



MINISTRY
OF EDUCATION AND
SCIENCE OF UKRAINE

Recommendations for Inclusive Vocational Education and Training in Ukraine



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2023

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Preface

The provision of high-quality and inclusive education is one of the most central preconditions for the post-war recovery and further development and functioning of Ukrainian society. Considering the demographic and social changes caused by the Russian aggression and all the damages of the war, the development of inclusive VET is one of the priority tasks of the reform of vocational education and training in Ukraine.

In line with the main goals of Finland's development policy of eradicating poverty and reducing inequalities, the Finnish Centre of Expertise in Education and Development (FinCEED) supports development policy priorities in the education sector including vocational education and training sector and taking particularly into account girls and vulnerable children and young people. FinCEED's scope of expertise covers practical aspects of strengthening both the inclusiveness of education systems and the quality of teaching and learning outcomes along with the policy-making area. The success of Finland's education system is built by highly educated teachers and the flexibility of the system that guarantees equal opportunities for all. Therefore, FINCEED deploys an expert for an assignment to support the Inclusive VET in Ukraine. This report is an outcome of the assignment called "Strengthening the Inclusive VET in Ukraine and providing support for the Ministry of Education and Science of Ukraine."

The objective of the FinCEED expert assignment is to provide support to the Ministry of Education and Science (MoES) of Ukraine in the creation of a Strategy for Inclusive Vocational Education and Training. The main idea is to understand the current state of affairs in terms of inclusive vocational training and to give recommendations for the forthcoming strategy document. In the assignment formulation, the following steps were planned:

1. To collect relevant information on the state of affairs regarding the provision of education for persons with special educational needs (persons with disabilities) in VET schools in Ukraine.
2. To conduct interviews with Ukrainian VET students, experts, and the MoES VET Directorate representatives, as well as NGOs providing targeted support to persons with disabilities on the equipment and learning environment of the VET schools in Ukraine.
3. Based on the literature review (1) and interviews (2), to conduct a report on practical aspects of the organization of inclusive education of persons with special educational needs (persons with disabilities) for the use of MoES in supporting inclusive VET in Ukraine.

FinCEED wants to express its gratitude to the author of this report, Ms. Carita Cruz. We want to thank Dr. Iryna Shumik, Director General of the VET Directorate of the Ministry of Education and Science of Ukraine, and Dr. Tetiana Biletska, Deputy Director, for supporting and supervising the work and dedicated commitment during the assignment. We also want to thank Ms. Minna Hakkarainen, Senior Specialist at the Finnish Embassy in Ukraine for her valuable support, and Ms. Halyna Bondaruk for translations to Ukrainian in different phases of the compilation of the study.

We hope that this report will serve well in further planning and implementation of inclusive vocational education in Ukraine, foster the Finnish-Ukrainian collaboration in future challenges in the field of education and inform the international community on the topic.

In Helsinki, 31st December 2023

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1. Executive Summary

This report of recommendations is related to the implementation of the New Ukrainian School reform regarding vocational education and training in Ukraine in general and the Concept for the Implementation of the National Policy in the field of Vocational Education “Modern Vocational Education” for the period until 2027 and Post-War Recovery and Development Plan for Ukraine in particular. Furthermore, the work supports the implementation in Ukraine of the UN Convention on the Rights of Persons with Disabilities (CRPD) Ratified in Ukraine in 2009 which provides guarantees for inclusive education.

The assignment included three tasks:

1. To collect relevant information on the state of affairs regarding the provision of education for persons with special educational needs (persons with disabilities) in VET schools in Ukraine.
2. To conduct interviews with Ukrainian VET students, experts, and the MoES VET Directorate representatives, as well as NGOs providing targeted support to persons with disabilities on the equipment and learning environment of the VET schools in Ukraine.
3. Based on the literature review (1) and interviews (2), to conduct a report on practical aspects of the organization of inclusive education of persons with special educational needs (persons with disabilities) for the use of MoES in supporting inclusive VET in Ukraine.

The assignment took place from 1st October to 31st December 2023. This report describes the actions mentioned above and the recommendations withdrawn from the information gathered.

