institutions' activities in Ukraine and strategies for their development were studied. However, we didn't find any publications dealing with the influence of the university on the formation of an inclusive environment in the community or region. While training of teaching staff, social workers or workers of other fields is just one of the resources that higher education institutions have.

Formulation of research purpose. The article aims to prove the possibility of a higher education institution being a leader in the implementation of inclusion in the united territorial community and a region of Ukraine (on the example of Ternopil Volodymyr Hnatiuk National Pedagogical University).

Statement of the main research material. Despite the current challenges in Ukraine caused by Russian aggression against our country, higher education institutions are at an active stage of transformation – they change from centres providing only educational services and training of qualified specialists to centres of scientific research, and startup projects which affect the solution of social, public, economic, cultural, legal, ethical and other problems.

On the one hand, it affects a) the creation of a positive image and authority of the educational institution; b) getting additional sources of funding (not only state funding); c) using new resources; d) the international cooperation and integration to the international educational and research space; e) institutional cohesion and modernization of the university infrastructure; f) providing organizational, financial, personnel and academic autonomy; g) formation of a high-quality scientific and pedagogical staff; h) professionalization of management and development of new educational programs; i) creation of a barrier-free environment. On the other hand, it promotes an atmosphere of benevolence, tolerance, emotional and physical comfort, healthy competition in the teaching or student environment; academic integrity, mobility and freedom; increasing students' academic achievements, and the social activity of all participants of the educational process at the university. In total, all of the above ensures the competitiveness of a higher education institution in the market of educational services.

By the Law of Ukraine «On Higher Education», a higher education institution – a separate type of institution which conducts scientific, technical, innovative and/or methodical activities; provides the educational process and getting a higher education or postgraduate education by persons, taking into account their vocations, interests and abilities [12]. Today the necessary steps are being taken to preserve and develop higher education despite difficulties caused by the COVID-19 pandemic (2020–2022) and martial law in Ukraine. It is confirmed by the preservation of the students' contingent and teaching staff in most higher education institutions; flexible admission campaigns and supporting students who are abroad or in temporarily occupied and particularly dangerous areas; the creation of conditions for the functioning of institutions that are temporarily displaced from occupied and particularly dangerous areas. In particular, according to information received from the Ministry of Education and Science of Ukraine (November 16, 2022) 31 higher education institutions and 65 separate divisions are displaced [26].

As S. Kalashnikova has noted, the modern development of higher education in Ukraine is the result of the action of two main factors: 1) social progress (reflects the transformations of modern Ukrainian society, in particular democratization and the development of civic responsibility); 2) the European choice of Ukraine, its integration into the European Higher Education Area and the European Research Area [4, c. 5]. Therefore, the processes that are typical for the European educational space and defined in regulatory documents have a significant impact on the development of Ukrainian higher education. The fundamental principles, goals and directions of the formation of a common European educational and scientific space are fixed in the international documents. Among some of the most important documents are: the Great Charter of Universities (Magna Charta Universitatum) (September 18, 1988 p., Bologna), Lisbon Convention (April 11, 1997 p., Lisbon), Sorbonne Declaration (May 25, 1998, Paris), Bologna Declaration: Joint declaration of the European Ministers of Education (June 18–19, 1999, Bologna), Convention of European Higher Education Institutions (March 29–30, 2001, Salamanca), Communiqué of the Meeting of European Ministers in charge of Higher Education (May 18–19, 2001, Prague), Communiqué of the Conference of Ministers Responsible for Higher Education (September 19–20, 2003, Berlin) and Graz Declaration: the Role of Universities to 2010 and beyond [1].

Experts of the British Leadership Foundation for Higher Education (LFHE) determine the future of higher education, focusing on the development of the university's social mission as the priority direction for the transformation (2010) [28]. Today this mission is fixed on the development strategies of higher education institutions in combination with education and research areas. At the same time, the educational mission involves the formation of highly qualified human capital; the research mission aims to improve or create new knowledge and/or find ways of their application; and the social mission aims to ensure interaction/dialogue between the university and society (a specific socio-economic context), which means the openness and loyalty of university [7; 17].

