



Information gathering template prepared for the Global Education Monitoring Report 2021 - Central and Eastern Europe, the Caucasus and Central Asia - Inclusion and education: All means all.

## Ukraine

This profile has been commissioned by NEPC as an input for the 2021 regional report on inclusion and education in Central and Eastern Europe, the Caucasus and Central Asia. This version is a working draft and will be subject to further copy-editing. Its content has not been edited nor verified by the GEM Report team. The views and opinions expressed in this paper, including anecdotal evidence from interviews, are those of the interviewees or researchers of this profile and should not be attributed to the Global Education Monitoring Report, to UNESCO or to NEPC. The information in this document was current in June 2020. The profile can be cited with the following reference: “Profile commissioned by NEPC for the Global Education Monitoring Report 2021 - Central and Eastern Europe, the Caucasus and Central Asia - Inclusion and education: All means all”. For further information, please contact [gemreport@unesco.org](mailto:gemreport@unesco.org).

**PROFILE PREPARED BY NATALIA SOFIY**

**2021**

<b>Introduction</b>	<b>2</b>
<b>Survey reply and respondents</b>	<b>4</b>
<b>Country system overview</b>	<b>6</b>
<b>Section 1: Laws and policies</b>	<b>15</b>
<b>Section 2: Governance and finance</b>	<b>31</b>
<b>Section 3: Data</b>	<b>41</b>
<b>Section 4: Curricula, learning materials and assessments</b>	<b>46</b>
<b>Section 5: Teachers and support personnel</b>	<b>56</b>
<b>Section 6: Schools</b>	<b>67</b>
<b>Section 7: Communities, parents and students</b>	<b>73</b>

# Introduction

The template for the Profiles was a survey designed to collect information from countries in order to collect structured information to be used as the basis for the GEM Regional Report analysis work.

The survey respondents were specifically requested to not focus exclusively on children with disabilities, but include information on all of the groups considered to be vulnerable to exclusion or at risk of being marginalised, stereotyped or subject to discrimination, including for reasons such as gender, location, poverty, ethnicity, language, beliefs and religion, migration or displacement status, sexual orientation or gender identity expression.

The overall goal for the Profile was that the information provided in relation to each country identifies:

- 1.challenges (barriers and hinderances) and opportunities (support and ways forward) for the implementation of inclusion in education policies;
- 2.the ways in which countries monitor inclusion and exclusion in education (at individual and system levels);
- 3.challenges (barriers and hinderances) and opportunities (support and ways forward) for supporting inclusion in education created by sectors other than education and arrangements needed to co-ordinate work among government sectors, tiers of government and with other stakeholders to overcome overlapping dimensions of exclusion;
- 4.key policy solutions that are being implemented and key drivers of policy change.

The Profile begins with background information on the people completing the template.

The next section provides a short descriptive overview of the country's system of inclusive education.

This is followed by main sections presenting quantitative and qualitative data linked to each of the seven themes for the report:

- 1.laws and policies;
- 2.governance and finance;
- 3.data;
- 4.curricula, learning materials and assessment;
- 5.teachers and support personnel;
- 6.schools;
- 7.communities, parents and students.

Each section begins with a key guiding question (marked in italic text) that frames the overall information provided.

This is followed by the specific questions on the main issues for the topic that should be answered.

Sections 1 and 2 focus on information relating to legislation and policies.

Section 3 focuses upon available data and the aims and procedures for data collection.

Sections 4 to 7 focus on information relating to policies and policy implementation in practice.

The information provided focuses on compulsory education (i.e. potentially -pre-primary, primary and lower secondary, and possibly upper secondary education). Only specific issues related to inclusion in early childhood education and post-compulsory education were considered when necessary.

## Survey reply and respondents

Has the information in this profile been discussed with and validated by a government representative?

No / Yes

If yes, who and what is their professional capacity, role?

Which other people have been key informants? What is their professional role?

What was the main challenge during the preparation of the profile?

Please list the 5 most informative sources on inclusion in education (academic papers, policy reviews, evaluation studies etc.) for the country published since 2015 and provide links to the originals:

1. Report on Situation analysis of services provision for at-risk children and children with special educational needs under inclusive education reform. Written by Stefania Alisaukiene, Marianna Onufryk due to support of Open Society Foundation, in particular Early Childhood Programme, Education Support programme, Human Rights Initiative and International Renaissance Foundation.
2. Report "Rights of women and girls with disabilities: progress, barriers, initiatives" (in Ukrainian), 2019, National Association of Persons with Disabilities of Ukraine. <https://naiu.org.ua/zvit-za-rezultatamy-monitoryngu-pidgotovlenyj-v-mezhah-realizatsiyi-proyektu-advokatsiya-prav-zhinok-ta-divchat-z-invalidnistyu-rozbudova-potentsialu-ta-rozshyrennya-dostupu-do-derzhavnyh-poslug/>
3. Human Rights of Women and Girls with Disabilities: a Brief Guide to the Intersectoral Approach Through the Implementation of CEDAW and CRPD in Ukraine, Kyiv, 2019. [https://naiu.org.ua/wp-content/uploads/2019/06/CEDAW-CRPD-Guide-ENG\\_compressed.pdf](https://naiu.org.ua/wp-content/uploads/2019/06/CEDAW-CRPD-Guide-ENG_compressed.pdf)
4. Progress Towards the Implementation of UNCRPD Articles 7, 8 and 24 in Ukraine Report of participatory research in five regions. Natalia Sofiy, Larysa Bayda, April 2016. [http://naiu.org.ua/wp-content/uploads/2016/08/Ukraine-research-report\\_eng.pdf](http://naiu.org.ua/wp-content/uploads/2016/08/Ukraine-research-report_eng.pdf)
5. The first report of Ukraine on implementation UNCRPD developed in 2012 and presented in 2015 <https://documents-ddsny.un.org/doc/UNDOC/GEN/G14/212/26/PDF/G1421226.pdf?OpenElement>

If internal, non-public or working documents were used, please add a note here.

1. National strategy of development of inclusive education for the period of 2020-2030 (draft) <https://nus.org.ua/wp-content/uploads/2019/07/210719-strategiya-inklyuziya.pdf>

2. Accessibility of Services for Families and Children. Report based on the results of focus-groups in the pilot regions within the project “Early Intervention Development in Ukraine”, Kyiv, 2017. <http://naiu.org.ua/wp-content/uploads/2017/03/fokus-grupy-rezultat.pdf>

## Country system overview

(i) Provide a brief (maximum 1 page) narrative of the country's compulsory educational system. Specifically, provide information about:

a. the different types of schools, institutions and educational provision within the system and the age range / ISCED levels of learners they cater for

The system of education of Ukraine includes following types of the institution, which provides free and no-charge education for children:

### **I. Preschool Education – 0 level of ISCED.**

#### **Age of children:**

- Age of babies – from the birth till one year old
- Early age – 1-3 years old
- Pre-school age – 3 – 6 (7) years old

#### **Providers of Pre-school Education:**

- Pre-school institutions or pre-school branches established at other institutions
- Physical persons – entrepreneurs who have the right to provide such kind of services
- Families, which provide individual (family) form of education through: 1) physical persons who have pedagogical education at the levels of bachelor or master degrees; 2) physical persons – entrepreneurs who have the right to provide such kind of services.

#### **Types of pre-school institutions:**

- Pre-school institution for children aged one - six (seven) years old
- Home for Children – Pre-school institution within the system of Health Protection for children- orphanages and children with physical and/or intellectual disabilities aged from birth till 3 years old
- Centre of Child Development
- Pre-school institution of combination type (regular and compensatory groups for children with health problems or disabilities) for children aged from one to 6 (7) years old
- Pre-school institution of family type for children aged from 2 months till 6 (7) years old

- Pre-school institution of compensatory type for children with special educational needs and/or for children who require long-term treatment aged from 2 till 7 (8) years old. These types of pre-school institution can include 1) special and 2) sanatorium.

For children with special educational needs inclusive groups based can be organized based on the pre-school institutions according the request letter from parents. Together with a letter of request from parents the recommendations from Inclusive Resource Centre (IRC) should be provided based on the results of complex assessment of a child. Children with special needs can stay in the pre-school institution until 8 years old in the special or inclusive groups.

Pre-school education for children aged 5 – 6 (7) years old is compulsory.

**II. Primary Education – the 1<sup>st</sup> level of ISCED (4 years)**

**III. Basic Secondary Education – the 2<sup>nd</sup> level of ISCED (5 years)**

**IV. Profile Secondary Education – the 3<sup>rd</sup> level of ESCED (3 years)**

Duration of education at each of the levels can be changed – according to the individual trajectory of students.

Duration of education for students with SEN at each of the levels is established by the Cabinet of Ministers of Ukraine.

There are the following types of educational secondary institutions according to the Funders:

- State – established by state authorities;
- Municipal – established by municipal authorities of different levels (village, city, district, oblast);
- Private – established by private physical or legal bodies;
- Corporative – established by different funders (could be state/private).

b. the different authorities responsible for different types of provision etc.

**I. Pre-school Education**

**State Authority:**

- Develops and approves state standards of financial and materials provision for children and pre-school institutions
- Identifies priorities of Early Childhood Education
- Develops and approves Basic Component of re-school Educational (educational standards)

**Local authorities (levels: Crimea, oblast, cities of Kyiv and Sevastopol, district):**

- Promote the development of network of pre-school institutions according to the needs of population as the funders

- Participate in the development and realization of the content of pre-school education
- Create the conditions for receiving pre-school education for all children, including children with special educational needs: organize scientific, methodological, material provision of the work of cadres, including their re-service and in-service education, and attestation
- Organize regular health improving for children
- Provide accessibility of pre-school institutions according to the state standards
- Provide social care of all participants of educational process.

## **II. Comprehensive Secondary Education**

### **State authority:**

- Organizes and coordinates analytical and planning activities, identifies strategic priorities, provides legal documents
- Develops educational subventions from the state budget to the municipal budgets and provides them for approval to the Cabinet of Ministers of Ukraine (educational subvention from the state budget provides payment for the school teachers (other staff), in-service teacher training, providing students with textbooks and/or teachers with manuals, other equipment)
- Approves typical (framework) educational programs
- Approves typical (framework) lists of educational equipment, educational materials, textbook, including those for children with SEN
- Provides textbooks for students published by the cost of state budget
- Provides on-line resource with all necessary educational resources published by the cost of state budget
- Coordinates pre-service and in-service teacher training
- Provides monitoring of educational activities of educational institutions

### **Local authorities (levels: Crimea, oblast, cities of Kyiv and Sevastopol, district):**

- Provide monitoring of the work of funders of the schools according to the Laws of Ukraine “On Education” and “On Comprehensive Secondary Education”
- Can initiate additional control and monitoring
- Provides funding of schools from the municipal budgets

c. any major external support programmes provided in the past 5 years e.g. bilateral - GIZ (German Society for International Cooperation) and USAID; or multi-lateral e.g. UNICEF, European Union, ADB (Asian Development Bank).

### **UNICEF**

## **Child Protection Rights Program**

- Aimed to keep children in their families, promoting alternative families` decisions and transformation of boarding schools; supporting Early Intervention services
- Prevention of violence towards children in families, schools, and Internet; training of pre-school teachers on positive and non-violence education
- Humanitarian reaction: providing psychosocial support for families and children who live in the conflict areas (Eastern Ukraine)

## **Health Program**

- Mothers` and children`s health: providing services for families on the issues of health protection, early years` development; enhancing capacities of medical workers on the importance of yearly years age
- VIH and AIDS: improving legislation to protect mothers and teenagers from VIH and AID, in cooperation with the Ministry f Health protection

## **Social Policy and Monitoring of Children Rights` Protection Program**

- Monitoring of children rights` protection: cooperation with the major stakeholders towards monitoring children rights regarding five directions – 1) each child lives and develops; 2) each child learns; 3) each child is protected from violence; 4) each child lives in safety and ecologically clean environment; 5) each child has equal rights (to achieve Sustainable Development Goals)

## **Educational Program**

- Cooperation with the Ministry of Education and Science to provide safe and child-friendly educational environment in the pre-schools in Luhansk and Donetsk oblasts through trainings for pre-school teachers and parents, developing publications etc.
- Providing support to the network of Inclusive Resource Centers (500) through training for trainers, publishing the manual and developing on-line course
- Piloting the concept “Safe School” through on-line training for teachers (21 000 of teachers involved)
- Development a National communication strategy with the Ministry of Education and Ukrainian Center of Assessment Quality of Education to support PISA in Ukraine (Programme for International Student Assessment) and development the web-site
- Providing support to international studies on students: Health Behavior in School Age Children (HBSC), European Schools Project on Alcohol and Other Drugs (ESPAD), and SCORE

- Supporting government in the development of national youth strategy for 2020-2025 and the model of youth participation in society life: entrepreneurship programs for young people from marginalized groups (UPSHIFT) and involvement of youth to innovative survey through smartphones (U-Report)
- Supporting government in developing the system of data collection on children who do not go to schools and development of system of characteristics, which might be a signal of school dropping
- Leading the Education Cluster focused on the conflict areas (Eastern Ukraine) through the program “Conflict sensitive education”.

## **USAID**

### **Enhance Non-Governmental Actors and Grassroots Engagement – ENGAGE Program**

**October 1, 2016 – September 30, 2021**

ENGAGE Program is aimed at:

- Civic education
- Support of local initiatives through civic organizations
- Promoting democratic reforms.