1.1. Methodology

Based on the tasks of the assignment, the following questions were formulated for the inquest¹:

1. What is the current state of affairs in Ukrainian inclusive vocational education and training?
 - (1) What are the strengths of the current state of affairs?
 - (2) What are the main challenges and bottlenecks for the realization of the rights of the PwDs and students with special needs in vocational education and training?
2. What kind of solutions or best practices can be identified to support the recommendation formulation?

¹ The assignment does not meet the requirements of the scientific research. Therefore, the words *inquest*, *survey* and *study* are used instead.

The mixed methods were used in collecting both qualitative and quantitative data. The use of mixed methods enables a more comprehensive understanding of the phenomena than single-method approaches and increases the reliability and validity of the research². A sequential design was used, meaning that the desk study, online questionnaires, and focus group interviews were conducted following each other, data was analyzed separately, and the previous phase fed to the next phase of the study. All material was selected due to its fitness to the purpose, that is to say, to support the formulation of the recommendations.

The mission started with the desk study and literature review. The legal documents were provided by the MoES, and the rest of the documents were identified by the author electively. The literature review reported the state of affairs in the field and contemporary challenges, provided key concepts, shed light on substantive issues, and guided in focusing on relevant topics. Furthermore, international, and Finnish best practices were reflected. After the desk study the questionnaires for seven different respondent categories were designed and sent to the VET teachers, VET institution managers, regional department representatives, representatives of MoES, Inclusive Resource Centers (IRC), non-governmental organizations (NGO), and VET students. They were asked to evaluate different claims, describe what are strengths and what is already working, what are the challenges and bottlenecks, and what they would suggest as solutions, best practices, and recommendations. Altogether 142 respondents answered the questionnaires. The results are presented in *Likert* scales and the open answers were coded using qualitative content analysis. Two *Focus Group Discussions* were organized, and the views brought in are attached to the analysis of the outcomes of the Questionnaires. These steps formed the presentation of the current state of affairs described in chapters 2 and 3 as a response to the first inquest question.

1.2. Recommendations

The recommendations, responding to the second inquest question, were compiled on the basis of the results of the literature review, international best practices for benchmarking, and the results of the questionnaires and focus group discussions. The recommendations are grouped under the three strategic goals of the National strategy for the development of inclusive education for 2023-2030. (Draft).

Recommendations related to the Strategic Goal 1. Each person receives guaranteed educational services provided by the state and aimed at unfolding their potential, maximum development, and socialization, taking into account their individual abilities and needs.

1. **The legislative basis:** Revise the residues of the medical paradigm in the concepts of the laws, policies, and strategies. Communicate the relevant laws to all stakeholders.

² Cohen, Manion & Morrison 2018.

2. **The Recovery Plan:** Include practical measures of inclusion in VET for easier budgeting, objective setting, and clearer indicators e.g., international cooperation project design.
3. **Inclusive Resource Centres:** Clarify the IRC's role in assessing and supporting VET students over 18 years old. The IRC model of service provision could be developed with alignment pedagogical development in inclusion (from diagnosis-focused to education-orientated) and towards networking modality with shared responsibilities; simplify documentation; include the supportive needs in *Individual Education Plans* (IEP); and develop the templates to cover also VET students' needs. Alternatively, search for solutions to make assessments directly in the VET institutions or develop some of them to serve as *Centres of Excellence*.
4. **Cohesion** vertically and horizontally for consistent policy: Align the development efforts in different sectors (education, health, and social sectors) and decide/clarify the roles and points of cooperation in an e.g., Round Table discussion (a cross-sectoral mechanism and process flowchart) across geographical areas. (Led by The Council for the Affairs of People with Disabilities?). Communicate the charts of the roles and mutual relations to all stakeholders.
5. **Encourage** the regular vocational institutions to receive students with special needs with elevated state funding proportion per a student with disability or special needs. Regular vocational institutions are more feasible for students in their regions. Financial resources with higher unit prices allow VET institutions to arrange the support needed. Part of the funding could be results-based.
6. **Decision making:** Seek modalities for the inclusion of People with special needs into decision-making.

Recommendations related to the Strategic Goal 2. Each person receives quality educational services according to their individual needs in a comfortable, safe, barrier-free, and friendly inclusive educational environment that is welcoming to every participant in the educational process.