The changes which have occurred in Ukrainian society in recent years encourage not only analysis of the state of vital sectors such as education, economy, medicine, culture, infrastructure, defence capability, and regulatory & legal support; but also to determine the prospects for further development and overcoming difficulty and barriers that hinder the achievement of sustainable development of society. The Concept of Sustainable Development is described in the international document «Transforming our World: The 2030 Agenda for Sustainable Development», approved by the UN General Assembly (September 25, 2015). The paradigm of sustainable development includes requirements not only for environmental protection but also for social justice and the fight against racial and national discrimination issues, and it is aimed at raising the population's living standard. Implementing inclusive and quality education and promoting lifelong learning are defined among the 17 Sustainable Development Goals [32].

Following the 17 Sustainable Development Goals, the Cabinet of Ministers of Ukraine has presented the National Report «Sustainable Development Goals: Ukraine», which defines the basic indicators for achieving Sustainable Development Goals (September 15, 2017). In our opinion, higher education plays a leading role in this process. The Communiqué (Rome Ministerial Communiqué), adopted by the Conference of Ministers of Higher Education of the European Higher Education Area (November 19, 2020, Rome), defines the vision and goals for the development of the European Higher Education Area for the period up to 2030 as an inclusive, innovative and interconnected space for support a sustainable, cohesive and a peaceful Europe [29].

On the eve of Russia's full-scale invasion of Ukraine, the Cabinet of Ministers of Ukraine approved the «Strategy for the Development of Higher Education in Ukraine for 2022–2032» (February 23, 2022). The document confirms the pro-European orientation of our country in general and higher education in particular; and defines the vision of higher education in Ukraine «as a competitive and socially responsible which has a high level of trust in society; forms the professional, scientific and educational potential of the country through the implementation of high-quality educational programs, research and social projects; it is integrated into the European educational and research space; demonstrates the dynamic development of institutions and academic communities based on the principles of academic freedom, university autonomy, integrity and inclusiveness» [19].

As A. Ilchenko has noted, Ukrainian education integration into the Bologna transformations «must be aimed not only at its development and acquiring of new quality features but also the preserving the best traditions and national standards of its quality. Focusing on the Bologna process should not cause excessive restructuring of the national education system, conversely, it is necessary to deeply consider its condition, compare it with European criteria and standards, and determine the possibilities for improvement at a new stage. The evolution of the education system should not be separated from other social spheres; it should develop in a harmonious relationship with economic, social, cultural, political and other spheres» [3, c. 6]. Under these conditions, the experience of interaction between higher education institutions and the local community becomes especially valuable. According to the Law of Ukraine «On Local Self-Government in Ukraine», «territorial community – is residents united by permanent residence within the boundaries of a village, town, city; it is an independent administrative and territorial unit, or a voluntary association of residents of several villages, towns, cities that have a common administrative centre» [13].

The fundamental right of the territorial community is local self-government – the right of residents (of a village or a voluntary association of residents of several villages, towns and cities) to independently resolve issues of local importance within the framework of the Constitution and Laws of Ukraine [5].

The territorial community and local self-government have the following areas of activity:

- engaging people in solving issues of local and national importance;
- ownership, usage and management of the communal property;
- providing comprehensive socio-economic and cultural development of the relevant territory;
- providing social services to the population;
- ensuring legality, public safety, law and order, protecting rights, freedoms and legitimate interests of citizens;
- social protection of people, promoting employment of citizens;
- protection of local self-government rights [15].

Taking into account the main activities of the territorial community, we consider collaboration between the territorial community and higher education institutions will be useful for both sides because it creates opportunities for the high-quality implementation of the tasks given to them. One of the examples of successful cooperation on issues of inclusion is the interaction between Ternopil Volodymyr Hnatiuk National Pedagogical University (TNPU) and the Territorial Community of Ternopil City.

