INCLUSIVE EDUCATION IN HIGHER EDUCATION INSTITUTIONS: GLOBAL TRENDS AND CHALLENGES FOR UKRAINE

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All human rights are interlinked. This includes the right to education. It is not possible to achieve an effective education unless other rights are realized. And if the right to education is fulfilled, it leads to the realization of other rights. Thus, since the 1990s, there is a rise in attention to inclusion in education encompassing inclusion in higher education (HE), which is an important element of and leads to equity in society, as well as being unmissable in an equitable society. Equity refers to the fair treatment of everyone to not only ensure equal access but also an equal likelihood of opportunity or, equal educational opportunities.

Inclusion in education is a fundamental issue core to the principle that "Everyone has the right to Education", as stated in Article 26 of the Universal Declaration of Human Rights proclaimed by the United Nations General Assembly in Paris in December 1948. Inclusion in education also figures prominently in Agenda 2030 under Sustainable Development Goal (SDG) 4, and has gained importance internationally; it is imperative for equality and human rights, with educational, social, and economic benefits. [3] Inclusive education has generally been connected to the requirements of people with disabilities and the interaction between special education and mainstream education.

Since the 1990s, the struggles of those with disabilities have impacted he world's view of inclusion in education, through measures taken in The United Nations Convention on the Rights of the Child (1989), the World Declaration on Education for All (1990), and the United Nations Standard Rules on Equalization of opportunities for Persons with Disabilities (1993) and the Salamanca Declaration and Framework for Action (1994). This has resulted in Article 24 (the right to inclusive education) in the 2006 UN Convention on the Rights of Persons with Disabilities, which acknowledges the rights of the disabled to inclusive education, thus producing a legally binding instrument with reference to the concept of quality inclusive education. To understand what this actually means and what measures are

needed to make it a reality, the Committee on the Rights of Persons with Disabilities produced a "General Comment" on education – a document that explains what inclusive education means and sets out in detail what governments must do to create inclusive education systems. [2]

The right to inclusive education is now defined as a process that shapes culture, practice and policy within the educational setting. Inclusive education aims to address the diverse needs of individual students, and to remove barriers that hinder the presence, participation and achievement of learners. An inclusive approach places emphasis on providing support to groups of learners who may underachieve or be marginalized or excluded. Inclusive education is an education system that includes all students, and welcomes and supports them to learn, whoever they are and whatever their abilities or requirements. This means making sure that teaching and the curriculum, learning buildings, classrooms, transport and toilets are appropriate for all students at all levels [1].

Inclusive education requires: non-discrimination, best interests of the students, right of the students to be heard, protection from violence and abuse, opportunity for life within the community, support with mobility, access to health care, habilitation and rehabilitation. It promotes: participation in public life, exercise of legal capacity, work and employment, adequate standard of living [2].

Inclusive education involves transforming the whole education system – legislation and policy, systems for financing, administration, design, delivery and monitoring of education, and the way educational institutions are organized, namely:

1. Commitment and investments from education ministries – it takes time and money to change systems.

2. Support for teachers and students – teachers need training and guidance, and students need to be provided with services to overcome barriers to learning.

3. Promotion of respect for diversity and inclusive learning – action is needed to challenge negative attitudes and prejudice against students with disabilities.

4. High expectations of all students – teachers need to invest in and support all students.

5. Safe and inclusive environments – students cannot learn if they are frightened either of teachers or bullying from other students

6. Partnerships between organisations of people with disabilities and educational institutions – inclusive education will benefit from the widest possible experience and knowledge.

7. Systems to monitor progress – it is vital to measure whether the situation is improving, and if not, what further changes are needed.

Inclusion in higher education links to HE with equal educational opportunities for every student. There is a general trend in the focus of inclusion in education toward equal educational opportunities for every student, regardless of their bodies, background, or views, which is a change from the narrower focus of inclusion in education on students with special educational needs in the 1990s. Nowadays, the study of inclusion in HE is influenced by a variety of research fields, including disability studies but also gender studies, queer/LGBTQIA + studies, and multiculturalism and anti-racism education [1].

In accordance with the social model, it is essential for establishing equal educational opportunities in HE to view the diversity of the student population as an asset to education, and not as an issue or deficit. This leads to general view of inclusive HE, which focuses on providing education for every student, giving everyone the opportunity to thrive, realizing their capabilities, meaningfully engaging, and contributing to the flourishing of others. With this broader focus on inclusive HE and equal educational opportunities, and the focus on the shortcomings of the HE system, barriers to education can be removed for every student, aiding equity in society.