## **UNDP**

### **Mainstreaming Policies and Services for People with Disabilities in Ukraine**

**2017-2019**

One of the project goals: conducting awareness campaign on disability, accessibility and universal design among key stakeholders and broader public

### **Civil Society for Enhanced Democracy and Human Rights in Ukraine Project**

**April 2017 – May 2022**

**Project objectives:**

- Strengthen the civil society organizations to promote democracy and foster participatory and result-driven Government-CSO dialogue at all levels in Ukraine
- Enhance capacities of human rights actors to promote and defend human rights in Ukraine
- Enhance civic youth engagement and youth participation in decision-making at all levels.

## Learning Together Project

2018-2022

Funded by the Ministry for Foreign Affairs of Finland and implemented by FCG International in cooperation with the University of Helsinki.

The project aims to support the reform in education according the concept of “New Ukrainian School”.

(ii) Are there specific features of the compulsory education system that impact on inclusion that should be kept in mind when reading the country response?

Area	Yes/No	Description of the feature
Early tracking of learners into a particular educational pathway	Yes	According to the new Laws of Ukraine (Law “On Education”, Law “On Comprehensive Secondary Education”, Law “On Pre-school Education) there are two main mechanisms, which provide opportunities for early tracking of learners into a particular educational pathway: <ul style="list-style-type: none"><li>• Providing the possibilities for planning the individual educational trajectory for each student</li><li>• Introducing Individual Program of Development (Individual Educational Program and Individual Educational Plan) for children with SEN</li></ul>
‘Double-shift’ patterns to the school day (i.e. learners attend for either a morning or afternoon session)	Yes	According to the Law of Ukraine “On Comprehensive Secondary Education” (Article 10), “The structure and duration of the school year, school week, school day, educational activities, breaks between educational activities, and forms of educational process organizations...” are identified by the Pedagogical Board of the school.
Grade retention	No	
Multiple languages of instruction	Yes	Students from national minorities have a right to get primary education in the language of national minority together with studying the state (Ukrainian) language. Persons with hearing impairments have a right to study using Ukrainian sign language and to study Ukrainian sign language. (Article 5, Law of Ukraine “On Comprehensive Secondary Education”)

Policies on access to compulsory education in local schools	Yes	<p>Each child has a right for accessible and quality comprehensive secondary education.</p> <p>Each child has a right for free of charge comprehensive secondary education at the state and municipal schools one time during his/her life.</p> <p>(Article 6, Law of Ukraine “On Comprehensive Secondary Education”)</p> <p>Territorial accessibility is provided through:</p> <ul style="list-style-type: none"> <li>- Developing the network of schools</li> <li>- Fixing the certain territory according the schools</li> <li>- Providing transportation for students and teachers</li> <li>- Creating and maintaining boarding houses</li> <li>- Providing different forms of education considering the choice of parents</li> </ul> <p>Each child has a right to get his/her primary and basic school education at the closest school.</p> <p>(Article 8, Law of Ukraine “On Comprehensive Secondary Education”)</p>
Duration of pre-school and comprehensive secondary education	Yes	<p>According to the Law of Ukraine “On Pre-school Education” (Article 12) states that “children with SEN can stay in special kindergartens (classrooms) or in inclusive classrooms of regular kindergartens until 7 (8) years old while other children – until 6 years old.</p> <p>According to the Law of Ukraine “On Comprehensive Secondary Education” (Article 4), duration of education at each level for students with SEN is regulated by the Cabinet of Ministers of Ukraine.</p>

(iii) In the country’s system which groups are considered to be vulnerable to exclusion from education? Who has identified these groups as being vulnerable to exclusion?

According to the Law of Ukraine “On Education” (2017), “persons with special educational need is any person who require additional permanent or temporary support in the educational process to provide his/her right to quality education”. While theoretically it can be any person, traditionally and in fact only children with special educational needs, namely children with intellectual, hearing and visual impairments, children with physical disabilities and

cerebral palsy, children with language disabilities, children with Down syndrome and children with autism refer to this category.

In order to get this additional support in the pre-schools or secondary schools the child should be assessed at the Inclusive Resource Centers (IRC). In addition to complex assessment, IRC provides conclusion, which states the necessity of developing Individual Program of Development (including Individual Educational Program and Individual Educational Plan), number of special education services for this child, other recommendations for teachers and parents.

(iv) Please provide a brief (maximum 1 page) narrative overview of the historical development of inclusion of vulnerable groups in education in the country.

Ukraine has inherited the system of special education for children with special educational needs being the part of the Soviet Union, including the system of boarding schools (internats) for children from other vulnerable groups (children-orphanages etc.). In 1991 Ukraine declared its independence and started to develop its national system of education. At that time the main international documents regarding human rights have been ratified - UN Convention on the Rights of the Child (1991) and Standard Rules on the Equalization of Opportunities for Persons with Disabilities (1993).

Recognition the right to education for all citizens was declared in the main legislative documents: Constitution of Ukraine (1996), the Laws of Ukraine "On Education" (1991, 1996), "On Social Protection of Persons with Disabilities in Ukraine" (1991), "On General Secondary Education" (1999). The main tendency of that period was "state-centered" educational system with clear characteristics of institutionalization and rigid regulation of educational process in special schools.

At that time many civic organizations, including parents' organizations, started the movement against institutionalization, towards inclusion. Those efforts were supported mainly by international organizations: Open Society Foundation, UNICEF, Canadian International Development Agency (CIDA), USAID and others. That period was characterized by spontaneous integration of children with special educational needs to the regular schools.

However, there were also some steps to cooperate with governmental organizations in that process: during 2001-2007 the program of All-Ukrainian scientific-pedagogical experiment "Social adaptation and integration in society of children with psycho-physical peculiarities of development through organization their education in regular schools" has started. The program was initiated by Ukrainian Step by Step Foundation (USSF) under the scientific support of the Institute of Special Pedagogy of the National Academy of Pedagogical Sciences of Ukraine and organizational support of the Ministry of Education and Science of Ukraine. In the process of experiment normative documents have been developed as well as methodological materials. Normative documents became the basis of legislative documents in a field of inclusive education, scientific-methodological materials launched further national publications on inclusive education.

The major changes both at the level of educational policy and at the level of practice have started when Ukraine had ratified UN Convention on the Rights of Persons with Disabilities (CRPD) and the Optional protocol (December 2009).

At that time the following main documents have been developed: Resolution of the Cabinet of Ministers of Ukraine “On approval action plan on implementation of inclusive and integrated education in regular schools till 2012”; Concept of Inclusive Education (2010); Resolution of Cabinet of Ministers of Ukraine “Order of organization of inclusive education in regular schools” (2011) and many others. It was the first time when the Concept introduced in Ukrainian legislation definition of inclusive education as complex process of providing equal access to quality education for children with special educational needs.

In 2016 the reform process started in the system of general secondary education based on the concept of the New Ukrainian School (NUS). The main principle of NUS were child-centered approach, pedagogy of partnership, competence based approach to learning, and inclusion. In 2017 the new Law of Ukraine “On Education” was adopted which introduced such terms, as “persons with special educational needs”, “universal design”, “reasonable accommodation” and others. According to the Law, person with special educational needs was identified as a person who needs additional (temporary or constant) support in educational process in order to provide his/her right to education. There were also two articles focused on inclusive education and education for persons with special educational needs.

Although the term, provided by the law, introduced rather broad understanding of persons with special educational needs, traditionally people refer to this category mainly persons with disabilities, developmental delays.

This fact was enhanced by the changes in the legislation and practice: in 2017 the Resolution of the Cabinet of Ministers of Ukraine approved the statement on Inclusive Resource Centers (IRC). The main tasks of IRCs are the complex assessment of children with special educational needs and providing support to these children within their education in the regular pre-schools and schools.

## Section 1: Laws and policies

*What is the framework of legislation, policy and guidelines for supporting the development of an inclusive education system?*

1.1 Have international/UN conventions/declarations to protect the rights of groups who are potentially vulnerable to discrimination and exclusion been integrated into national and/or regional law?

Convention/declaration on	Law	Comments
Child rights (UNCRC)	UNCRC was adopted by the Resolution of Supreme Soviet of Ukraine #789 – XII as of February 27, 1991	
Disability (UNCRPD)	UNCRPD was ratified by the Law of Ukraine #1767 – VI as of December 16, 2009	
Gender (Convention on discrimination against women CEDAW)	Ratified by the Presidium of Supreme Soviet of the Soviet Union on 19.12.198	At that time Ukraine was one of the republics (out of 15) of the Soviet Union
Ethnicity or language (UN Declaration on Rights of persons belonging to National, ethnic, religious and linguistic minorities)	NA	
Framework Convention on the Rights of National Minorities	Ratified by the Law of Ukraine #703/97 as of 09.12.97	

1.2 Provide an overview of general education legislation impacting on the inclusion of learners from vulnerable groups:

Abbreviations:

CMU – Cabinet of Ministers of Ukraine

MESU – Ministry of Education and Science of Ukraine

SEN – special educational needs

Name and link	Year and status (enacted, under preparation etc.)	Description of key content
<p>Law of Ukraine "On Education" №2145-VIII  <a href="https://zakon.rada.gov.ua/laws/show/2145-19">https://zakon.rada.gov.ua/laws/show/2145-19</a></p>	<p>2017 p., acting, last changes introduced: № 463-IX in <u>16.01.2020</u></p>	<p>The law regulates civic relationships, which appear in the process of realization of constitutional right of person to education, rights and responsibilities of physical and legal entities participating in the realization of this right, and also identifies competences of the state bodies and local administrations in a field of education.</p>
<p>Resolution of CMU № 872 «On the procedure of organization of inclusive education in the general secondary schools »  <a href="https://zakon.rada.gov.ua/laws/show/872-2011-%D0%BF">https://zakon.rada.gov.ua/laws/show/872-2011-%D0%BF</a></p>	<p>15.08.2011, acting, last changes introduced in Resolution №588 in 2017</p>	<p>This document describes how organize inclusive classrooms in general secondary schools.</p>
<p>Order of MESU № 609 «On approval typical statement on the psychological-pedagogical team of support»  <a href="https://mon.gov.ua/ua/npa/pro-zatverdzhennya-primirnogo-polozhennya-pro-komandu-psihologo-pedagogichnogo-suprovodu-ditini-z-osoblivimi-osvitnimi-potrebami-v-zakladi-zagalnoyi-serednoyi-ta-doshkilnoyi-osviti">https://mon.gov.ua/ua/npa/pro-zatverdzhennya-primirnogo-polozhennya-pro-komandu-psihologo-pedagogichnogo-suprovodu-ditini-z-osoblivimi-osvitnimi-potrebami-v-zakladi-zagalnoyi-serednoyi-ta-doshkilnoyi-osviti</a></p>	<p>08.06.2018, acting</p>	<p>The statement provides information how to organize in the pre-schools and secondary schools, description of team members and their roles. This document is a basis for developing school documents regarding the creation of support</p>

		team for children with special educational needs.
<p>Resolution of CMU №779 «On organization of inclusive education in extra-curricula establishments»</p> <p><a href="https://zakon.rada.gov.ua/laws/show/779-2019-%D0%BF">https://zakon.rada.gov.ua/laws/show/779-2019-%D0%BF</a></p>	21.08.2019, acting	Document identifies requirements for organization of inclusive education in extra-curricula establishments disregarding their source funding to provide equal rights and opportunities for persons with special educational needs to quality extra-curricula education, development of their abilities and talents, considering their individual needs and interests, in particular in professional identification, socialization and integration into society.
<p>Resolution of CMU №635 «On approval the Order of organization of inclusive education in higher educational institutions»</p> <p><a href="https://zakon.rada.gov.ua/laws/show/635-2019-%D0%BF">https://zakon.rada.gov.ua/laws/show/635-2019-%D0%BF</a></p>	10.07.2019, acting	Document identifies organizational principles of inclusive education in higher education establishments regardless their source of funding to provide the right of students to quality education with consideration their needs and opportunities.
<p>Resolution of CMU #545 «On approval the statement on Inclusive Resource Center»</p> <p><a href="https://zakon.rada.gov.ua/laws/show/545-2017-%D0%BF">https://zakon.rada.gov.ua/laws/show/545-2017-%D0%BF</a></p>	12.07.2017, changes introduced by the Resolution #617 in	Document describes the procedure of development of Inclusive Resource Centers, the main principles of their activities, legal status and other.

	22.08.2018, acting	
Order of MES and Ministry of Health Protection “Some issues of participation in the external independent assessment (EIA) and entrance exams for persons who have some diseases and/or disability» № 1027/900 <a href="https://zakon.rada.gov.ua/laws/show/z1707-16">https://zakon.rada.gov.ua/laws/show/z1707-16</a>	29.08.2016, changes introduced № 194/331 in 14.02.2019, acting	Document includes list of diseases, which can be the barrier to participate at EIA; list of conditions, which have to be created for persons with SEN to participate at EIA and other information.
On introducing changes to the order of the Ministry of Education № 1205 «On approval Typical staff norms for the secondary schools №90 <a href="http://search.ligazakon.ua/l_doc2.nsf/link1/RE31678.html">http://search.ligazakon.ua/l_doc2.nsf/link1/RE31678.html</a>	06.12.2010, changes introduced 01.02.2018 p. №90, acting	Introducing the position of teacher assistant.
Order of the State Standard #327 National Classification of Professions <a href="https://zakon.rada.gov.ua/rada/show/va327609-10">https://zakon.rada.gov.ua/rada/show/va327609-10</a>	28.07.2010, changes introduced in <u>15.02.2019</u> №529, acting	Classifications of professions was added by the profession “Assistant of the teacher of inclusive education” (teacher assistant)
Resolution of CMU №773 «On introducing changes to the Resolution of CMU #585 “On the term of education for children with special educational needs in the secondary schools» <a href="https://zakon.rada.gov.ua/laws/show/773-2019-%D0%BF">https://zakon.rada.gov.ua/laws/show/773-2019-%D0%BF</a>	23.04.2003, changes introduced in 21.08.2019, acting	Document provides clarifications regarding the term (duration) of education for children with special educational needs – for students with SEN who study in the inclusive classrooms, duration of their studying to get primary or basic secondary education can be extended for one year.

