

PECULIARITIES OF INCLUSIVE EDUCATION IN DIFFERENT COUNTRIES

The paper is devoted to some aspects of inclusive education. The goals of research are to analyze the state of inclusive education in Finland, Canada and Ukraine; to consider the implementation of the best foreign experience into Ukrainian education system.

At the end of the second decade of the 21st century, nobody has doubts in the importance of inclusive education. It is the one, which helps to create a truly equal, democratic society. When all children study together, inclusivity stops to be considered something special and becomes the norm of life. Students learn to respect others.

One of the peculiarities of the Finnish education system is excellent education for people with special educational needs, which focuses on strengths rather than problems. The goal is to learn about the difficulties at an early stage, and then help the children, not label them.

In Finland, there are three types of teachers for children with special educational needs:

- special educators whose work is flexible; they do not work in the classroom. These educators take action when problems arise. They have a master's degree in Special Education, and they work with teachers;
- special educators who work in special classes, which are usually smaller than regular ones. They also have a master's degree in Special Education;
- preschool special educators who have a kindergarten teacher education and have received a special education training. They work with children under 7 years.

In many countries, inclusive education starts with diagnoses. This is not the case in Finland. The culture of inclusion is very strong, and all students

begin to study in ordinary classes with the exception of children with severe disabilities.

The idea of the Finnish system is to identify educational needs as early as possible, for whatever reason. If the classroom teacher or subject teacher sees problems in learning, they consult with a special educator. Regular teachers do not have to understand the causes of problems; they just have to notice something out of the ordinary.

A special educator and a regular teacher cooperate with each other. If mild intervention (extra-pedagogical support or change of pedagogical settings) does not help, educators offer the child more intensive support. If educational or behavioral problems persists, a welfare team (like the Ukrainian support team) takes effect. [1]

In Canada, inclusive education appeared in the late 1960s. Children with special educational needs were allowed to study in regular schools, but in separate classes isolated from other children. Parents and educators in the City of Hamilton (Ontario) have teamed up to combat discrimination.

In the 1980s, inclusive schools became larger. Children with disabilities are becoming increasingly involved in the overall school life. It is noticeable that the inclusion of education has not been made mandatory at the state level, but more and more schools have voluntarily joined it.

From the early 1990s to the present, the "Inclusive Education Era" has been going on in Canada. The laws of each province were organized according to the ideas of inclusive education. The Law prohibited disability discrimination.

The Government expanded cooperation with educational institutions: gradually increased funding, allowed schools to distribute funds independently, stimulated the development of a theoretical base for inclusive education.

The state did hear the advice of parents. They were free to choose where and what their child would be taught, interacted directly with government agencies, and this prompted teachers to be more attentive to parental advice. In Canada, children with disabilities are trained on individualized plans. Thanks to

parents, the school learns about the child's life, their hobby, ideas and aspirations.

Teacher`s work in Canada is versatile. Nursing staff and correctional educators constantly provide practical advice to the teacher. Due to this, he or she can provide the child with the necessary help and support, and if necessary, recommend the student to consult with a specialist.

Each province is responsible for basic education, with the highest priority of success of each child. To help the system function smoothly, school boards are created. They include parents, the principal, and interested community members. Therefore, the successful implementation of inclusive education in Canada has resulted from the active action of the state, parents, civil society and active representatives of the school, advocacy and community settings. Such cooperation should set an example for the reform of inclusive education in Ukraine. [2]

Inclusive education is a novelty in Ukraine, where the overall inclusion rate is just 7%. However, with Soviet-style segregation and neglect for people with disabilities in place, the country has made tremendous steps towards an inclusive society.

Among 700,000 Ukrainian children with disabilities, more than 168,000 have special educational needs in Ukraine. Despite the fact that only 6% of schools have inclusive classes, their number is growing year by year (the legislative framework for inclusion was set in 2017).

To make inclusion possible in every village and town, more than 580 Inclusive Education Resource Centers have been opened all around Ukraine for the last three years.

By 2017, there were only 25 psychological medical pedagogical consultation services (one per region) which were overloaded, so children used to be examined in a hurry.

Today, an examination of a child can take up to 10 days. It includes psychological and pedagogical assessment of a child's development, offers

correctional and development services and other qualified support if needed. Most importantly, the conclusion of this public institution has a legislative power. With a mere appeal, parents can oblige any pre-school, general secondary school, extra-curricular or professional education institution to organize an inclusive class or group and assign a teaching assistant there. Hence, any parent with the slightest suspicion can come to check his or her child. Each Inclusive Research Center can provide services to 7-12 thousand children in total.

As a result, the number of inclusive classes is growing year by year. As Ukraine's Ministry of Education reported in January 2019, the number of secondary schools with inclusive classes rose from 1,500 in 2016 to almost 4,000 in 2018. By comparison, in 2018, there were about 12,000 children in inclusive classes. This year, the Ministry expects this number to increase. [3]

In conclusion, we should not underestimate benefits from learning about the efficient functioning of inclusive education in the above-mentioned countries. The focus on strengths of a child in the Finnish education system and support provided by school boards in Canada can be the good lessons learned from foreign experience.

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