Establishing cooperation between these two institutions became possible due to the accumulated potential of TNPU. In particular, the Inclusive Resource Centre (Centre) is a separate structural department of the TNPU that was founded on February 1, 2018.

The purpose of the Centre is to improve the conditions for obtaining a quality higher education and provide access to other services at the university for students with disabilities and other educational needs; support parents of applicants, educators, and the public; and promote inclusive education in the region by implementing the Centre's functions. The Centre has the following functions:

- informational (providing actual information about the social and educational state policy (normative and legal documents of the national and regional levels) to families, teachers, and interested persons; information about programs and services for supporting persons with disabilities and special educational needs, the latest educational and rehabilitation technologies; study successful experience in the field of inclusive and special education; registration of students with disabilities; cooperation and experience exchange with international, all-Ukrainian, regional and local institutions for providing access to quality education for students with disabilities, their self-development, formation of life skills, employment; dissemination of information about additional resources for providing educational and rehabilitation needs of children and youth with disability);
- consultative (counselling interested persons on the specifics of personal development, educational and rehabilitation needs of a person with disability; creating necessary conditions for the organization of inclusive education for students with mental and/or physical disabilities; counselling teachers who work with students with disabilities, advising on the specifics of their education, upbringing, providing psychological and pedagogical support of educational process at the university; providing teachers with educational and methodical materials and support of the developing an individual development program);
- navigational (assisting parents in solving issues of obtaining quality education for their children with disability (following their educational needs); organization of legal support of families (if necessary), defence of child's rights to receive quality and accessible education by explaining parents'/guardians' legal options; referring them to special institutions that provide medical and social services, etc.; gain access to available social support and services, informing about their location);

- coordination (organization, consolidation, and interdepartmental coordination of the actions of the subjects of partnership interaction in providing services to students with special educational needs, using rehabilitation equipment which aims to recover the physical, mental, and social level of life and integration into society);
- educational (carrying out educational activities aimed at the development of lecturers' professional competence; organization of training, lectures, and practical seminars for teachers on inclusive education issues; creating conditions and preparing students for educational practice in an inclusive institution, and formation of readiness to interact with children and adults with disabilities);
- adaptation and modification (adaptation and improvement of all components of an inclusive educational environment (architectural space, including orientation in this space, educational materials and tools, technical support, communication, etc.)).

The Centre's activity includes the following dominant principles: scientific (emphasis on recent scientific achievements in the field of inclusion and other humanities); publicity (informing participants of the educational process and citizens about the results and current activities); individualization (providing an individual approach to solving the specified tasks); openness (willingness to cooperate with different state and public institutions); resourcefulness (searching and effectively using necessary resources (human, financial, material)); complexity (implementation of all directions of the Centre's activities at the same time, realisation of specified goals and tasks); professional competence (creating conditions for the development of professional (including inclusive) competences among the Centre's specialists); prioritization of quality professional training of future teachers at the university. The main subjects of interaction and the Centre's services recipients are the following groups: students and their parents/guardians, lecturers, structural divisions of TNPU, teachers of educational institutions, representatives of inclusive resource centres in the region, and NGOs. Psycho-pedagogical and social support for students involves the creation of conditions for receiving quality education and providing opportunities for using all educational services at the university. Special attention is given to students with disabilities and other special educational needs (with temporary problems with health, pregnant women, people with reduced mobility, gifted students, representatives of national minorities, refugees and internally displaced persons, poor people, and elderly). More than 40 students with special educational needs are studying at the TNPU; the total number of students is 5705 (2022–2023 academic year). In this way, the university provides higher education for residents from the Territorial Community of Ternopil City and other regions. The Centre also cooperates with university lecturers. Among other things, such cooperation involves: a) forming lecturers' inclusive competencies; b) adding an inclusive component to the content of educational disciplines; c) adaptation and modification of educational material for students with different learning abilities, using various methods and tools; d) studying lecturers' needs for providing necessary conditions for high-quality teaching. 416 scientific and pedagogical workers and 420 service personnel are employed at the university (February 2023). Thus, the university solves one of the tasks of the Territorial Community of Ternopil City – employment of the local population. The Centre also plays an important role in initiating adaptations and modifications of the educational environment of the university. For this purpose, an audit as a method for studying the accessibility of the university and the different needs of students and employees was conducted. Conclusions and recommendations were given to the university administration. Today architectural and informational environments for people with visual impairments are adapted. Documents which regulate the educational process (taking into account the inclusive component) were approved by the Academic Council of the TNPU: 1) «The Procedure for Accompanying (Providing Assistance) Persons with Disabilities and Other Groups of People with Reduced Mobility» [11]; 2) «Regulations on the Organization of the Educational Process» (part 10) [9].