		This decision is made by the school principal based on the recommendations of the team of psychological-pedagogical support and agreed with the parents.
Resolution of CMU «On approval the State standards for primary general education for children with special educational needs» №607 <a href="https://zakon.rada.gov.ua/laws/show/607-2013-%D0%BF">https://zakon.rada.gov.ua/laws/show/607-2013-%D0%BF</a>	21.08.2013, non-acting	Since approval the State educational standards for primary education in 2017 these standards lost their actuality. Educational standards for primary education 2017 are compulsory for all schools, where children with SEN study.
Order of MESU № 476 «On MESU approval of educational materials for children with SEN» <a href="https://zakononline.com.ua/documents/show/58568_58568">https://zakononline.com.ua/documents/show/58568_58568</a>	29.04.2016, acting	List of educational materials recommended by MESU to use in the work with children with SEN
Order of MESU № 8 (in editing of the Order of MESU #955 «Statement on the individual form of education» <a href="https://zakon.rada.gov.ua/laws/show/z0852-19">https://zakon.rada.gov.ua/laws/show/z0852-19</a>	12.01.2016, changed introduced in 10.07.2019, acting	Document describes procedure of organization individual form of education (home-based), which can be provided by general secondary schools or by parents.
Order of MESU №873 «On introducing changes to the order of MESU #414 «On approval Typical list of special means for correction of psycho-physical development of children with SEN who study in the inclusive and integrated classrooms of general secondary schools» <a href="https://zakon.rada.gov.ua/laws/show/z0783-19">https://zakon.rada.gov.ua/laws/show/z0783-19</a>	23.04.2018, changes introduced in 21.06.2018, acting	Document provides Typical list of special means for correction of psycho-physical development of children with SEN who study in the inclusive and integrated classrooms of general secondary schools»

<p>Order of MESU №1060 «On development Criteria for transfer (subvention) division from the state budget to the local budgets to provide state support for persons with SEN and the form of initial registration information (Conclusion on the state of functioning, disability and health of a child who require inclusive education) and recommendations how to fill it».</p> <p><a href="https://zakon.rada.gov.ua/laws/show/z0488-19">https://zakon.rada.gov.ua/laws/show/z0488-19</a></p>	<p>08.05.2019, acting</p>	<p>Document includes:</p> <ul style="list-style-type: none"> <li>- criteria for division of the financial transfer (subvention) from the state budget to the local budgets to provide state support to persons with SEN;</li> <li>- form of initial registration information #031/o (Conclusion on the state of functioning, disability and health of a child who require inclusive education);</li> <li>- recommendations how to fill it.</li> </ul>
<p>Resolution of CMU № 221 «On approval Statement of special school and Statement on Educational-Rehabilitation Center»</p> <p><a href="https://zakon.rada.gov.ua/laws/show/221-2019-%D0%BF">https://zakon.rada.gov.ua/laws/show/221-2019-%D0%BF</a></p>	<p>06.03.2019, acting</p>	<p>Document describes the main principles of organization and activities of special schools regardless the source of their funding.</p>
<p>Order of MES №693 «On approval of framework educational program for special schools of the general secondary education of the 1<sup>st</sup> level for children with SEN»</p> <p><a href="https://mon.gov.ua/ua/npa/pro-zatverdzhennya-tipovoyi-osvitnoyi-programi-specialnih-zakladiv-zagalnoyi-serednoyi-osviti-i-stupenya-dlya-ditej-z-osoblivimi-osvitnimi-potrebami">https://mon.gov.ua/ua/npa/pro-zatverdzhennya-tipovoyi-osvitnoyi-programi-specialnih-zakladiv-zagalnoyi-serednoyi-osviti-i-stupenya-dlya-ditej-z-osoblivimi-osvitnimi-potrebami</a></p>	<p>25.06.2018, acting</p>	<p>Framework educational program for special schools of the general secondary education of the 1<sup>st</sup> level (1-4 grades) for children with SEN.</p>
<p>Order of the Ministry of Social Policy № 27 «On Procedure the registration of children who stay in difficult life situations by the relevant bodies” with changes № 121</p> <p><a href="https://zakon.rada.gov.ua/laws/show/z0216-14">https://zakon.rada.gov.ua/laws/show/z0216-14</a></p>	<p>09.02.2015, acting</p>	<p>The order was developed to organize the social protection of children, who stay in difficult life situations, to provide the social</p>

		work with these children and their families (if any).
--	--	---

1.3 Provide an overview of education policy or guidelines impacting on inclusion of learners from vulnerable groups:

Name and link	Year and status (enacted, under preparation etc.)	Description of key content
Order of CMU «On approval the plan of actions towards realization of the Strategy of protection and integration into Ukrainian society of Roma national minority till the period of 2020» №701-p <a href="https://zakon.rada.gov.ua/laws/show/701-2013-%D1%80">https://zakon.rada.gov.ua/laws/show/701-2013-%D1%80</a>	11.09.2013, acting	Aimed at the creating necessary conditions for protection and integration of Roma national minority into Ukrainian society, providing equal opportunities for their participation in the social-economic and culture life.
Order of CMU № 526-p «On National strategy of reforming the system of institutional care and development of children for the period 2017-2026 and action plan of realization of activities of the first stage» <a href="https://zakon.rada.gov.ua/laws/show/526-2017-%D1%80">https://zakon.rada.gov.ua/laws/show/526-2017-%D1%80</a>	09.08.2017, acting	The strategy is aimed to change existing system of institutional care and development of children which does not meet the real needs of children and their families and to create necessary conditions for their effective development within families.

<p>Order of CMU № 1008-p «On approval action plan of International Classification of Functioning, Disability and Health`s implementation for children and youth in Ukraine» <a href="https://zakon.rada.gov.ua/laws/show/1008-2017-%D1%80">https://zakon.rada.gov.ua/laws/show/1008-2017-%D1%80</a></p>	<p>27.12.2017, acting</p>	<p>Action plan of implementation of International Classification of Functioning, Disability and Health for children and youth in Ukraine.</p>
<p>Resolution of CMU №800 «On some issues of social protection of children who stay in difficult life situations, including the situations which might be dangerous for their life and health» <a href="https://zakon.rada.gov.ua/laws/show/800-2018-%D0%BF">https://zakon.rada.gov.ua/laws/show/800-2018-%D0%BF</a></p>	<p>03.10.2018, acting</p>	<p>Document describes the mechanism of interactions between the state and local administrative bodies, schools, health protection and social care establishments, in providing social protection for children who stay in difficult life situations, including the situations, which might be dangerous for their life and health.</p>
<p>Resolution of CMU № 129 «Some issues of using the transfer (subvention) from the state budget to the local budgets to provide state support to persons with SEN in 2019» <a href="https://zakon.rada.gov.ua/laws/show/129-2019-%D0%BF">https://zakon.rada.gov.ua/laws/show/129-2019-%D0%BF</a></p>	<p>27.02.2019, acting</p>	<p>Document describes how to use financial transfer (subvention) from the state budget to the local budgets to provide state support to persons with SEN in 2019.</p>

Decree of the President of Ukraine «On activities aimed to provide the rights of persons with disabilities” № 553/2016 <a href="https://zakon.rada.gov.ua/laws/show/553/2016">https://zakon.rada.gov.ua/laws/show/553/2016</a>	13.12.2016, acting	
Order of MESU, State Committee of Ukraine on the issues of national minorities and migration № 778/49 «On approval Typical statement on cultural- educational center of national minorities of Ukraine» <a href="https://zakon.rada.gov.ua/laws/show/z1352-04">https://zakon.rada.gov.ua/laws/show/z1352-04</a>	06.10.2004, acting	Cultural-educational center of national minorities of Ukraine is an extra-curricular establishment, which provides cultural-educational needs of national minorities of Ukraine.

1.4 Please describe any specific plans and strategies designed to support inclusion in education (e.g. national strategy on migrant learners):

Name and link	Year and status (approved, under preparation etc.)	Description of the focus
National Strategy on Inclusive Education for the period of 2020-2030 <a href="https://mon.gov.ua/ua/news/mon-proponuye-dlya-gromadskogo-obgovorennya-nacionalnu-strategiyu-rozvitku-inklyuzivnoyi-osviti-na-2020-2030-roki">https://mon.gov.ua/ua/news/mon-proponuye-dlya-gromadskogo-obgovorennya-nacionalnu-strategiyu-rozvitku-inklyuzivnoyi-osviti-na-2020-2030-roki</a>	Under approval	Coordinator of this strategy is Ministry of Education and Science It provides the current stage of development of inclusive education, the general goal, strategic and operational objectives. The main strategic goals have been identified the following: 1. Safe inclusive learning environment, which

		<p>provides the right to education for all learners.</p> <ol style="list-style-type: none"> <li>2. State policy, which provides educational needs of all persons.</li> <li>3. Tolerant society, which supports diversity, accessible and quality education.</li> </ol> <p>The strategy also provides the mechanisms and instruments for realization its goals and objectives, the main stages, expected results.</p>
<p>National strategy of reforming the system of institutional care and education of children for the period 2017-2026 and action plan of implementation of the first stage</p> <p><a href="https://zakon.rada.gov.ua/laws/show/526-2017-%D1%80">https://zakon.rada.gov.ua/laws/show/526-2017-%D1%80</a></p>	<p>Approved</p>	<p>Coordinator of this strategy is Ministry of Social Policy</p> <p>The goal of the strategy is to change existing system of institutional care and education of children, which does not meet the real needs of children and families and to create efficient conditions for quality development of children in their families.</p> <p>The strategy is based on the following principles:</p> <ul style="list-style-type: none"> <li>- children's well-being and safety is a priority of state policy;</li> <li>- family is the best place for child's development;</li> <li>- support of the family is the main condition to provide the best interests of a child and his/her well-being;</li> <li>- the state supports responsible parenting;</li> </ul>

		<p>- reforming the system of institutional care should be provided with consideration of every child`s interests;</p> <p>- children should be involved into decisions making process, which concern their lives.</p> <p>The strategy includes the main goals and objectives:</p> <p>Goals:</p> <ul style="list-style-type: none"> <li>• To integrate and coordinate actions to provide the reforming of system of institutional care and development of children.</li> <li>• Development of effective system of support the staying children in their families.</li> <li>• To provide quality alternative care to children who stay without their parents and to prevent their moving to institutions.</li> <li>• To involve society into realization of this strategy.</li> </ul>
<p>Order of CMU № 1008-p «On approval action plan of International Classification of Functioning, Disability and Health`s implementation for children and youth in Ukraine»</p> <p><a href="https://zakon.rada.gov.ua/laws/show/1008-2017-%D1%80">https://zakon.rada.gov.ua/laws/show/1008-2017-%D1%80</a></p>	<p>approved</p>	<p>The plan of actions includes activities to be implemented in coordination by the Ministry of Health protection, Ministry of Social Policy and Ministry of Education.</p>

<p>National plan of actions to implement UN Convention on Rights of Persons with Disabilities and Development of System of Rehabilitation of Persons with Disabilities for the period of 2021</p> <p><a href="https://zakon.rada.gov.ua/laws/show/453-2018-%D0%BF">https://zakon.rada.gov.ua/laws/show/453-2018-%D0%BF</a></p>	<p>approved</p>	<p>This is a State social program approved by the Cabinet of Ministers of Ukraine in 30.05.2018 includes activities, which should be conducted to implement UNCRPD with identification the necessary funding per years. Main focus: social integrated services for children with disabilities in local communities.</p>
<p>Plan of actions to implement recommendations of UN Committee of the Rights of Persons with Disabilities to the first report of Ukraine on implementation of UN CRPD for the period of 2020</p> <p><a href="https://zakon.rada.gov.ua/laws/show/1073-2016-%D1%80">https://zakon.rada.gov.ua/laws/show/1073-2016-%D1%80</a></p>	<p>approved</p>	<p>Document includes plan of actions in a field of education, health protection and social policy and identifies Ministries responsible for its implementation.</p>
<p>Order of CMU «On approval the plan of actions towards realization of the Strategy of protection and integration into Ukrainian society of Roma national minority till the period of 2020» №701-p</p> <p><a href="https://zakon.rada.gov.ua/laws/show/701-2013-%D1%80">https://zakon.rada.gov.ua/laws/show/701-2013-%D1%80</a></p>	<p>approved</p>	<p>Document includes the following directions:</p> <ol style="list-style-type: none"> <li>1. General issues: informational campaigns against discrimination of Roma population, to support registration of Roma people to provide them legal documents etc.</li> <li>2. Social protection and employment: to provide social services for Roma families and their children who stay at difficult life situations, etc.</li> <li>3. Increasing educational level: to provide informational work among Roma and schools (pre-schools) regarding the</li> </ol>

		<p>importance of the education for all people, including Roma etc.</p> <p>4. Health protection: providing information to Roma families on the main issues of health protection, etc.</p> <p>5. Improving living conditions.</p> <p>6. Providing Roma cultural and informational needs.</p>
--	--	--

1.5 Is there a definition of inclusion in education?

No  No information available **X Yes**

If yes, please provide the definition and give the official source:

Inclusive education – the system of educational services, which are guaranteed by the state, which is based on the principles of non-discrimination, consideration of human diversity, effective involvement and inclusion in the educational process of all participants.

