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## ОСОБЛИВОСТІ ВПРОВАДЖЕННЯ ІНКЛЮЗИВНИХ РЕСУРСНИХ ЦЕНТРІВ В УКРАЇНІ

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## PECULIARITIES OF INCLUSIVE RESOURCE CENTERS IMPLEMENTATION IN UKRAINE

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**Анотація.** Забезпечення рівноправного доступу до якісної освіти є міжнародною програмою. В Україні на цьому шляху здійснено чимало змін як на рівні законодавства, так і на рівні практики: внесені зміни в основні Закони України про розвиток і впровадження інклюзивної освіти; створені умови для навчання дітей і молоді з особливими освітніми потребами на базі багатьох дошкільних, загальноосвітніх і вищих навчальних закладів, здійснюється підготовка педагогів до роботи в умовах інклюзивного освітнього середовища тощо. Водночас це й досі багато викликів постає на цьому шляху: це брак ресурсів, досвіду, розуміння основних переваг цієї нової філософії освіти. Сучасна парадигма освіти виходить з ідеї створення адекватних умов для індивідумів з різними потребами в навчанні (в тому числі для осіб з різними психофізичними вадами та обдарованих людей). Сучасні освітні практики та педагогічні системи розвинених країн та країн що розвиваються зазнають необхідні соціуму зміни, здійснюючи перехід на нові освітні концепції та технології. Міжнародні організації в якості пріоритетного розвитку системи освіти рекомендують інклюзивну освіту, спрямовану на реалізацію прав громадян на здобуття якісної освіти та соціальну інтеграцію. Основним принципом є те, що всі діти мають право на освіту незалежно від особливих потреб, обмежених можливостей та здібностей за умови надання відповідної підтримки. Для того, щоб зробити систему освіти інклюзивною та забезпечити освіту для всіх громадян, Міністерство освіти і науки України спільно з іншими зацікавленими сторонами розробило стратегії, що підтримують навчання дітей з особливими освітніми потребами, та ініціювало створення інклюзивно-ресурсних центрів (ІРЦ). Метою цього дослідження є висвітлення нового підходу щодо теоретичних обґрунтувань та прикладних розрахунків, необхідних для забезпечення реалізації інклюзивних ресурсних центрів. Також стаття присвячена впровадженню інклюзивно-ресурсних центрів в Україні. У статті також представлена цільова аудиторія, охарактеризовані профілі дітей з особливими освітніми потребами, їх батьків та вчителів. Проаналізовано конкурентоспроможність закладів-субститутів за допомогою параметричного методу та методу з урахуванням зважених показників. Для оцінки альтернатив проекту застосовується метод «SPACE». Стаття демонструє міжнародний досвід двох моделей інклюзивно-ресурсних центрів.

**Ключові слова:** інклюзивно-ресурсний центр; впровадження інклюзивно-ресурсного центру; діти з ООП; Конвенція ООН про права інвалідів.

Формули: 0; рис.: 1; табл.: 2; бібл.: 10.

**Annotation.** Promoting equal access to quality education is an international agenda. In Ukraine, many changes have been made along the way, both at the level of legislation and at the level of practice: changes have been made to the basic Laws of Ukraine on the development and implementation of inclusive education; created conditions for teaching children and youth with special educational needs on the basis of many preschool, secondary and higher education institutions, training teachers to work in an inclusive educational environment, etc. At the same time, there are still many challenges along the way: lack of resources, experience, understanding of the main advantages of this