Inclusive learning environments refer to spaces where learning takes place (tools, culture, and organization), where every student has equal educational opportunities. The tools, culture, and organization in which students learn are influenced by a wide variety of actors. Collaboration between these actors is important to improve inclusion in learning environments. Higher education teachers are one of these actors, as are students, HE institutions and national policymakers.

So, higher education teachers play a crucial role in making learning environments more inclusive. They directly, albeit within the framework established by the HE institution, influence the learning environment of students; they design courses ("organization"), assess students' progress ("tools"), have regular contact with students, and can function as role models/trendsetters ("culture").

However, the studies indicate three categories of challenges higher education teachers have in establishing inclusion in HE: ineptness that HE-teachers recognise in themselves (HE-teachers' knowledge, skills, experience, and insecurity), HE-teachers' perception of students' competences, and challenges HE-teachers experience in their HEI (lack of resources, support, training, and information). So, higher education teachers' challenges for inclusion in HE are internal (lack of knowledge, skills, experience, and confidence) and institutional (lack of resources, support, information, and training). Thus, the necessity of cooperation between teachers and HE-institutions, in addition to the role of scholars in studying teachers' understanding of inclusion, to improve the inclusive learning environment

of students in HE. In general, as researches show, higher education teachers recognise in themselves to establish inclusion in HE, but their lack of knowledge is reported as a challenge. However, 'lack of knowledge' appears to have different meanings: knowledge about students' needs; knowledge about inclusion and tools; and knowledge about HE institution's policies [1].

War affects all students, but for students with special educational needs, the psychological and social challenges are often more devastating. Loss of familiar surroundings, evacuation, danger, feelings of uncertainty, and constant stress all add to existing developmental, learning, and socialization difficulties. Three key challenges are: the impact of stress and traumatic events, social isolation, and lack of professional support.

The experience of wartime has emphasized that inclusive education should not only be formal, but also truly accessible and flexible. The crucial lessons are: 1) Flexibility of the system: the ability to switch between online and offline formats without losing the quality of education. 2) Individualization: each student should have a digital portfolio and an individual development plan, available in any institution. 3) Psychological support: providing students and families with constant access to specialist consultations. 4) Partnership: close cooperation between HE institution, families, the state and the public sector. These lessons should become the foundation for future reforms, so that inclusive education in Ukraine is not only a response to the challenges of the present, but also a guarantee of equal opportunities in a peaceful future.

Despite numerous challenges, inclusive education in wartime in Ukraine has become a source of innovation and new approaches, and demonstrates examples of resilience and innovation.. The use of modern technologies, the active role of volunteers and international partners, as well as valuable experience in overcoming crisis situations can become the basis for reforming the inclusive education system in the future.

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РЕАЛІЗАЦІЯ ПРИНЦИПУ ВЗАЄМОДІЇ НАУК У ПУБЛІЧНОМУ УПРАВЛІННІ ІНФОРМАЦІЙНОЮ СФЕРОЮ УКРАЇНИ В УМОВАХ ВОЄННОГО СТАНУ

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Однією із сучасних тенденцій розвитку науки в умовах сталого розвитку постає взаємодія різноманітних наук, що сприяє отриманню синергетичного ефекту задля досягнення Цілей сталого розвитку (далі – ЦСР). Важливо, що на це звертається увага у Доповіді Генерального Секретаря ООН на Саміті з Цілей сталого розвитку [1]. Представники наукової спільноти України, усвідомлюючи цінність впровадження принципу взаємодії наук, здійснюють свої дослідження для вирішення різноманітних завдань в межах ЦСР. Вважаємо за доцільне акцентувати увагу на Цілі № 16 «Мир, справедливість та сильні інститути», що зумовлено як існуванням умов правового режиму воєнного стану в Україні, так і необхідністю підвищення ефективності діяльності органів публічного управління, від якої залежить досягнення багатьох ЦСР [2, с. 118].

Нами було запропоновано один із підходів для удосконалення публічного управління, який ґрунтується на спільному використанні інструментів наук публічного управління, юриспруденції та комп'ютерних наук [3], а саме, йдеться про концепцію та модель правового забезпечення публічного управління інформаційною сферою (далі – ПУІС) України в умовах сталого розвитку. Зокрема, було висунуто гіпотезу що суб'єкти правового забезпечення ПУІС України (як складова моделі) постають системним утворенням, що включає: 1) органи публічного управління загальної компетенції (Верховна Рада України (далі – ВРУ), Президент України, РНБО України, Кабінет Міністрів України (далі – КМУ); 2) органи публічного управління спеціальної компетенції (наприклад, центральні органи виконавчої