The source: Law of Ukraine “On Education” (2017)

<https://zakon.rada.gov.ua/laws/show/2145-19>

If no, please give further information:

1.6 Is there a definition of vulnerable groups?

No  No information available **X Yes**

If yes, please provide the definition and give the official source:

Vulnerable groups of population – persons/families, which have the highest risk of being get in difficult life situations due to the unfavorable external and/or internal factors.

The source: The Law of Ukraine “On Social Services” (2019)

<https://zakon.rada.gov.ua/laws/show/2671-19>

If no, please give further information:



1.7 Is there a definition of special educational needs?

No  No information available **X Yes**

If yes, please provide the definition and give the official source:

Person with special educational needs is a person who needs additional (temporary or constant) support in educational process in order to provide his/her right to education.

The source: Law of Ukraine "On Education" (2017)

<https://zakon.rada.gov.ua/laws/show/2145-19>

If no, please give further information:

1.8 Please provide information on any future developments planned for inclusion in education.

- Approval by the Cabinet of Ministers of Ukraine the National Strategy of Inclusive Education for the period of 2020-2030
- Plan of activities to implement International Classification of Functioning, Disability and Health (ICF) approved by the Cabinet of Ministers of Ukraine in December 2017
- National strategy of reforming the system of institutional care and education of children for the period 2017-2026 and action plan of implementation of the first stage
- The Concept of National program "National plan of actions to implement UN Convention on Rights of Persons with Disabilities and Development of System of Rehabilitation of Persons with Disabilities" for the period of 2021
- Plan of actions to implement recommendations of UN Committee of the Rights of Persons with Disabilities to the first report of Ukraine on implementation of UN CRPD for the period of 2020

1.9 Please provide information on any reports, evaluations and/or reviews of legislation and/or policy relating to inclusion in education, since 2015. This could include official and parallel reports on UNCRPD etc.

- 1) Report on Situation analysis of services provision for at-risk children and children with special educational needs under inclusive education reform. Written by Stefania Alisaukiene, Marianna Onufryk due to support of Open Society Foundation, in particular Early Childhood Programme, Education Support programme, Human Rights Initiative and International Renaissance Foundation.
- 2) Report "Rights of Women with Disabilities: Progress, Barriers, Initiatives", National Assembly of Persons with Disabilities, 2019, <https://naiu.org.ua/wp-content/uploads/2020/01/Zvit-Monytoryng-2019-12-27-NAIU-Ukr.pdf>

- 3) The first report of Ukraine on implementation UNCRPD developed in 2012 and presented in 2015  
<https://documents-ddsny.un.org/doc/UNDOC/GEN/G14/212/26/PDF/G1421226.pdf?OpenElement>
- 4) Progress Towards Implementation of UNCRPD Articles 7, 8 and 24 in Ukraine. Report of participatory research in five regions. Natalia Sofiy, Larysa Bayda, 2016. [http://naiu.org.ua/wp-content/uploads/2016/08/Ukraine-research-report\\_eng.pdf](http://naiu.org.ua/wp-content/uploads/2016/08/Ukraine-research-report_eng.pdf)
- 5) Assessment of the Situation on Access of Persons with Disabilities to Electoral and Political Processes in Ukraine, National Assembly of Persons with Disabilities of Ukraine, 2015  
[https://issuu.com/napd/docs/ukraine\\_napd\\_disability\\_access\\_repo](https://issuu.com/napd/docs/ukraine_napd_disability_access_repo)

1.10 What are the perceived main challenges (barriers and hindrances) and opportunities (support and ways forward) for inclusion in education in relation to laws and policies in the country?

**Main challenges:**

- Lack of understanding in society the concepts of inclusive education and persons with special (educational) needs in wider meaning: not focusing only on persons with disabilities.
- 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.
- 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.
- National policies still support the development of Inclusive classrooms and groups VS. development of the inclusive schools and kindergartens that follow the framework of internationally recognized inclusive education principles and standards.
- Lack of consistency of policy, provision and support across geographical areas of a country and access to mainstream education and lack of 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.
- 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.

**Opportunities:**



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.



## Section 2: Governance and finance

*How far are inclusive principles underpinning policies at national and local levels effectively supported by governance and financing mechanisms?*

2.1 Is there formal collaboration across ministries on inclusion in education?

No  No information available  Yes

If yes, in which areas does this take place and who is involved?

Area	Yes/No	Description: what mechanism, who is involved and how
Policy development, implementation and coordination	Yes	<p>Order of CMU № 1008-p «On approval action plan of International Classification of Functioning, Disability and Health`s implementation for children and youth in Ukraine»</p> <p>The plan includes activities which should be implemented in coordination by the Ministry of Health protection, Ministry of Social Policy and Ministry of Education and Science.</p> <p><a href="https://zakon.rada.gov.ua/laws/show/1008-2017-%D1%80">https://zakon.rada.gov.ua/laws/show/1008-2017-%D1%80</a></p> <p>Plan of actions to implement recommendations of UN Committee of the Rights of Persons with Disabilities to the first report of Ukraine on implementation of UN CRPD for the period of 2020.</p> <p>Document includes plan of actions in a field of education, health protection and social policy and identifies Ministries responsible for its implementation.</p> <p><a href="https://zakon.rada.gov.ua/laws/show/1073-2016-%D1%80">https://zakon.rada.gov.ua/laws/show/1073-2016-%D1%80</a></p> <p>_Order of MES and Ministry of Health Protection “Some issues of participation in the external independent assessment (EIA) and entrance exams for persons who have some diseases and/or disability» № 1027/900</p> <p>29.08.2016, changes introduced № 194/331 in 14.02.2019, acting</p> <p>The joint order of two ministries describes the list of diseases which might be a barrier for external independent assessment</p>

		and entrance exams and lists conditions which have to be created for persons with SEN during these processes. <a href="https://zakon.rada.gov.ua/laws/show/z1707-16">https://zakon.rada.gov.ua/laws/show/z1707-16</a>
Identification of needs / referral for services	Yes	Resolution of CMU №800 «On some issues of social protection of children who stay in difficult life situations, including the situations which might be dangerous for their life and health» <a href="https://zakon.rada.gov.ua/laws/show/800-2018-%D0%BF">https://zakon.rada.gov.ua/laws/show/800-2018-%D0%BF</a>
Data sharing	No	
Monitoring and evaluation	No	
Quality assurance and accountability	No	
Early Intervention	Yes	The Memorandum on Understanding to implement national platform on early intervention was signed in 2017. It was signed by the following parties: Ministry of Health Protection, Ministry of Education and Science, Ministry of Social Policy, National Assembly of Persons with Disabilities of Ukraine, Charitable Foundation “Institute of Early Intervention”, Ukrainian Foundation “Protection of Children`s Rights”, Soft Tulip Foundation (Netherlands), EURLY AID and UNICEF. It is expected this document will consolidate efforts to develop and implement the state policy on development and implementation of the system of early intervention in Ukraine.

If no, please give further information:

2.2 Are there shared responsibilities between central and local governments on inclusion in education?

No  No information available  Yes

If yes, in which areas does this take place and who is involved?

Area	Yes/No	Description: who is involved and how
Policy development, implementation and coordination	Yes	Ministry of Education and Science develops the policy documents and submitted them to for approval by the Cabinet of Ministers of Ukraine. These documents include the following: laws, educational standards, resolutions on teachers' development and others.

		<p>In some cases Ministry of Education and Science, also review these types of documents prepared by other ministries – Ministry of Health Protection, Ministry of Social Policy and others within the common issues.</p> <p>After their approval, the Ministry of Education and Science develops legal documents (orders, letters), which describe the necessary steps which should be made at the regional levels.</p> <p>Departments of Education and Science established in each region (oblast) are responsible to implement state policy through developing necessary documents and providing funding when necessary.</p>
Identification of needs / referral for services	No	
Data sharing	Yes	
Monitoring and evaluation	Yes	
Quality assurance and accountability		
Funding additional services	Yes	<p>Starting from 2017, the government provides additional funding (subvention) to the local governments to provide additional support for persons with special educational needs (Resolution of the Cabinet of Ministers of Ukraine #88 as of 14.02.2017 “On approving the Order and conditions of providing subvention from the state budget to local budgets to provide state support for persons with special educational needs).</p> <p><a href="https://zakon.rada.gov.ua/laws/show/88-2017-%D0%BF">https://zakon.rada.gov.ua/laws/show/88-2017-%D0%BF</a></p>
Funding additional teachers` in-service training		<p>Resolution of the Cabinet of Ministers of Ukraine #237 as of 04.04.2018 “Some issues on providing subvention from the state budget to the local budgets to provide quality, modern and accessible general secondary education “New Ukrainian School”</p> <p><a href="https://zakon.rada.gov.ua/laws/show/237-2018-%D0%BF">https://zakon.rada.gov.ua/laws/show/237-2018-%D0%BF</a></p> <p>According to this resolution, additional funding was provided to all primary school teachers, school directors and specialists of</p>

		Inclusive Resource Centres to participate in the training on the issues of New Ukrainian School concept, where “Inclusive education” was one of the modules.
--	--	--

If no, please give further information:

2.3 Are non-governmental organisations and/or associations involved in governance processes?

No  No information available **X Yes**

If yes, please describe their involvement:

National Association of Persons with Disabilities of Ukraine <https://naiu.org.ua/> is the organization which is officially should review all legal documents issued by different ministries, which relate to different issues of persons with disabilities, including their education.

Ministry of Education and Science of Ukraine actively involves national NGOs into the work of the Working Groups working on specific issues, for example:

- Working Group on developing the National strategy of inclusive education for the period 2020-2030: Ukrainian Step by Step Foundation, Foundation “Small Prince” (NGO establishes by parents of children with autism);
- Working Group on developing the Concept of development of early childhood education: Ukrainian Step by Step Foundation, National association of pre-school educators of Ukraine.

NGOs, which initiate and implement projects at the national level, do it mainly after submission their request to the Ministry of Education to get their administrative support. The Ministry of Education provides such type of support through providing relevant letters to the local educational authorities.

At the regional levels NGOs are involved by the local educational authorities in the following processes:

- Discussing of local policies` implementation;
- Initiating and implementing different initiatives/projects with the support of local educational authorities.

If no, please give further information:

2.4 Are there any accountability mechanisms to promote the inclusion of learners from vulnerable groups?

No  No information available **X Yes**

If yes, what is the focus of the mechanisms?



Area	Yes/No	Description of the focus/actors involved (e.g. state/non state)
Appeal process for rights violations	Yes	<p>Resolution of the Cabinet of Ministers of Ukraine # 491 as of 06.06.2018 introduced the Concept of Educational Ombudsman. According to it, the position of the Educational Ombudsman was introduced who can have additional advisors - up to 15 persons.</p> <p>The main tasks of the Educational Ombudsman:</p> <ul style="list-style-type: none"> <li>- To promote state policy implementation aimed at the protection of human rights, in particular right to education.</li> <li>- To promote inclusive education.</li> <li>- To interact with the Ministry of Education, local educational authorities, schools, international organizations, NGOs.</li> </ul> <p>The Educational Ombudsman has a right:</p> <ul style="list-style-type: none"> <li>- To analyze complains submitted by students, their parents and teachers.</li> <li>- To request information necessary for fulfilling his/her tasks.</li> <li>- To send the relevant requests if he/she identified violation of human rights.</li> <li>- To provide consultations.</li> </ul> <p><a href="https://zakon.rada.gov.ua/laws/show/491-2018-%D0%BF">https://zakon.rada.gov.ua/laws/show/491-2018-%D0%BF</a></p>
School inspection	Yes	<p>A new Law of Ukraine "On Education" (2017) introduced such concept as "institutional audit", which was described at the order of the Ministry of Education and Science #17 as of 09.01.2019.</p> <p>One of the goals of institutional audit is to assess the educational and managerial school activities as well as internal system of quality provision according to the following aspects:</p> <ol style="list-style-type: none"> <li>1) School environment: providing comfortable and safe conditions for learning; creating learning environment free from any forms of violence and discrimination; creating inclusive, developmental and motivated learning environment.</li> <li>2) Students` assessment system: existence of open, transparent and understandable system of students` achievements` system; using the system of internal monitoring; developing of students` capacities for self-assessment.</li> <li>3) Teachers` work: effectiveness of teachers` planning; teachers` professional development; teachers` collaboration with parents and other colleagues.</li> </ol>

		<p>4) Management processes: developing the school strategy; establishing the trust, accountability; effectiveness of human resources policy, providing opportunities for professional development.</p> <p>5) Organization of educational process based on the principles of human-centered approach, decision-making process based of collaboration of all participants of educational process; partnership of the schools with local communities.</p> <p><a href="https://zakon.rada.gov.ua/laws/show/z0250-19">https://zakon.rada.gov.ua/laws/show/z0250-19</a></p>
Other quality assurance processes (e.g. standards for teaching, support services etc)	Yes	<p>At the moment the Ministry of Education and Science is in the process of development two types of professional standards:</p> <ol style="list-style-type: none"> <li>1) Professional standard for teacher (expected in May-June 2020).</li> <li>2) Professional standard for school principal (expected in May-June 2020).</li> <li>3) Professional standards for pre-school teachers (expected by the end of the 2020).</li> </ol> <p>Professional standard for primary school teachers was developed in 2018 (order of the Ministry of Social Policy #1143 as of 10.08.2018 <a href="https://docs.google.com/viewerng/viewer?url=http://nus.org.ua/wp-content/uploads/2018/08/20180815.pdf">https://docs.google.com/viewerng/viewer?url=http://nus.org.ua/wp-content/uploads/2018/08/20180815.pdf</a>) but it will be revised in a nearest future.</p>
Monitoring and evaluation (e.g. data collection on attendance, participation, achievement, funding)		
(others ... )		

If no, please give further information:

2.5 Please describe the general mechanisms for funding schools. Give details on: which institutions provide funding; what they provide; how they provide it and to whom, which mechanisms they use to allocate resources; and their respective roles and responsibilities.