*new philosophy of education. The modern paradigm of education is based on the idea of creating adequate conditions for individuals with different learning needs (including for people with various mental and physical disabilities and gifted people). Modern educational practices and pedagogical systems of developed and developing countries are undergoing the necessary changes in society, making the transition to new educational concepts and technologies. International organizations recommend inclusive education as a priority for the development of the education system, aimed at realizing the rights of citizens to receive quality education and social integration. The underpinning principal is that all children have the right to be educated regardless of their special needs, disabilities and abilities with appropriate support provided. In order to make the education system inclusive and provide education for all citizens, the Ministry of Education and Science of Ukraine together with other stakeholders developed strategies which support the education of children with special educational needs and initiated the creation of the inclusive resource centers (IRC). The aim of this study is to highlight new approach on theoretical justifications and applied calculations necessary to ensure the implementation of inclusive resource centers. This article focuses on implementation of inclusive resource centers in Ukraine. The article also presents target audience, characterizes the profiles of children with special educational needs, their parents and teachers. Competitiveness of substitute institutions is analyzed using parametric method and the method with the weighted indicators. To evaluate the project alternatives, the «SPACE» method is applied. The article demonstrates the international experience of two models of inclusive resource centers.*

**Key words:** *inclusive resource center; inclusive resource center implementation; children with SEN; UN Convention on the rights of persons with disabilities.*

*Formulas: 0; fig.: 1; tabl.: 2; bibl.: 10.*

**Introduction.** Education is one of the fundamental human rights and plays a key role in the society. It is currently being reformed, the main Laws of Ukraine on the Development and Implementation of Inclusive Education are being amended. These processes presuppose improving the conditions of education for children with special educational needs (*hereinafter SEN*) of preschool and primary school age by opening inclusive resource centers (*hereinafter IRC*); organized to provide comprehensive support to parents of children with SEN and specialists who work with these children.

IRCs in Ukraine are established on the basis of psychological, medical and pedagogical consultations (*hereinafter PMPC*). The main functions are methodological, informational, providing support for parents of children with disabilities and teachers, training and retraining of teachers to work in the system of inclusive education, as well as defending the rights of these children and their parents. The introduction of inclusion in the educational sphere is a central issue for ensuring high-quality education. Nowadays inclusive educational space provides a child, regardless of the peculiarities of their development, equal access to quality education in the conditions of mass secondary schools.

**Literature review.** A considerable amount of literature has been published on theory of founding, organization and management of

IRC. These studies were suggested by N. Sofiy [9], M. Poroshenko [6], L. Florian [10] and others. However, despite the presence of a significant scientific and practical base, scientists still continue exploring this field.

**Aims.** The aim of this study is to highlight new approach on theoretical justifications and applied calculations necessary to ensure the implementation of inclusive resource centers.

**Results.** In Ukraine, the number of children with disabilities is over 165 thousand people. On December 16, 2009, the Verkhovna Rada of Ukraine ratified the UN Convention on the rights of persons with disabilities and the Optional Protocol thereto 3. Under the Convention, States parties are obliged to provide full realization of human rights and fundamental freedoms by all people with disabilities without any discrimination. Ukraine's ratification of the UN Convention sets the framework for policy on children and adults with disabilities, which means the following:

- All children in Ukraine, including children with disabilities, can study in secondary schools;
- To ensure quality education for children with disabilities, teachers must be able to individualize and differentiate the educational process in accordance with learning styles, opportunities and additional needs of a child in the educational process.
- To ensure the individualization of the educational process, teachers need assistants and other professionals;

• The development of inclusion in society involves ensuring access to all types of support and services [4].

Nowadays there exist about 561 inclusive resource centers in Ukraine. Institutions operate in all regions of Ukraine, but Kyiv region is the leader. There are 41 institutions in Kyiv. The centers are communal, free of charge created on the basis of PMPC (reorganization of the existing structure), or on the basis of schools with inclusive classes, or support schools.

The founder of the inclusive resource center is the representative bodies of local self-government of the united territorial communities. The aim of the project is to improve the conditions for receiving quality inclusive education for children with SEN aged 2 to 18 in the general educational space. By SEN it's meant that children have certain

disorders of vision, hearing, speech, musculoskeletal system, intellectual development, emotional and volitional sphere and autism, difficult adaptation or problematic behavior, etc. In addition to children with SEN, parents of special children and teachers are considered to be a target audience. Their profile is presented in Table 1.