In general, the efforts of the Centre's specialists aimed at implementing inclusive approaches in various spheres of society and forming an inclusive environment in educational institutions of the region, and solving the problems relevant to all higher education institutions in Ukraine:

- lack of specialists for providing special services for persons with disability;
- unresolved issue for funding of inclusive process in higher education institutions;
- lack of lecturers' inclusive competence;
- lack of special equipment and training tools for persons with special educational needs;
- various barriers in the physical environment of the university.

The Centre's specialists have accumulated experience (scientific research and publications including materials for the training of future teachers (manuals, methodical recommendations, etc.), and research papers). The total number is publications 75 (data as of April 2023). Z. Udych, Head of the Centre, studies general issues of inclusive education and the problem of training future teachers and managers of educational institutions to work in inclusive conditions [22; 23], and the formation of an inclusive educational environment in different types of educational institutions [24; 25; 33]. I. Shulha, a methodologist of the Centre, studies the problem of creating a non-discriminatory environment in educational institutions [30] and the peculiarities of implementing inclusive education in Ukraine and abroad [27; 31; 33].

Within the framework of the Centre, several events have been conducted (data as of February 2023). These events are divided into internal (support of students with special educational needs; counselling parents/guardians and applicants with special educational needs; scientific, teaching, and methodical activities; conducting audit and adaptations of the university environment; standardizing documents on the organization of the educational process; counselling lecturers and developing their inclusive competence; involving university students to conduct scientific research on inclusive issues (18 papers have been published); replenishment of the library fund with thematic literature; participation in the accreditation of educational programs); and external (promoting of inclusion in different life spheres; increasing the teachers' qualifications; conducting scientific events (annual All-Ukrainian interdisciplinary scientific and practical conference «Inclusive education: idea, strategy, result» (2021, 2022), a round table «The Ternopil community is accessible to everyone» (2019)); signing of cooperation agreements (8 agreements); conducting 11 trainings on inclusive issues for different audiences, 14 webinars and online lectures; international activity («Accessible University Environment» project (funded by the British Council, 2019); «Learnopolis+» project (funded by the DAAD/BMBF, 2022–2023)). Thus, the experience of cooperation between the Centre and educators, parents/guardians of children with disabilities, cultural institutions and NGOs that belong to the Territorial Community of Ternopil City or Ternopil region; and barriers which hinder the implementation of inclusion has led to the development of the «Strategy of Development of the Inclusive Environment of the Territorial Community of Ternopil City for 2020–2025» (Strategy). The activity of the expert group was planned by the algorithm of strategizing the regional development proposed by M. Zveriyakov, N. Kukharska, N. Klevtsevych, O. Sharah [2] (Tabl.1.).

Table 1

Stages of preparation and implementation of the «Strategy of Development of the Inclusive Environment of the Territorial Community of Ternopil City for 2020–2025»