According to the Article 53 of Constitution of Ukraine, the state provides free of charge pre-school, comprehensive secondary, vocational and higher education.

Funding of pre-school and extra-curriculum education is provided from the local budgets. The state can support pre-school and extra-curriculum education through transfers (subventions) from the state budget to the local budgets (the Law of Ukraine #2145, Article 78).

Comprehensive secondary education is obligatory and it is funded from the state budget. Sometimes the state provides additional transfers to the local budgets (subventions) to support some initiatives (f.e. inclusive education, New Ukrainian School concept etc.). This process is described in the Resolution of the Cabinet of Ministers of Ukraine # 6 as of 14.01.2015 <https://zakon.rada.gov.ua/laws/show/6-2015-%D0%BF>.

According to this Resolution, transfer can be provided for salaries of all pedagogical staff of the following categories of schools:

- All types of secondary schools
- Secondary schools which are the part of the complexes with pre-schools
- Special schools and Educational-Rehabilitation Centres

Funding to education is provided according to the Budget Code of Ukraine (BCU).

Funding mechanisms	Description of who, what, to whom and how
State budget (article 87, BCU)	Who: <ul style="list-style-type: none"> <li>- Specialized schools (boarding schools), lyceum, gymnasiums according to the list identified by the Cabinet of Ministers of Ukraine</li> <li>- Secondary schools of social rehabilitation</li> <li>- Extra-curricular schools according to the list identified by the Cabinet of Ministers of Ukraine</li> </ul>
Budgets of the cities of republican (Crimea) and region (oblast) status, districts, united territorial communities (UTC) (article 89, BCU)	Who: <ul style="list-style-type: none"> <li>- Pre-schools</li> <li>- All types of secondary schools, including specialized schools (boarding schools), lyceum, gymnasiums</li> <li>- Schools for those who need social support: boarding schools for children-orphanages, Homes of Children etc.</li> <li>- Extra-curriculum education</li> </ul>
Oblast budgets (article 90, BCU)	Who: <ul style="list-style-type: none"> <li>- Secondary schools for children who require social support and rehabilitation: special schools (boarding schools) for children with disabilities, sanatorium schools, Educational-Rehabilitation Centers etc.</li> </ul>

2.6 Do schools have flexibility to use funding allocations to support the inclusion of learners from vulnerable groups?

No  No information available  **Yes**

If yes, please describe the flexibility:

Funding to support the inclusion of learners from vulnerable groups, namely students with special educational needs, is provided based on the Individual Program of Development (IDP), which is developed by the psychological-pedagogical team of support including parents of a child. IDP identifies types of specialists who will provide additional support to a child with special educational needs, the number and duration of these services.

If no, please give further information:

2.7 Please describe the specific mechanisms for funding the inclusion of vulnerable learners and their families in education (e.g. benefits, cash transfers, scholarships). Give details on: which institutions provide funding; what they provide; how they provide it and to whom, which mechanisms they use to allocate resources; and their respective roles and responsibilities.

Funding mechanisms	Description of the who, what, to whom and how
<p>Transfer (subvention) from the state budget to the local budgets to support persons with special educational needs (Resolution of the Cabinet of Ministers of Ukraine #88 as of 14.02.2017)</p>	<p>The main fund manager is the Ministry of Education and Science</p> <p>The regional managers – local educational authorities</p> <p>The transfer is aimed to support students with special educational needs who receive their education in pre-schools (except special pre-schools), secondary schools (except special schools), and vocational schools. The categories of children with SEN include the following: blind and with visual impairments, deaf and with hearing impairments, speech problems, delays with psychological development, physical disabilities, intellectual disabilities, and complex disabilities, including autism.</p> <p>The transfer (subvention) can cover:</p> <ul style="list-style-type: none"> <li>- Additional psychological-pedagogical and correctional activities identified in the Individual Program of Development for children who study in inclusive classrooms (pre-schools and secondary schools)</li> </ul>

	<ul style="list-style-type: none"> <li>- Special correctional tools for children with special educational needs (up to 35% of subvention).</li> </ul> <p>Typical list of correctional tools is approved by the Ministry of Education and Science.</p> <p>State Treasury provides necessary funds every month to the accounts of regional (oblast) budgets and the budget of Kyiv city according the Resolution of the Cabinet of Ministers of Ukraine #1132 as of 15.12.2010.</p> <p>Regional (oblast) state administrations provide division of the subvention between oblast`s and districts` budget and budgets of United Territorial Communities (UTC) according to the number of persons with special educational needs.</p>
<p>Benefits to persons with disabilities (Law of Ukraine “On basics of social protection of persons with disabilities #875-XII as of 21.03.1991)</p>	<p>Types of benefits for persons with disabilities, including children with disabilities:</p> <ul style="list-style-type: none"> <li>- Free of charge medicines recommended by the doctors</li> <li>- Free of charge public transportation (except taxi)</li> <li>- 50% discount for air, railway and river transportations during the period October 1st – May 15th.</li> </ul>
<p>School Bus program (Resolution of CMU #319 as of 03.04.2019) <a href="https://zakon.rada.gov.ua/laws/show/319-2019-n">https://zakon.rada.gov.ua/laws/show/319-2019-n</a></p>	<p>This document describes how financial transfer (subvention) from the state budget to the local budgets should be distributed.</p> <p>One of the object of funding – school buses, which should be equipped with the seats for children with SEN.</p> <p>Subvention from the state budget might differ – 70% (for cities) to 95% (for villages located in mountains an so on).</p>
<p>Free of charge hot meals for children from vulnerable groups, including children with SEN (Resolution of CMU #16 as of 18.01.2016)</p>	

2.8 Please provide information (main conclusions, reference and a link if available) on any recent reports, evaluations and/or reviews, since 2015 of funding and resourcing relating to inclusive education.

- 1) Report on Situation analysis of services provision for at-risk children and children with special educational needs under inclusive education reform. Written by Stefania Alisauskiene, Marianna Onufryk due to support of Open Society Foundation, in particular Early Childhood Programme, Education Support programme, Human Rights Initiative and International Renaissance Foundation.

2.9 Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to governance and finance issues in the country?

- 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.
- 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.

## Section 3: Data

*What data on inclusion in education is available to understand if progress is being made towards equitable learning opportunities for all learners?*

3.1 Please indicate if the following frameworks are in place, provide a link and give a brief description of their aims and focus:

Framework	Yes / No	Description
For monitoring and evaluating the implementation of national-level inclusion in education policy	No	
For quality assurance across all levels of the system (national, regional, school)	No	
Providing guidance on the use of a range of different data sources for evaluation and self-review at different levels (national, regional, school)	No	

3.2 What data is collected on learners from vulnerable groups, how and why?

In 2017, the Law of Ukraine “On the State budget of Ukraine” approved the financial transfer from the state budget to the local budgets.

On March 1, 2017 the Resolution of the Cabinet of Ministers of Ukraine #114 described the formula of calculating the amount of financial transfer according to the regions (oblasts) based on the following data:

- Number of students of the general secondary boarding schools (internats), gymnasium-internats, specialised schools (internats), special schools (internats), educational-rehabilitation centers, children`s homes;
- Number of students who get their comprehensive secondary education in the vocational schools or other educational establishments;

- Number of students of general secondary schools located in the cities and villages, cities/oblast centers, students with special educational needs who study in inclusive and special classrooms in the general secondary schools, and other statistics.

According the order of the Ministry of Education and Science (order № 1069 as of 05.08.2019 <https://zakon.rada.gov.ua/laws/show/z0983-19>) the data should be collected by the Inclusive Resource Centers (IRC) based on the approved Form. The form includes following questions according the chapters:

#### Chapter 1

- Number of children with SEN who are registered in the Inclusive Resource Centers (IRC) and their number according to certain categories/ types of disabilities;
- General number of children who were involved in the complex assessment at IRC: both children with SEN and children without SEN;
- Children with SEN who get their comprehensive secondary education in the vocational schools or higher educational institutions.

#### Chapter 2

- Information about workers of IRC, including their experience;
- Information about the workers of IRC who have pedagogical background;
- Information about the workers who work on the part-time basis.

Chapter 3: material resources, equipment.

Chapter 4: ICT resources.

Chapter 5: didactic materials and correctional means.

Data are collected by IRC and schools/other educational establishments, which send their information to local educational authorities. Local educational authorities accumulate these data and send them to the Ministry of Education and Science.

Data is collected due to the several reasons:

- as a part of the regular work on collection statistics and making necessary decisions;
- to calculate the amount of financial transfer from the state budget to the local budgets aimed to provide financial support for children/students with special educational needs who study at general secondary schools in the inclusive classrooms.

3.3 Please provide the available data relating to all learners in the compulsory education system and where they are enrolled for their education.

All questions can be answered using the country's own data sources as far as possible. Alternatively, the data can be provided from publicly available international sources e.g. UIS: <http://data.uis.unesco.org/index.aspx?queryid=216> or UOE: [https://ec.europa.eu/eurostat/statistics-explained/index.php/Main\\_Page](https://ec.europa.eu/eurostat/statistics-explained/index.php/Main_Page)

Please give a clear reference to the Source in the column provided.

In the Learners column, as far as possible:

- provide actual numbers as far as possible and not estimates.
- only use 0 when the data is zero.
- use M to indicate missing data.
- use NA to indicate the question is Not Applicable (i.e. the country does not have that type of provision).

All questions refer to ALL learners in the education system, not just those formally identified as belonging to a group that is vulnerable to exclusion.

Please provide notes to clarify any issues with the data and include a specific note on the calendar year and/or school year the data refers to.

Data on learner access to compulsory education	Learners	Notes	Source
(i) What is the <i>potential population</i> of learners for the compulsory education system in the country (i.e. how many children are in the country that should, by law, be in some form of compulsory education)?	Total: M Male: Female:		
(ii) How many learners are enrolled in all forms of education (i.e. educational settings maintained by the ministry of education or by other authorities such as health, welfare or labour ministries)?	Total: 4 115 791 Male: M Female: M		Ministry of Education and Science
(iii) How many learners are out of any form of education (who by law should be in some form of education)?	Total: M Male: Female:		Ministry of Education and Science
(iv) How many learners are enrolled in mainstream schools (i.e. all learners, not just	Total: 4 035 933 Male: M	This number = total number of	

those with recognised needs or from vulnerable groups)?	Female: M	learners minus number of learners in special schools and educational rehabilitation centers	
(v) How many learners are enrolled in mainstream schools and spend the majority of their time (i.e. at least 80% or 4 days of the week) in inclusive groups/classes with their peers?	Total: 17 357 Male: M Female: M		Ministry of Education and Science
(vi) How many learners are enrolled in mainstream schools and spend the majority of their time (i.e. at least 80% or 4 days of the week) in separate, special groups/classes, away from their peers?	Total: 52 752 Male: M Female: M	5 989 – in special classrooms of mainstream schools 37014 – in special schools 9749 – in educational rehabilitation centres	Ministry of Education and Science
(vii) How many learners are enrolled in totally separate, special units and/or schools, away from their peers?	Total: 46 763 Male: M Female: M		

3.4 Please provide information (main conclusions, reference and a link if available) on any recent reports, evaluations and/or reviews, since 2015 of data collection and monitoring for inclusion in education.

- 1) Report on Situation analysis of services provision for at-risk children and children with special educational needs under inclusive education reform. Written by Stefania Alisauskiene, Marianna Onufryk due to support of Open Society Foundation, in particular Early Childhood Programme, Education Support programme, Human Rights Initiative and International Renaissance Foundation.

3.5 Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to data collection issues in the country?

- Lack of 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.
- Lack of the monitoring and quality assurance of service provision to ensure the same quality of service across locations (cities, rural areas, villages etc.)

## Section 4: Curricula, learning materials and assessments

*To what extent are curricula, learning materials and different assessment processes and procedures adapted to the principles of inclusive education?*

### 4.1 Curriculum

a. Does the curriculum content include and represent all learners?

No  No information available  Partially  **Yes**

If yes or partially, please provide a description and available links, including to underpinning values and principles.

As it was mentioned earlier, the new educational standards for primary education have been introduced in September 2018 in all primary classrooms in Ukraine. Educational standards for primary education were developed according to the New Ukrainian School concept (NUS). The main principles of NUS concept are the following: child-centered and competence based approaches, pedagogy of partnership, inclusive education and focus on values.

The framework educational programs were developed according to the new educational standards. Both schools and individual teachers have right to develop their own educational programs (curricula) according to 1) educational standards or 2) framework educational programs.

In addition to this, teachers should develop Individual Program of Development, Individual Educational program and Individual Educational Plan for children with special educational needs according to the conclusion of Inclusive Resource Centers.

Now, the newly developed educational standards for basic secondary education (grades 5<sup>th</sup>- 7<sup>th</sup>) are in the process of public discussions. They are developed according to the principles of New Ukrainian School as well.

If no, please give further information:

b. Does the process of curriculum development involve the participation and contribution of different stakeholders?

No  No information available  **Yes**

If yes, please provide information on stakeholder involvement.