Every child is different, and thanks to this they become potential users of the center. It helps them to overcome obstacles, use opportunities and facilitate the learning process. The institution provides psychological assistance to parents. There are group meetings for them, where they can exchange and share experiences in resolving conflict situations, get practical advice and support from a specialist.

Table 1

**Profiles of children, parents and pedagogical staff in IRC**

Name	Children with SEN	Parents of children with SEN	Pedagogical staff
Age	2-18 y.o.	25-50 y.o.	25-50 y.o.
Work field	Education	Different	Education
3 main Recourses	Parents, social welfare	Salary, extra money, social welfare	Salary, tutoring
Key Problems	1.Lack of contact with peers, teachers and society 2.Frequent aggression 3.Constant nervousness, anxiety 4.Bullying by peers	1. Excessive care 2. Difficult adaptation period of the child at school 3. Lack of child's sociology 4. Constant conflicts, aggression of children, injuries 5. Misunderstandings in relations with other parents, misunderstandings with teachers / educators and educational institutions in general 6. Complaints of other parents, leading to exclusion from schools, and end in a mental hospital	1. Ignorance in the field of inclusion 2. Lack of experience 3. Reluctance to develop 4. Weak material base of the school 5. Lack of individual approach, teaching assistants, individual program
Fear/Pain	1. Loneliness 2. Defeats and failures 3. Lack of communication, respect, support, understanding, Recognition	1. Child's health 2. The future 3. Discrimination against children	1. Responsibility to students, school and the law 2. Injuries 3. Aggression
Wishes	1. Respect, support, understanding, recognition 2. Psychological support from family, school and	1.Adoption of a child by society 2. A child's independence 3. Better understanding of individual development and	1. A separate class for children with SEN 2. Number of students in one class up to 15 people 3. Assistant teacher

	society 3. Greater independence and independence from parents	child's needs 4. Meetings, consultations with specialists in the field of inclusive education, psychologists during parent meetings or in extracurricular time 5. Support in determining the purpose of the individual educational trajectory for your child	4. The presence of parents in some lessons several times on week 5. Consultations, meetings, seminars, webinars on inclusive education and training 6. Material support from the school and the state 7. Development of new competencies: knowledge, diversity methods of teaching and developing children with PDD 8. Equality, interesting and interactive initial process
Life goals	1. Success 2. Helping other children with SEN to deal with a status "outcast"	1. Child's success 2. Mental and physical rest	1. Constant development 2. Helping children with SEN to overcome all barriers

For teachers there are consultations on the organization of inclusive education, seminars, meetings with specialists in the field of inclusion. Here teachers and educators can gain new knowledge, improve qualification, etc.

IRC provides the following services:

1. Carrying out a comprehensive assessment to determine the special educational needs of the child;
2. Providing psychological and pedagogical assistance to children with SEN
3. Providing methodological assistance and consultations to teachers, parents or legal representatives of children with SEN on the peculiarities of the organization of psychological, pedagogical and correctional and developmental services for such children;
4. Giving piece of advice to parents or legal representatives of children with SEN regarding the network of preschool, general secondary, vocational education;
5. Professional development of teachers [7].

Services are provided free of charge in accordance with the standards.

According to the Regulation on IRC it is to be located on area of not less 60 sq.m. if it is at school, or if it is a separate building then 150 sq.m. All centers are equipped with a reception room, offices for providing psychological and pedagogical assistance to children with speech disorders, visual

impairments, with hearing impairments, intellectual disabilities, offices of practical psychologists, a room for physical therapy classes, a room for joint meetings of pedagogical staff of the IRC, a resource room, director's office, a nurse's office and staff's office.

The head of the center is a director, who is appointed for a term of three years on a competitive basis. The activities of the IRC are provided by pedagogical staff: teachers-speech therapists, teachers-defectologists (deaf educators, oligophrenic pedagogues, typhlopedagogues), practical psychologists, teacher-rehabilitologist, as well as a nurse, accountant and housekeeping staff. Persons with a higher pedagogical (psychological) education of a Master's degree are chosen for the positions of pedagogical staff of IRC. Job experience in major field must compile not less than three years [3].