<i>No.</i>	<i>Stage</i>	<i>Content</i>	<i>Executor</i>	<i>Period</i>
I.	Preparation	- a preliminary analysis of the relevance of implementing the principles of inclusion in the Territorial Community of Ternopil City; - a study of theoretical approaches to strategizing community development, regulatory support of the development of the territorial associations in Ukraine; analysis of foreign experience; - developing a strategic plan; - carrying out an information campaign to attract experts for the development of the Strategy; - holding a round table for an expert group on the territorial community development strategy and the philosophy of inclusion	Centre	September – November 2019
II.	Work of the expert group	- conducting and analysing the results of an audit of accessibility of the Territorial Community of Ternopil City; - using analysis tools and goal-setting; - developing the content of the Strategy	Centre, Territorial Community of Ternopil City	November 2019 – February 2020
III.	Approval of the document	- public discussion; - approving of the Strategy by deputies of the Territorial Community of Ternopil City.	Territorial Community of Ternopil City	February – March 13, 2020
IV.	Implementation and monitoring	- implementing the Strategy in different life spheres of the community, realising action plan; - forming a temporary group to analyze the progress and current results of the implementation of the Strategy.	Territorial Community of Ternopil City	From March 13, 2020
V.	Updates	- making corrections to the content of the Strategy by the temporary group.	Centre, Territorial Community of Ternopil City	December 2020–2025 (annually)
VI.	Completion/ prolongation of the Strategy	- analysis of obtained results during the period of implementation of the Strategy by the expert group; - prolongation of validity of the Strategy (if necessary).	Centre, Territorial Community of Ternopil City	December 2025 (completion)

We should notice that strategizing, approval and monitoring is a public process. At the preparatory stage, the Centre informed the public about Strategy; other tasks were solved by the permanent commission on humanitarian issues of the Ternopil City Council.

The Strategy for the development of the community/region should be developed by interested groups (stakeholders), taking into account the following types of goals: population goals – business goals – goals of authorities [2, c. 132]. In the first stage, the main result of the Centre's work was forming an expert group, which included specialists of inclusive resource centres, higher education institutions, special education institutions of Ternopil city, parents of children with disabilities, representatives of the library sector and NGOs (15 persons). The formation of an expert group took place through a public announcement about the opportunity to join the development of the Strategy. Specialists from various departments of the Ternopil City Council, on whom the implementation of the Strategy's goal depends, have been invited. In this way, the principle of involving representatives of low-mobility population groups, experts on inclusion, medical, educational and cultural sphere, NGOs and representatives of local executive power has been observed.

At this stage, a round table has been conducted by the Centre (<https://www.facebook.com/groups/Inclusion.TNPU/permalink/2372022786180162/>). According to the results of the round table, the participants got acquainted with the subject of strategizing and the key inclusive approaches; also they confirmed their participation in further cooperation within the framework of the development of the Strategy.

Specialists have recommended using various methods and tools that help to qualitatively determine the available resources, experience, potential, barriers, goals and tasks in the strategizing. Combined tools adopted by the expert group have been used. For example, SWOT analysis, PEST analysis, and ABC analysis have been used for analysis; SMART method, GROW method, and V2MOM method – for goal-setting. The following methods as brainstorming, discussions, and expert evaluation method have been also used. The Centre's specialists were responsible for the quality of the implementation of these methods and their adaptations.

The Ukrainian legislation defines that “the strategy of the development of the united territorial community – is a document that determines long-term strategic and operational goals, indicators of their achievement, priorities and tasks for the sustainable economic and social development of the united territorial community; and which is being developed taking into account the provisions of the Law of Ukraine «On the Foundations of State Regional Policy» and the Resolution of the Cabinet of Ministers of Ukraine «Procedure for the Development of Regional Development Strategies and Action Plans for their Implementation»; as well as monitoring and evaluation of the effectiveness of implementation of the regional strategies and action plans» [6; 10]. The expert group's activities in the context of the development of the Strategy (September 2019 –March 2020) were regulated by these normative documents adopted in 2015–2016. The experience of strategizing the development of an inclusive environment became the basis of the «Strategic Plan for the Development of the Territorial Community of Ternopil City until 2029», which has been approved on October 25, 2019, eight months after the adoption of the Strategy [18]; and two years before «The National Strategy for Barrier-Free Environment in Ukraine up to 2030» have been approved by the Cabinet of Ministers of Ukraine [8]. In conclusion, it should be noted that higher education was an initiator of the development of a Strategy on the local level.