The process of development of new educational standards for primary education took place almost two years and involved different stakeholders: representatives of National Academy of Pedagogical Sciences of Ukraine, in-service and pre-service teacher training institutions, NGOs and others.

After the educational standards for primary education have been developed they were downloaded to the website of the Ministry of Education and Science for public discussions. That process took place for one month and the recommendations/comments provided during that process have been considered.

The newly developed educational standards for basic secondary education are in the process of public discussions at the website of the Ministry of Education and Science.

If no, please give further information:

c. Is there guidance/procedures for schools to ensure that the curriculum content takes account of all learners (e.g. using flexibility to address differences due to gender, culture, religions, the ethnicities/nations living in the country, their history and culture, differences related to disability and socio-economic background, LGBT community).

No  No information available **X Yes**

If yes, please give a description and examples of this flexibility.

New Ukrainian School concept, which was developed to guide the reform process in a field of education in Ukraine, has declared its main principles, among them: child-centred and competence based approaches, pedagogy of partnership, inclusive education and focus on values.

It provided the basis to consider all individual peculiarities of all learners.

In addition to that, the new Law of Ukraine "On Education" (2017) and the new Law of Ukraine "On Comprehensive secondary education" (2020) envision schools' autonomy, including autonomy of development their own curricula according to the new educational standards or framework educational programs approved by the Ministry of Education and Science.

If no, please give further information:

d. If individual education plans (IEPs) are used, please describe the procedure for developing (who is involved and how), what they focus on (specific curriculum areas; cross curricular competences; support strategies etc.) and how IEPs are implemented, used across the school?

Individual Program of Development (IPD) together with Individual Educational program (IEP) and Individual Educational Plan (IEP) for children with intellectual impairments were introduced for the first time in the Resolution of the cabinet of Ministers of Ukraine #872 as of 15.08.2011 with the changes made in the Resolution of CMU #588 as of 09.08.2017.

According to these documents OPD and IEP are developed by the team of psychological-pedagogical support – its functions, tasks are described in the order of the Ministry of Education and Science #609 as of 08.06.2018.

Team members responsible for the development of IPD and IEP are the following: a) at the level of pre-schools: principal/teacher-methodologist, pre-school teacher, teacher assistant, relevant specialists and parents of a child with special educational needs; b) at the level of school: school principal/deputy principal, teacher, teacher assistant, relevant specialists, parents of a child with special educational needs.

The goals of IPD and IEP:

- To identify necessary adaptations in the educational process regarding the special educational needs of children
- To identify the number and duration of special education services
- To modify educational program for children with intellectual disabilities.

According to the legislation the team which develops and monitors IPD and IEP should regularly meet (3 times per year as minimum) to discuss the progress of a child and to make necessary adjustments.

e. Are there different curricula or programmes for specific groups of learners at risk of exclusion (e.g. ethnic minorities or minority language groups)

**X No**  No information available  Yes

If yes, please give a description of the main characteristics/organisation.

If no, please give further information:

Curriculum for general secondary education, which is implemented in regular schools, is the same for all children who study there.

However, there is different curriculum for special schools, which relate to different types of disabilities. Their differences are caused by the compulsory number of hours for “correctional” activities – activities provided by different specialists – speech therapists, psychologists, etc.

For children with intellectual disabilities it is simplified curriculum, which is implemented in special schools.

There is also different curriculum for children who study at the schools for national minorities – Hungarians, Polish, Crimean-Tatar etc, where there are hours for studying national language and literature.

#### 4.2 Learning materials

a. Is there autonomy for schools and teachers to select learning material/textbooks etc?

No  No information available **X Yes**

If yes, please give a description.

According to the new laws – Law of Ukraine “On Education” (2017) and Law of Ukraine “On comprehensive general secondary education” (2020) – schools have a right to choose learning materials. This decision is made by the School Pedagogical Board.

If no, please give further information:

The schools have a right to choose learning materials according to their educational programs, which they can develop based on the typical educational programs recommended by the Ministry. It is aligned with their financial autonomy, declared by the new laws on education.

However, this process is still at its starting point, so there is a lack of mechanisms and lack of experience.

b. Are there policies to ensure the availability of textbooks/materials that promote the inclusion of learners from different vulnerable groups? (e.g. resources relevant to different ethnic groups etc.)

No  No information available **X Yes**

If yes, please give a description.

According to the Article 7 of the Law of Ukraine "On Education", children – representatives of national minorities of pre-school and primary age can receive their education in their native language together with studying Ukrainian in all types of pre-schools and schools. After the 4<sup>th</sup> grade, percentage of teaching subjects in native language should be decreased, while in Ukrainian – increased. It means availability of the educational materials (mainly textbooks) in the languages of national minorities.

Persons with hearing impairments have a right to study Ukrainian sign language and receive their education in sign language.

If no, please give further information:

c. Is there guidance/procedures to help schools to make learning materials accessible for all learners? (e.g. Braille/large print for learners with visual impairment, materials in other languages).

No  No information available **X Yes**

If yes, please give a description.

It is one of the tasks of Inclusive Resource Centres, which provide necessary recommendations for the teachers after complex assessment of children with special educational needs. , It already work in practice – both Inclusive Resource Centres and in-service teacher training programs provide recommendations how to adopt learning materials to different special needs of children.

It is also one of the topics, which is included in the framework in-service teacher training program recommended by the Ministry of Education and Science.

If no, please give further information:

d. Is ICT used to improve access to materials for vulnerable groups?

No  No information available **X Yes**

If yes, please give a description.

Only for children with special educational needs. They are listed in the order of MES #414 as of 23.04.2018 <https://zakon.rada.gov.ua/laws/show/z0582-18> and funded from the financial transfer (subvention). The Order of the Ministry of Education and Science approves the list of “special means of correction of psychophysical development of persons with special educational needs, who study in inclusive and special classrooms”.

Equipment includes:

- Computer equipment including equipment for blind persons
- Multimedia equipment
- Equipment for demonstrations
- Software: for persons with language disabilities, for persons with intellectual disabilities, for deaf persons and persons with hearing impairments, for persons with visual impairments and blind persons,
- Didactic materials
- Furniture for persons with physical disabilities
- others

If no, please give further information:

e. Are there specific financial and practical resources available for textbooks/materials/ICT for different vulnerable groups?

No  No information available **X Yes**

If yes, please give a description.

Order of MES #414 as of 23.04.2018 <https://zakon.rada.gov.ua/laws/show/z0582-18> lists necessary equipment and some of the educational materials for children with special educational needs. Schools or local educational authorities can purchase them using the financial transfer (subvention) from the state budget to the local budgets. Before purchasing, they have to have relevant recommendations from Inclusive Resource Centre.

If no, please give further information:

#### 4.3 Assessment

a. Is there a national/local assessment framework that includes all learners?

No  No information available **X Yes**

If yes, please give a description.

Development of new educational standards for primary education (approved in 2017), basic secondary education (in the process of public discussions) and profile secondary education (planned to be developed) envisions the development of the system of assessment of learning outcomes for all students.

At the level of primary education, the system of assessment of learning outcomes includes:

- At the level of the 1-st cycle (1-2 grades) only formative assessment
- At the level of the 2-nd cycle (3-4 grades) formative assessment together with some elements of summative assessment.

After primary education, all students participate in the external assessment.

Each level of education (primary, basic secondary school) is finished by the process of external assessment.

External assessment after 12 th grade (comprehensive secondary education) has a name of external independent assessment. Its results are taken into account during the process of entering to higher educational institution.

Assessment of learning outcomes of students with special educational needs is described in their Individual Program of Development and can be differentiated for some groups of children. For students with intellectual disabilities the certain criteria are developed by the psychological-pedagogical team of support according to the objectives identified by the team.

If no, please give further information:

b. Is there guidance for teachers on how to use curriculum-based assessment to identify all learning needs in the classroom?

No  No information available  **Yes**

If yes, please give a description.

Introduction of new educational standards envisions development of methodological recommendations for the teachers, including methodological recommendations on how to use curriculum-based assessment.

Every school year the Ministry of Education and Science provides methodological recommendations for teachers, including recommendations on assessment. It is especially critical during reform process, where the main emphasis is put on formative assessment.

At the moment the new educational standards for primary school are implemented the second year. In August 2019 the Ministry of Education and Science developed methodological recommendations on assessment (11 pages) where emphasized the role of formative assessment and such things, as importance of observations, using the students` portfolio, importance of providing individual feedback, etc.

If no, please give further information:

c. Is there guidance/procedures on providing access to tests/examinations when learners need additional support/reasonable adjustments? (e.g. adapted materials, extra time etc.)

No  No information available  Yes

If yes, please give a description.

As it was mentioned earlier, every year Ministry of Education provides methodological recommendations regarding assessment – both formative and summative.

There is joint order of the Ministry of Health Protection and the Ministry of Education and Science #1027/900 as of 29.08.2016 with the introduced changes in 10.01.2018, 14.02.2019 (<https://zakon.rada.gov.ua/laws/show/z1708-16>), which lists special conditions for persons with special educational needs during the process of external independent assessment.

The list of special conditions during eternal independent assessment is developed for the following categories of persons:

Category	Conditions
Deaf persons and persons with hearing impairments	<ul style="list-style-type: none"> <li>- sign interpreter</li> <li>- additional time (30 minutes)</li> <li>- providing the seats at the first table</li> <li>- providing printed text of instructions</li> </ul>
Persons with visual impairments	<ul style="list-style-type: none"> <li>- providing printed text in addition to the text written on the blackboard</li> <li>- allowing using individual devices</li> <li>- additional light</li> <li>- text typed in Brail</li> <li>- additional time (30 minutes)</li> </ul>
Persons with physical disabilities and persons with illnesses of nervous system	<ul style="list-style-type: none"> <li>- first floor</li> <li>- ramps</li> <li>- accessible toilet</li> <li>- permission of support of another person to get in the auditorium and to get off</li> <li>- accessible table</li> <li>- additional time (30 minutes)</li> </ul>
Persons with behavior problems	<ul style="list-style-type: none"> <li>- additional time (30 minutes)</li> </ul>
Persons who have implants	<ul style="list-style-type: none"> <li>- ability do not pass through metal detector</li> </ul>
Persons who need individual medical procedures	<ul style="list-style-type: none"> <li>- the room with a nurse</li> </ul>

If no, please give further information:

d. Are there specific arrangements and/or formal procedures to support the assessment of the specific needs of learners who need additional support in their learning? (e.g. those with disabilities)

No  No information available **X Yes**

If yes, please give a description, including clear information on the focus of needs identification procedures and who is involved in the procedures (learners, parents, professionals):

One of the tasks of Inclusive Resource Centres (IRC) is to provide complex assessment of children based on the request of their parents. Because of such assessment IRC should provide the complex conclusion where special (additional) needs are mentioned as well as the types of additional support the school (pre-school) should provide to this child.

If no, please give further information:

e. Is ICT used in the assessment of vulnerable groups?

No  No information available **X Yes**

If yes, please give a description.

Equipment mentioned in the answer 4.2 d can be used during assessment of students with SEN.

If they are recommended by Inclusive Resource Centre.

If no, please give further information:

4.4 Please provide information (main conclusions, reference and a link if available) on any recent reports, studies, evaluations and/or reviews, since 2015 relating to issues around curricula, learning materials and assessment processes.

- 1) Report on Situation analysis of services provision for at-risk children and children with special educational needs under inclusive education reform. Written by Stefania Alisauskiene, Marianna Onufryk due to support of Open Society Foundation, in particular Early Childhood Programme, Education Support programme, Human Rights Initiative and International Renaissance Foundation.

#### 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

4.5 Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to curricula, learning materials and assessment processes in the country?

- 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.
- Inclusive Resource Centres` (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.

- 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.

- 

In spite of financial and economic crises caused by COVID 19, there is strong political will of the government to continue reforms, including educational ones. Educational reforms are aimed at implementing the new educational standards, where inclusive education is one of the main aspects/competencies.

It is also connected with further development of the network of Inclusive Resource Centers, which are aimed at providing additional support for children with SEN and to the teachers who work with these children within inclusive environment.