Quarterly open days, raffles and events for children are welcomed. Participation of educational staff of IRC in various conferences and seminars is also provided.

IRC is a newcomer on the Ukrainian market, however quite many institutions, such as centers of social services for children, parents and youth, private and school psychologists, centers of social and psychological rehabilitation for children with disabilities can be considered to be substitute institutions. The Table 2. presents competitiveness of each object enlisted above.

Table 2

**Parametric competitor analysis for IRC (5-point scale)**

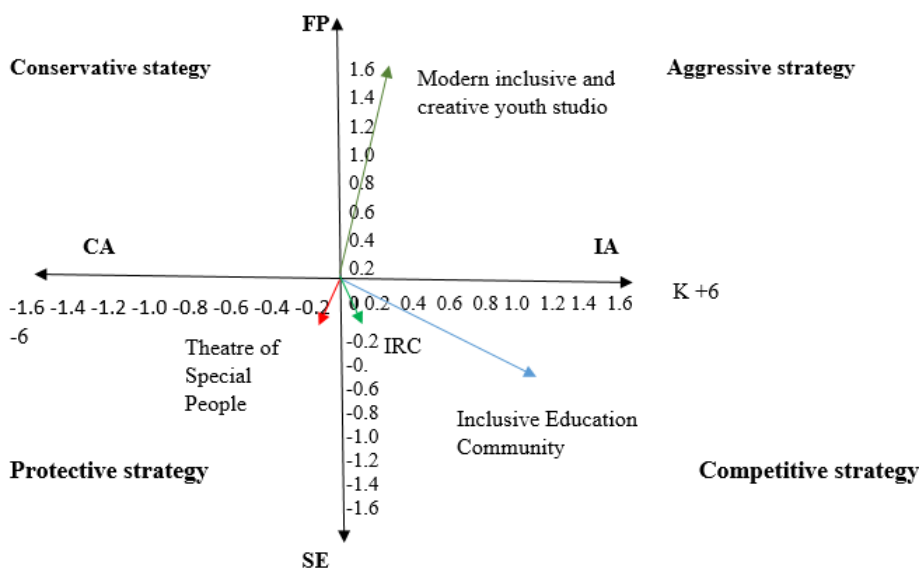
№	Parameters	1	2	3	4	5	6	7	8
1.	Location	5	5	5	5	5	5	5	0,1
2.	The average salary in the institution, in UAH.	5	3.2	3.2	4,1	4,1	4,1	5	0,2
3.	Speed and efficiency of providing services in the centers	4,7	4,3	4,3	4,5	3	4	5	0,2
4.	Maximum salary, in UAH	5	4	2.3	2.3	2.6	2,6	5	0,3
5.	Completion of institutions	4	3	3	3	4	3	5	0,3
6.	The cost of services in UAH	5	4	5	5	5	5	5	0,5
7.	Uniqueness	5	2	2	3	4	4	5	0,4

Notes: 1 - IRC, 2 - Private psychologists, 3 – School psychologists, 4 - Center for Social Services for Families, Children and Youth, 5 - Center for Social and Psychological Rehabilitation of Children, 6 - Center for Social Rehabilitation of Disabled Children

According to parametrical method, integrated indicator of competitiveness for each of the competitors is as follows: Int1 = 0.92; Int2 = 0.8; Int3 = 0.8; Int4 = 0.87; Int5 = 0.93; Int6 = 0.95. The IRC is not the leader among the institutions, it ranks third, but it is not worth leaving the institution behind. IRCs have recently entered the market, so they are just starting to gain momentum. It should be noted that the greatest privilege of this institution is that, in contrast to competing institutions, the IRC is a broad-based

institution, as it has the services provided in each institution - competitor separately. This indicator will be used for further development of the institution.