We interpret strategizing the development of an inclusive environment of the community as a holistic process of developing and implementing strategic goals aimed to implement the principles of inclusion in all life spheres of the community. The strategy for the development of an inclusive environment of the community provides the creation of conditions for equal opportunities for all citizens, regardless of their age, gender, health, nationality, and other signs.

The expert group have identified the priority directions for the development of an inclusive environment of the community: health care, education, non-formal education, public transport, the architecture of the environment, culture, service industries, and leisure.

The core principles for expert group which are specified in Ukrainian legislation were: objectivity (development based on state statistics agencies' data and other central and local executive authorities; goals and indicators which are easier to achieved and possible evaluate); reasonableness and expediency (development based on clearly defined goals and economically justified projects that contribute to their achievement using the best global experience in the field of economic and social development; openness and transparency (providing public access, which involves informing about goals, priorities, expected results, implementation indicators; and also providing all subjects of economic activity with the necessary guidelines for planning their production process); non-discrimination and equal access (taking into account the interests of all subjects of the united territorial community, including business entities of all forms of ownership, during the development and implementation of the rights); efficiency (determining and providing the functioning of the mechanism for achieving goals and solving tasks, conducting events and realization of

projects within the time limits); historical continuity (taking into account and preserving the positive heritage of the previous development of communities); ethnocultural development (revival of ethnic self-awareness and preservation of spiritual and material culture of ethnic groups, promotion of their development); sustainable development (providing community development according to the current generation' needs and future generations' interests) [6].

The Strategy content includes a preamble, a descriptive part, priority tasks, and possible areas for project implementation, a description of expected results and indicators of successful implementation of the document's principles. The preamble of the Strategy determines that «residents of the Territorial Community of Ternopil City initiate the adoption of this Strategy, which is a model of necessary actions, to achieve the goal through coordination and using community resources. They realize the urgency of the cultivation of inclusive values; increased participation of all members of the community in society; the necessary access to all services in the Territorial Community of Ternopil City for people with different physical, cognitive and communicative abilities; the importance of support network for parents/relatives of persons with disabilities; improving the quality of life of persons with health disorders» [20].

The main goal of the Strategy is the formation of an inclusive environment for the Territorial Community of Ternopil City. The target audience includes the following groups: residents and tourists, which demonstrates the intention to create an inclusive environment for everyone who lives or temporarily resides in the Territorial Community of Ternopil City.

Stakeholders interpreted concepts and terms related to inclusive processes in different ways. It was a key problem which caused the Centre's specialists to conduct a lecture on using and understanding key concepts which are also described in the Strategy: «united territorial community», «inclusion», «inclusive environment», «universal design», «principles of universal design», «accessibility», «criteria for organization of a barrier-free architectural environment», and «monitoring».

The Strategy specifies financing mechanisms: social order, public budget, targeted budget programs, and funding the implementation of the Strategy through using annual budgets (funds are budgeted) of profile departments of the Ternopil City Council.

The content of the Strategy is detailed in 10 tasks, each of which correlates with possible areas of implementation:

1. Providing the high-quality functioning of inclusive resource centres and inclusive education promotion centres.
2. Carrying out activities aimed at the formation of social values based on inclusive principles for overcoming the exclusion and segregation of certain categories of the population.
3. Adaptation and modification of the infrastructure aimed at providing barrier-free access for persons with health impairments.
4. Improving the regulatory framework related to the rights of persons who need special conditions for self-realization.
5. Providing access to all services for persons with different physical, cognitive and communication capabilities.
6. Providing access to quality education (inclusive education) for children and youth with special educational needs.
7. Increasing employment rates of persons with disabilities.
8. Opening and functioning of the early intervention centres.
9. Opening and functioning of day-care centres for persons with psycho-physical disabilities.
10. Completion of reorganization of boarding schools [20].

Determining expected results is one of the important stages of strategizing because it helps to find out what goals need to be achieved and how they can be achieved. Clearly defined expected results allow focusing on the main tasks; determining priorities and managing time; controlling solving tasks, and providing effectiveness of the Strategy.