## Section 5: Teachers and support personnel

*How are staff in schools prepared to accommodate students of all abilities and backgrounds, in terms of their initial training, continuing professional development and their attitudes to inclusion?*

5.1 Please list type of staff, their numbers and required level of education for the position in different type of educational institutions

Type of staff	Number	Required education	Comment
<b>Mainstream schools</b>			
Professional staff (psychologist, pedagogues, social pedagogues, speech and other types of therapists)	In small (village) schools: 1 position – up to 33 students 0, 75 – 200 students and more 0,5 – 100 students and more 0,25 – up to 99 students	Master degree	These staff norms are relevant to the positions of practical psychologists and social pedagogues (order of the Ministry of Education and Science #948 as of 03.07.2017)
			Positions of teachers-defectologists (teacher-speech therapists, other special education teachers) are introduced in the schools with special classrooms to provide teaching and correctional activities (order of the Ministry of Education and Science #1205 as of 06.12.2010)  Positions of teachers-defectologists (teacher-speech therapists, other special education teachers) can be introduced in the schools with inclusive classrooms to correctional activities identified in the Individual Program of Development under the condition if these specialists have working load not less that 9 hours per week (the typical norm is 18 hours per week).  (order of the Ministry of Education and Science #1205 as of 06.12.2010)

Teacher Assistants (specify role and add rows as required)	1	Master degree	<p>One position for inclusive classrooms (order of the Ministry of Education and Science #90 as of 01.02.2018).</p> <p>Teacher assistants` job descriptions are provided in the letter of MESU #1/9-675 as of 25.09.2012 and included the following:</p> <ul style="list-style-type: none"> <li>- Social-pedagogical support of a child with SEN (together with a teacher conducts educational activities, help a child to fulfill his/her tasks, participates in the work of psychological-pedagogical team of support together with a teacher, other specialists and parents of a child; provides necessary adaptations to the educational materials);</li> <li>- Provides necessary information for parents of a child with SEN.</li> </ul>
<i>Doctor pediatrician</i>	One per school		<p>2 conditions:</p> <ul style="list-style-type: none"> <li>- If no medical institutions provide medical assessment</li> <li>- If there are 1000 and more students in the school</li> </ul> <p>(order of the Ministry of Education and Science #1205 as of 06.12.2010)</p>
<i>Medical sister</i>	0,5 position  1		<p>There are 100 and less students and no medical assessment is provided by medical institutions There are more than 100 students (order of the Ministry of Education and Science #1205 as of 06.12.2010)</p>
<b>Special schools (special schools/internats)</b>			
Teachers			
Professional staff (psychologist, pedagogues, social pedagogues,	<u>Speech-therapist:</u> one position  one position		<p>For 25-30 children with severe speech difficulties For 15 children in pre-school classrooms</p>

speech and other types of therapists)	one position  <u>Teacher-defectologist:</u> One position  One position		For 12 children with severe speech difficulties in pre-school classrooms  To work with deaf children in special hearing classroom  For pre-school classroom (order of the Ministry of Education and Science #1105 as of 05.12.2008)
Teacher Assistants (specify role and add rows as required)	NA		
<i>Teachers - curators</i>	2 per one classroom		If there are pre-school classrooms, number of positions is 3,28
<i>Technical teacher assistant</i>	1,8 positions  2,3 positions		In case of pre-school classroom  In case of pre-school classroom and in case the school operates 24 hours
<i>Psychological-pedagogical Consilium</i>	Deputy school director, doctor, correctional teacher/special education teacher, practical psychologist, social pedagogue, other teachers, including gym teacher		Resolution of the Cabinet of Ministers of Ukraine # 221 as of 06.03.2019 <a href="https://zakon.rada.gov.ua/laws/show/221-2019-%D0%BF">https://zakon.rada.gov.ua/laws/show/221-2019-%D0%BF</a>
<b>Other institutions offering education if they exist</b> (i.e. children's homes, young offenders institutions etc).			
<b>General Secondary Schools created at Remand Prisons</b> <a href="https://zakon.rada.gov.ua/laws/show/z0629-14">https://zakon.rada.gov.ua/laws/show/z0629-14</a>			
Teachers			
Professional staff (psychologists, pedagogues, social pedagogues, speech and other			

types of therapists)			
Teacher Assistants (specify role and add rows as required)			
<i>Others (please specify and add rows as required)</i>			
<p><b>Other institutions offering education if they exist</b> (i.e. children's homes, young offenders institutions etc).</p> <p>If a child is in the following types of institutions:</p> <ul style="list-style-type: none"> <li>- Centers of Social support of children and families (<a href="https://ips.ligazakon.net/document/view/FN034488">https://ips.ligazakon.net/document/view/FN034488</a>)</li> <li>- Hospitals ((joint order of the Ministry of Education and Science and the Ministry of Health Protection and #1232/2067 as of 13.11.2018 <a href="https://zakon.rada.gov.ua/laws/show/z1391-18">https://zakon.rada.gov.ua/laws/show/z1391-18</a></li> </ul> <p>He/she receives education according to the individual form of education or distant from of education provided by the schools according to his/her individual educational program.</p>			

NOTE : There is no data on professional staff actually present in schools.

According to the order of the Ministry of Education and Science #948 as of 03.07.2017:

The positions of practical psychologists and social pedagogues are calculated as follows:

<b>In the villages` and small cities` schools:</b>	
<b># of students</b>	<b>position</b>
Till 99	0,25
100 and more	0,5
200 and more	0,75
300	1
<b>In the cities</b>	
Till 499	0,5
500 and more	0,75
700	1

5.2 Please indicate if education/training on inclusion in education is available for the following groups of professionals.

Type of staff	Yes	No	No information	If yes please state if pre- or in-service, mandatory or optional, who provides education/training and summary of content
Head teachers/School directors		x		It is planned to be developed for in-service training this year – 2020.
Teachers	x			Inclusive education module is mandatory for primary school teachers who started to implement new educational standards in 2018.  It is recommended by the MESU within the framework training program (order of MESU #36 as of 15.01.2018 “On approval framework educational program of organization and delivering in-service training of pedagogical workers by In-service Teacher Training Institutes”.
Teacher Assistants	x			Framework training program for pedagogical workers working in inclusive environment of the general secondary schools “Professional activities of the teacher assistant working in inclusive learning environment” (2 ECTS) was recommended by the Ministry of Education and Science in 2019 (order #1310 as of 18.10.2019) for In-service Teacher Training Institutes (ITTIs). Although teacher assistants` training was conducting by ITTIs since 2017.
Professional Staff	x			Framework training program for professional staff (teachers-defectologists, practical psychologists, speech therapists, teacher-rehabilitators, specialists of Inclusive Resource Centres) according to the requirements of the New Ukrainian School concept was recommended by the Ministry of Education and Science in 2020 (order # 32 as of 13.01.2020) for In-service Teacher Training Institutes (ITTIs).
Inspectors		x		

Teacher Trainers	x			More than 300 teacher trainers have been trained in 2018 during implementing New Ukrainian School concept, where inclusive education was one of the obligatory module.  About 80 teacher trainers have been trained specifically on inclusive education module in 2019.
Others (please list add rows as required)		x		

The training on inclusion in the In-service Teacher Training Institutes (ITTI) is provided by teacher trainers (faculty members).

The statistics are collected only within the funds (financial transfer), which goes from the central budget to the local budgets to support New Ukrainian School reform. Inclusive education is one of the training modules, which is recommended by the Ministry and supported financially.

a. If you answered no to any of the above, please provide further information:

5.3 Is education and training of teachers aligned with national policy goals on inclusive education?

No  No information available **X Yes**

If yes, please give a description. If no, please give further information:

Ministry of Education and Science, Youth and Sports recommended higher educational institutes (both pre-service and in-service) to introduce educational discipline “Basics of inclusive education” (letter 1/9 – 456 as of 18.06.2012).

That document was developed according to the following Resolutions of the Cabinet of the Ministers of Ukraine (CMU):

- 1) Resolution of CMU #1482 as of 03.12.2009 “On approval plan of actions regarding implementation of inclusive and integrated education in the general secondary schools for the period of 2012”; and
- 2) Resolution of CMU #872 as of 15.08.2011 “On approval the Order of organization of inclusive education in the general secondary schools”.

Pre-service Teacher Training Institutes are autonomous, that is why the Ministry can only recommend them certain courses like inclusive education.

In-service Teacher Training Institute receive the financial support (subvention) to realize training courses recommended by the Ministry. Right now, all the courses are aimed to support New Ukrainian School reform. Training module on inclusive education is one of the recommended modules.

5.4 With respect to the main initial teacher education programmes, describe how inclusion in education is addressed in it (i.e. requirement for number of academic credits under European Credit Transfer and Accumulation System (ECTS), subjects and topics covered, focus etc).

Ministry of Education and Science, Youth and Sports recommended higher educational institutes (both pre-service and in-service) to introduce educational discipline “Basics of inclusive education” (letter # 1/9 – 456 as of 18.06.2012) based on the framework training program developed by the Institute of Special Pedagogy of the National Academy of Pedagogical Sciences of Ukraine and approved by the Ministry of Education and Science, Youth and Sports (letter # 1/11 – 1912). The program included 2 modules – 54 hours.

Because Universities are autonomous, they have right to develop their own programs for different number of hours/credits.

#### *Example 1*

For example, the program “Inclusive Education” developed by Ternopil National University named by Volodymyr Gnatyuk in 2019, includes 90 ECTS, duration of study – 1 year 4 months. Type of diploma – master degree.

Focus of the program – development professional competencies of a teachers to work in the inclusive learning environment, their research and innovative activities in a field of special education considering current Euro-integration processes to provide education for children with special educational needs.

After completing, graduates can work at the following positions according to the existing codes of the Classification of professions):

- Higher position of the civic organization in the social-cultural field (code 1143.4)
- Director of organization (code 1210.1)
- Director of the main department (code 1229)
- Teacher of the higher educational establishment (code 2310.2)
- Special education teacher (code 2340)
- Social care teacher to work with children with disabilities (code 2340)
- Teacher-rehabilitator (code 2340)

Main themes include the following:

- Foreign language/Ukrainian language for foreign students – 3 credits
- Current strategies of social work – 4 credits
- Methodology and organization of scientific research – 3 credits
- Basics of inclusive education – 4 credits

- Basic of defectology – 4 credits
- Psychological-pedagogical diagnostic – 4 credits
- Practicum of social work with different categories of persons with special educational needs – 6 credits
- Social-pedagogical practice in the special and inclusive schools – 10 credits
- Psychological-pedagogical correction – 4 credits.

### *Example 2*

Educational program “Inclusive Education” developed by the Institute of Human Sciences of Borys Grinchenko Kyiv University in 2018.

Type of the program – optional.

Number of credits – 6/180 hours.

Level of the program – Bachelor degree.

The program includes 3 modules:

Module 1. Educational integration in the modern world.

Themes:

1. Educational integration: genesis of scientific-theoretical approaches to the problem of integration of children with special educational needs in the general education.
2. Educational integration: main concepts, advantages, existing challenges.
3. Development of educational integration in Ukraine and in other countries.

Module 2. Legal basis of educational integration development in the modern world.

Themes:

1. International legislation in a field of education of children with special educational needs in the system of general education.
2. Models of inclusive education in different countries.
3. National legislation in a field of education of children with special educational needs in the system of general education.

Module 3. Inclusive education as one of the forms of educational integration. The structure of inclusive education.

Themes:

1. Inclusive education in the context of realization of New Ukrainian School concept. Inclusive education values.

2. State educational structures, which provide education for children with special educational needs.
3. Accessibility and universal design concept as the necessary conditions for inclusive education.

5.5 Please provide information (main conclusions, reference and a link if available) on any recent reports, evaluations and/or reviews, since 2015 relating to initial teacher education and/or professional development issues.

- 1) Report on Situation analysis of services provision for at-risk children and children with special educational needs under inclusive education reform. Written by Stefania Alisauskiene, Marianna Onufryk due to support of Open Society Foundation, in particular Early Childhood Programme, Education Support programme, Human Rights Initiative and International Renaissance Foundation.

• Progress Towards the Implementation of UNCRPD Articles 7, 8 and 24 in Ukraine Report of participatory research in five regions. Natalia Sofiy, Larysa Bayda, April 2016. [http://naiu.org.ua/wp-content/uploads/2016/08/Ukraine-research-report\\_eng.pdf](http://naiu.org.ua/wp-content/uploads/2016/08/Ukraine-research-report_eng.pdf)

#### Recommendations

- Ongoing community awareness-raising sessions about inclusive education and education rights are needed. These sessions can share the success stories of children with disabilities and their families and disseminate messages about the positive aspects of inclusion for society.
- Different groups of stakeholders need opportunities to hear each other's concerns so they can better understand each other, and so that education authorities can plan and respond more effectively to the various attitudes.
- Information dissemination and awareness raising activities need to be carried out in all parts of the country, in both urban and rural communities.
- Teachers, school directors and representatives of local educational authorities all need to routinely receive training (ideally integral to their core pre-service training and professional development programmes) to help them better understand inclusive education, children's rights, quality inclusive teaching strategies, and national and international legislation.

5.6 Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to teachers and support personnel in the country?

- 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 Inclusive Resource Centres' specialists and teacher assistants through in-service training, is urgent to support the successful implementation of the new reforms.
1. They introduced inclusive education courses but in their narrow meaning – inclusion of children with disabilities based on medical approach.

2. In many cases, especially pre-service teacher training institutes introduced inclusive education discipline within their special education programs.
  - The new educational standards for basic secondary education will be approved in 2020, which requires developing in-service training programs for teachers and other specialists, including training programs on inclusive education. The recent COVID-19 pandemic requires development of distance learning materials both for teachers and children, including children with SEN.
  - Pre-service teacher training institutes should also make changes into their training programs considering the existing changes: new educational standards for basic secondary education, wider understanding of inclusion based on bio-psychosocial model of understanding of disability and the urgent need to develop more training resources in distance format.
  - Any updated framework law on education should include teacher and educational support professional education for inclusion. Legislation on teacher education for inclusion should include professional 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'<sup>1</sup> can be used as a guide for designing and implementing inclusive teacher education programmes.
3. Professional standards are needed – at the moment, only the professional standards for primary teachers are developed, but they require updating. There is a plan to develop professional standards for basic school teachers and for school directors. Yet no plans to develop professional standards for school psychologists and social pedagogues, where inclusive education would be important aspect.
  - 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, individual educational programme, and individual programme for rehabilitation (supervised by the Ministry of Social Policy).

Unfortunately, due to COVID-19 the general budget was decreased, which included cutting the financial transfer for teachers` training, but this situation could promote distance learning instead.

---

<sup>1</sup> 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](http://www.european-agency.org)

Support of international donors (f.e. UNICEF) to distance learning might be one the sources for creating distance courses on inclusion.



## Section 6: Schools

*How does the work of schools, school management and leadership impact on access, participation and provision of equitable opportunities for all learners?*

6.1 Who is excluded from attending any form of school?

Please give reasons for this group being excluded from attending school and describe any form of alternative provision made for them?