To evaluate the project alternatives, the «SPACE» method (strategic position and action estimation) was used. The «SPACE» method presupposes four groups analyses for the organization. Each factor is evaluated expertly on a scale from zero to six. We can display the coordinates in the SPACE-matrix for alternative projects (Fig. 1)



**Fig. 1. SPACE-matrix for main alternatives of IRC**

Notes: IA - Factors of industry attractiveness, CA - Factors that determine the competitive advantage of the enterprise, SE - Factors that determine the stability of the environment, FP - Factors that determine the financial performance of the enterprise

After conducting the vectors, it can be seen that, the Modern Inclusive and Creative Youth Studio lies in the aggressive quadrant. This means that the company has advantages in terms of external opportunities, avoids external threats and successfully overcomes

internal weaknesses. Recommended strategies: vertical integration "backwards", concentric or horizontal diversification, intensive strategies.

Meanwhile, the Inclusive Education Community and IRC are in a competitive

vector. This indicates that they are recommended to use all integration strategies, or intensive ones – entering market, market development, or a kind of a protective strategy - the creation of a joint venture.

As for the Theater of Special People, it is located in a protective quadrant. The company is forced to focus on reducing internal weaknesses and avoiding external threats. Therefore, such companies may choose one of the protective strategies: reorganization or liquidation or, in some cases, concentric diversification.

Thus, we can see that all alternative projects are located in different quadrants and will use different market entry strategies.

It is also necessary to mention, that there are different models of resource centers in the world, which is partly determined by the needs of target audience or the amount of services provided. As a rule, resource centers around the world often perform 2 roles:

- 1) providing support to individuals with special needs;
- 2) providing support to the school, family and community in which they are involved [9].

There are two main models of resource centers.

The first model means provision of services by various specialists (occupational therapist, physiotherapist, speech therapist, correctional teacher, medical workers, other specialists) in the persons' place of residence. Resource center specialists can provide consulting and information services directly to parents of children with disabilities, teachers of educational institutions, where such children study; other members of the local community. Along with the provision of these services, the resource center also supplies with relevant resources. For example: equipment to increase mobility and independence of people with physical disorders; communication device together with software, information materials, etc. Resources can be given on the basis of a short- or long-term loan. Centers often use equipment rotation or alternate use.

The second model of the resource center delivers services directly on the basis of the

center. Parents and children with SEN, workers of other educational institutions, other professionals visit the center to get the necessary support. Services provided on the basis of the center may include expert advice on the implementation of the necessary adaptations or modifications, training of certain methods of working with children with mental and physical disabilities, and so on. Resource utilization and allocation are similar to the first resource center model [9].

The main factor influencing the choice of a particular model of resource center is a geographical one - according to the first model (remote service model) there are resource centers that deliver services (resources) to people living in remote areas or for whom it is difficult to come there. In this case, the services and resources provided at the person's place of residence with special needs may be supplemented with the resources available online or via the Internet.

In addition, when choosing a model of the resource center the needs of the target groups - adults and children with disabilities, as well as their families are taken into account.

It goes without saying that besides the geographical factor, the choice of resource center model depends on the availability of relevant specialists and resources. However, the primary focus remains on changes in the environment - in the family, school and local community as well. After it there is still a reduction of the number of consequences of developmental disorders or disability for the successful integration of a person with special needs in the society.

**Conclusions.** Summarizing all the above, we can conclude that IRC despite the novelty on the Ukrainian market, has already occupied most of it. The target audience is determined; their profiles are characterized. IRC will be in demand as is very topical nowadays due to growing amount of children with disabilities and spreading equity in various fields. According to the «SPACE» method, method of comparing project alternatives, IRC lies in a competitive vector. It presupposes to use all integration strategies, or intensive ones – entering market, market development, or a kind of a protective

strategy - the creation of a joint venture. Besides, using parametric method and the method with the weighted indicators, it is showed that though the IRC is the third in ranking among substitute centers, it is a broad-based institution, as it has the services provided in each institution - competitor separately. International experience focuses on two models of IRC, remote service center and services on the basis of a centers. The choice between the models is made charging by their needs, location and recourses.

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