The Strategy includes the following expected results:

- improvement of the quality of the educational process which correlated with the current demands of the population;
- implementation of various models of inclusive education;
- improvement of educational, correctional and rehabilitation services;
- a creation of a barrier-free architectural and educational environment;
- providing the necessary specialists in the inclusive educational environment, centres of early intervention, etc.;

- preservation and reorganization of special educational institutions for persons with psychophysical disorders;
- a creation of a network of quality extracurricular education for children and adults with disabilities;
- providing high-quality educational services for children who have temporary problems with health and receive medical/rehabilitation assistance in a medical centre;
- no need for twenty-four-hour care for children with disabilities;
- providing access to all services in the community for persons with disabilities or temporary problems with health;
- a creation of new jobs positions for persons with disabilities;
- ensuring the possibility for a person's self-development and self-realization of a person regardless of his/her psycho-physical capabilities;
- normalization of disability;
- normalization of life of family members who take care of a person with disability and/or special educational needs;
- early diagnosis and/or prevention of disorders in the child's development and the functioning of his/her family;
- increasing the motivation of persons with disabilities to lead an active life;
- increasing the level of business activity of the population;
- development of tourism;
- development of an online register and map of accessible objects in the Territorial Community of Ternopil City.

The Strategy is also based on indicators which determine the success of the implementation of a document. The following requirements were taken into account by the expert group: identity (clear and unambiguous); accessibility (have a reasonable cost); relevance (to be in line with the subject of analysis and closely correlate with the monitored task); adequacy (provide a basis for evaluation of activities); control (independent verification) [21, c. 42].

Unfortunately, the requirement of measurability wasn't observed which makes it difficult to analyze the current results.

At the stage of developing the Strategy, experts of the Ternopil City Council, who were members of the expert group, have given arguments on the impossibility of predicting the final results of the implementation of the Strategy in units of measurement.

The successfully implemented goal of the Strategy is determined by the following indicators:

- eliminating barriers to getting an education in all types of educational institutions;
- the number of persons with disabilities covered by an inclusive education;
- the number of specialists involved in implementing the principles of inclusion;
- the number of persons with special educational needs involved in professional education;
- an indicator of employment of persons with disabilities;
- the number of specialities in which students are trained for providing inclusive education, and psycho-pedagogical support for persons with disabilities;
- the number of information tables for local orientation;
- the percentage of buildings with ramps, gentle slopes, and tactile plates;
- the number of public transport on different routes which complies with universal design principles;
- the level of availability of online resources for providing services in the Territorial Community of Ternopil City [20].

Thus, the Strategy covers all life spheres of the community.

TNPU is a leader in implementing the principles of inclusive education, preparing future teachers of all specialities for working in an inclusive environment. There are educational programs: «Speech Therapy. Special Psychology» (bachelor's program at the first level of higher education) and «Inclusive Education» (master's program at the second level of higher education); also 9 educational programs on inclusive issues are realized by the Postgraduate Education Centre. Inclusive Resource Centre has signed cooperation agreements with educational, cultural institutions, and NGOs which makes it possible to organise joint activities on inclusive issues in the community.

Conclusions. Thus, Ukrainian higher education institutions have a resource that is directed not only to the development of the educational sector but also to the economy, culture, society and other spheres.

It is important in the conditions of Russia's full-scale invasion of Ukraine. In this context, the experience of a higher education institution, for example, TNPU, becomes especially relevant. As a leader in strategizing the university not only initiated but also provided the necessary resources for developing the Strategy for the Inclusive Development of the Territorial Community of Ternopil City. The Inclusive Resource Centre of TNPU was the key resource, which has provided a process of strategizing: from developing the Strategy and training the expert group to the moderation of using various methods and techniques of strategizing. The positive result of such cooperation – is the approval and implementation of the Strategy for the Inclusive Development of the Territorial Community of Ternopil City. This experience showed the ability of higher education institutions to initiate and lead development processes on the local and regional levels, despite the current challenges in Ukraine.

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