Officially, all children have a right to education and cannot be excluded from the school.

In some cases, parents can choose individual form of education (order of MESU #8 as of 12.01.2016 <https://zakon.rada.gov.ua/laws/show/z0184-16>) or distance form of education (order of MESU #466 as of 25.04.2013 <https://zakon.rada.gov.ua/laws/show/z0703-13>).

6.2 Are there issues around the over- and under-representation of different vulnerable groups in different school settings?

No  No information available **X Yes**

If yes, please give a description and provide any data/evidence that is available

According to the data of monitoring of Plan`s of actions of the Strategy of protection and integration of Roma national minority into Ukrainian society, 24% of Roma people do not have any education, 1% of Roma have higher education, 31% of Roma children do not attend school, and 12% of Roma people mentioned they feel discrimination ([https://issuu.com/irf\\_ua/docs/rpi-2015-1](https://issuu.com/irf_ua/docs/rpi-2015-1)).

If no, please give further information:

6.3 Please give details on the main admissions criteria for schools.

a. Highlight any issues with the national policies.

According to the Law of Ukraine “On Comprehensive general secondary education”, each child has a right to primary and basic secondary education in the school, which is located in the closest distance to him/her. At the same time, this norm does not limits parents` right to choose the school. To provide tis right, local state administrations should collect necessary data and to organize additional classrooms if necessary. The Law also states that the number of primary school classrooms should provide the needs of all children of primary school age who live at the territory related to the school. (Article 8).

According to the Law, admission to the primary schools and gymnasium should be without any selection. Exception – specialized and private schools.

Children with special educational needs who live at the territory related to school have priority to be admitted (Article 9).

b. Where schools set their own admissions criteria, please outline any impact on inclusion.

According to the Law of Ukraine “On Comprehensive general secondary education”, admission to the primary schools and gymnasium should be without any selection criteria, except specialised and private schools.

Children with special educational needs who live at the territory related to school have priority to be admitted (Article 9).

6.4 Please provide information on the different forms of support that are available to learners in schools.

a. Inclusive pedagogy, personalised learning and universal design approaches

No  No information available  **Yes**

If yes, please give a description.

The Law of Ukraine “On Education” envisions the following forms of support for all learners: universal design, reasonable accommodations, personalized learning. Additionally, for students with special educational needs – individual program of development, individual educational program and individual educational plan, which include additional psychological-pedagogical and correctional activities, adaptations and modifications of educational process.

If no, please give further information:

b. counselling and mentoring possibilities

No  No information available  **Yes**

If yes, please give a description.

Usually, the teacher herself/himself provides counselling and mentoring to students. In addition, such support can be provided by school psychologist, social pedagogue, special education teacher.

If no, please give further information:

c. input from specialist teachers/therapists

No  No information available  **Yes**

If yes, please give a description.

Support from specialist teachers/therapists can be provided to children with special educational needs based on the documents provided by the Inclusive Resource Centre, which did the complex assessment of a child.

If no, please give further information:

d. input from learning support assistants

No  No information available **X Yes**

If yes, please give a description.

Support for students with special educational needs also includes teacher assistants (one per inclusive classroom).

In some cases, parents or other volunteers can work as child assistant if the child has complex/physical disabilities and require more personalized and intensive help (mainly physical). No special training is required for child's assistants, whose work is not paid.

If no, please give further information:

e. availability of ICT / assistive technology

No  No information available **X Yes**

If yes, please give a description.

There is a list of special correctional means, including computers and computer programs, for children with SEN who study in the inclusive or special classrooms of general secondary schools (order of MESU # 414 as of 23.04.2018 <https://zakon.rada.gov.ua/laws/show/z0582-18>).

Schools can purchase these means from the financial transfer (subvention) from the state budget to the local budgets based on recommendations of Inclusive Resource Centres.

If no, please give further information:

f. Please describe any other forms of support available.

6.5 Please give a description of the strategies in place for practically supporting mainstream school staff teams to increase their capacity to be inclusive and to improve access, participation and achievement for all learners.

Strategy	Description of the focus
----------	--------------------------

<p>The team of psychological-pedagogical support of children with special educational needs (order of the Ministry of Education and Science #609 as of 08.06.2018)</p>	<p>The team of psychological-pedagogical support of children with special educational needs is created when a child with special educational needs enters the school or pre-school. Before that a child should get a complex assessment based on the Inclusive Resource Centres. Organization of such a team is a responsibility of a school director. The team includes: a teacher, a teacher assistant, special education teacher (according to the special needs of a child), parent, school director/deputy school director. If there are no necessary specialists in the school, they might be hired part-time. Their funding will go from the transfer to cover activities identified by the Individual Program of Development.</p>
<p>Specialists from Inclusive Resource Centres (IRC) (Resolution of the Cabinet of Ministers of Ukraine #545 as of 12.07.2017)</p>	<p>According to the resolution, the main tasks of IRC include the following: conducting complex assessment of children with special needs and providing methodological support to the staff of pre-schools and schools, where there are children with special educational needs.</p>
<p>Specialists from the Resource Centres of support of inclusive education (Resolution of the Cabinet of Ministers of Ukraine #617 as of 22.08.2018)</p>	<p>According to the resolution, the main tasks of these centres are to provide support to Inclusive Resource Centres as well as to the pre-schools and schools where children with special educational needs are.</p>
<p>District/city methodological rooms/centres (order of the Ministry of Education and Science #1119 as of 08.12.2008)</p>	<p>The main goal of these structures created at the local educational authorities is to provide professional support to teachers. In many Methodological rooms/centres there are methodologists on inclusive education.</p>
<p>In-service training</p>	<p>All educators have a right to receive at least 30 hours free of charge in-service training provided by In-service Teacher Training Institutes. Framework training program includes the module on inclusive education. Starting from 2021 the number of modules related to inclusive education will be increased.</p>

6.6 Please provide information regarding school buildings and infrastructure.

a. Are there schools that face infrastructure issues that are barriers to inclusion?

No  No information available  Yes

If yes, please give a description and provide information on what barriers, how they are monitored and any data/evidence that is available.

There are many decrees of the President of Ukraine, laws, documents of the Ministry of Education and Science, which guarantee accessibility of buildings, including school buildings, in particular:

- Decree of the President of Ukraine #588/2011 as of 19.05.2011 “On activities regarding solving the problems of persons with limited physical opportunities” <https://zakon.rada.gov.ua/laws/show/588/2011>;
- Law of Ukraine “On construction norms” (2017, with last changes in 2019) <https://zakon.rada.gov.ua/laws/show/1704-17>;
- Law of Ukraine “On basis of social protection of people with disabilities in Ukraine” (last changes in 2020) <https://zakon.rada.gov.ua/laws/show/875-12>
- Letter of the Ministry of Education and Science # 1/9-414 as of 13.08.2014 “On providing accessibility to educational establishments” (letter to local departments of education and science) <https://osvita.ua/legislation/other/42597/>, and other documents.

However, according to the manual “Architectural school accessibility” developed by the National Association of Persons with Disabilities within the project supported by the Canadian International Development Agency (CIDA), schools meet with many infrastructure barriers, including the following: architectural, parking accessibility, ramps, parameters of doors, stairs, bathrooms, gyms and others.

[https://www.google.com/url?sa=t&source=web&rct=j&url=http://ud.org.ua/images/pdf/Dostupnost-shkol.pdf&ved=2ahUKEwjMtK\\_Uw63oAhUI-yoKHY0oDRsQFjACegQIBxAB&usg=AOvVaw2ZR3MOTdJ5cig02SVMXEGY](https://www.google.com/url?sa=t&source=web&rct=j&url=http://ud.org.ua/images/pdf/Dostupnost-shkol.pdf&ved=2ahUKEwjMtK_Uw63oAhUI-yoKHY0oDRsQFjACegQIBxAB&usg=AOvVaw2ZR3MOTdJ5cig02SVMXEGY)

If no, please give further information:

b. Are there strategies and/or initiatives to improve school buildings and infrastructure?

No  No information available **X Yes**

If yes, please describe the strategies, their aim and focus.

Strategy	Description of the focus
Creating the data base of children with SEN at the beginning of every school year (order of the MESU 3 1/9 – 414 as of 13.08.2014 “On providing barrier-free access to schools” )	Developing the data base of all children with disabilities of pre-school and school age in each district (city) at the beginning of the school year in order to provide additional conditions for their integration in regular schools. Special focus – on children who study at home according to individual form of education due to architectural barriers.

To make sure all cases of reasonable accommodations correspond with the state construction standards (norms).	State construction norms have been approved by the Ministry of Regional Development and Construction in 02.11.2006 with changes introduced in 2010.
Developing state construction norms for blind and deaf children	It is obligatory to make signs written by Braille, color marking lines etc. (order of the MESU 3 1/9 – 414 as of 13.08.2014 “On providing barrier-free access to schools”)
To develop recommendations on providing architectural accessibility.	In 2012, the manual was developed for schools with recommendations how to provide architectural accessibility.

If no, please give further information:

6.7 Please provide information (main conclusions, reference and a link if available) from any recent reports, systematic evaluations and/or reviews, since 2015 of the school system, potentially drawing on information from school inspections and / or school self-review work.

6.9 Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to schools in the country?

## Section 7: Communities, parents and students

*How far does the wider school community support learners to access and benefit from education opportunities?*

7.1 Have there been any campaigns to raise awareness of inclusion in education at national or local level?

No  **No information available**  Yes

If yes, please give a description.

If no, please give further information:

7.2 Does legislation/policy support parental involvement in schools?

No  No information available  **Yes**

If yes, please give a description.

One of the principles of the New Ukrainian School concept is pedagogy of partnership, which envisions partnership with parents.

The draft of the Law of Ukraine “On Comprehensive Secondary Education” states that one of the teachers’ responsibilities is “to implement the principle of pedagogy of partnership with students and their parents” (Article 22).

According to this Law, the body of parents’ governance can be organized in the schools (Parents’ Committees) to protect students’ rights and interests, to organize their freetime and to provide civic control (Article 30).

According to the legislation (order of the Ministry of Education and Science #609 as of 08.06.018 “On approval the typical statement on the psychological-pedagogical team to support children with special educational needs in the pre-schools and schools”), parents are supposed to be the active members of the psychological-pedagogical team. One of the main tasks of the team is to develop Individual Program of Development, which should be signed by parents of child with special educational needs.

In some cases, parents can be with their children during the lessons playing the role of child assistant in a case of complex disabilities of their child.

If no, please give further information:

7.3 Does legislation/policy support collaboration between schools and stakeholders in their local communities (e.g. services/employers)?

No  No information available  **Yes**

If yes, please give a description.

Current Law “On Education” (2017) introduces such concepts, as “Educational cluster” and “Supporting schools”.

Educational clusters are created to create conditions for completing comprehensive secondary education, to introduce profile education, to provide holistic development of students, to use existing resources effectively.

Educational cluster is a complex of schools (their branches), including extra curricula institutions, institutions of culture, sports institutions, which provide the access of education for all persons, who live in certain territory.

Supporting school is a school, which has convenient location to bring children from other administrative units (villages, communities), as well as well-trained teachers, modern technical resources to provide quality education.

Draft of the Law of Ukraine “On Comprehensive secondary education” envisions Inter-school Resource Centers.

In 2017 the process of development of network of Inclusive Resource Centers (IRCs) has started (Resolution of the Cabinet of Ministers of Ukraine #545 as of 12.07.2017). One of the tasks of IRC is to provide support to the pre-schools and schools where children with special educational needs are.

The drafts of professional standards for teacher and school principals also include the competence “Partnership with parents and communities).

If no, please give further information:

7.4 Does legislation/policy support the development of learning communities in local/regional areas e.g. support for schools to work together; involvement with universities, support services to provide research evidence and development of innovative practice?

No  No information available **X Yes**

If yes, please give a description.

Although current legislation does not provide definition of “learning communities”, this concept is discussed and taken into account during the processes of development of other documents, like:

- Professional standards for teachers
- Professional standards for school principals
- Concept of the Centers of Professional Development, and other documents.

If no, please give further information:

7.5 Does legislation/policy set out a role for NGOs, DPOs, or other organisations representing vulnerable groups?

No  No information available **X Yes**

If yes, please describe the role. Specify which non-governmental actors are particularly active in inclusion in education and how they operate.

National Association of Persons with Disabilities of Ukraine <https://nau.org.ua/> is the organization, which is officially should review all legal documents issued by different ministries, which relate to different issues of persons with disabilities, including their education.

Ministry of Education and Science of Ukraine actively involves national NGOs into the work of the Working Groups working on specific issues, for example:

- Working Group on developing the National strategy of inclusive education for the period 2020-2030: Ukrainian Step by Step Foundation, Foundation “Small Prince” (NGO establishes by parents of children with autism);
- Working Group on developing the Concept of development of early childhood education: Ukrainian Step by Step Foundation, National association of pre-school educators of Ukraine.

NGOs, which initiate and implement projects at the national level, do it mainly after submission their request to the Ministry of Education to get their administrative support. The Ministry of Education provides such type of support through providing relevant letters to the local educational authorities.

At the regional levels NGOs are involved by the local educational authorities in the following processes:

- Discussing of local policies` implementation;
- Initiating and implementing different initiatives/projects with the support of local educational authorities.

If no, please give further information:

7.6 Please provide information (main conclusions, reference and a link if available) from any recent reports, systematic evaluations and/or reviews, since 2015 of parental and wider community involvement in the work of schools.

7.7 Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to communities, parents and students in the country?