1. **Physical/architectural accessibility:** Implement inclusive architecture in the reconstruction of the damaged VET institutions (with shelters); pilot with Modular buildings/temporary and movable space elements, include PwDs in planning, and ease the bureaucracy in pilot buildings. Provide students with special needs and disabilities in construction projects as their industrial attachments.
2. **Physical/architectural accessibility:** Encourage the VET institutions to adequate equipment (assistive devices) of VET institutions according to the student profile and implement the principles of reasonable accommodation and universal design.
3. **Pedagogical accessibility:** Teacher training (pre-service and in-service) to ensure inclusive teaching pedagogics and methods, including digital accessible pedagogy, respectful attitudes, and non-biased curricula interpretation (curricula revisions for inclusion). Develop training curriculum for vocational teacher assistants.
4. **Pedagogical accessibility:** Include vocational career counsellors, vocational special needs education teachers, and vocational teacher assistants in the Classification of Occupations and develop curricula and education for these professions. Include them in support teams in the institution.

5. **Pedagogical accessibility:** Develop remedial classes based on the pedagogical needs of different students. E.g., small groups gathering on certain subjects, or open workshops supported by teacher assistants and special needs teachers where any student can come at their will. Develop personal study plans which can also vary according to the length of the studies according to the student's capacities.
6. **Social accessibility:** Inclusivity training for governance in different levels and IRCs in inclusive VET.
7. **Social accessibility:** Open more careers for PwDs; revise the existing lists reflecting the *real* working life requirements; describe the professions based on the strengths and relevant capabilities needed in the profession, not based on the restrictive diagnosis. E.g., the digitalization brings in new professions.
8. **Psychosocial accessibility:** Include Mental Health and Psychosocial Support as extracurricular activities in the VET institutions.

Recommendations related to the Strategic Goal 3. Ukrainian society accepts diversity and considers the needs of all participants in the educational process.

1. **Advocate for acceptance in society:** Mass media campaigns to promote the rights of the PwDs (together with the National Assembly of People with Disabilities in Ukraine and other governmental and non-governmental organizations) and emphasizing the abilities instead of disabilities; role models and success stories formulation.
2. **Curricula:** Consider recognizing partial qualifications/micro-credentials as part of the VET system which are more achievable for some students with special needs. Partial qualifications can be introduced also as short courses for adults and can be later chained to full qualifications with a mechanism of Recognition of Prior Learning.
3. **Employment:** Introduce career guidance counsellors in IRCs and VET institutions to support the interns, on-the-job assignments, and transitions to working life or to further education of students with special needs. Introduce training for on-the-job-trainers in inclusion, including training in reasonable workplace adjustments.
4. **Employment:** Promote apprenticeship modality in collaboration with private sector/employers. Job profiles are to be built on abilities instead of disabilities.
5. **Employment:** Introduce tax reductions, salary compensations, social employment, and incentives for the companies that hire people with disabilities on the basis of social responsibility,
6. **Employment:** Combine reconstruction activities with VET institutions' on-the-job learning periods. The students with special needs could work for the enterprises that will rebuild the country. A certain number (quota) of students/graduates with special needs, including disabilities, would be a requirement and scoring indicator in the tendering processes.
7. **Research:** Promote both VET and working life-related academic research on inclusion for further evidence and evidence-based decision-making.

2. Literature review

The study started with the desk study and literature review. The legal documents were provided by the MoES, and the rest of the documents were identified by the author electively. The literature review reported the state of affairs in the field and contemporary challenges, provided key concepts, shed light on substantive issues, and guided in focusing on relevant topics. The studied documents are listed in the annex 3. Alongside the desk study, also some separate consultative discussions were conducted to guide the design of the study.³

2.1. Guiding International Normative Frameworks

Almost one billion people, or 15 % of the world's population, experience some form of disability during their lifetime.⁴ Humanitarian crises, including conflicts, increase the risk of more people being exposed to physical or psychological injury.

The United Nations Convention on the Rights of Persons with Disabilities (CRPD) was adopted in 2006 and ratified by 182 countries out of 193 Member States, making disability increasingly understood from a human rights and development aspect. The CRPD recognizes the full enjoyment of all human rights and fundamental freedoms by all persons with disabilities, including the right to equal participation in society and the right to live a life with inherent dignity. Persons with disabilities include those who have long-term physical, mental, intellectual, or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others. Article 24 calls for the Member States to recognize the right of persons with disabilities to education. States shall ensure an inclusive education system at all levels and lifelong learning based on equal opportunity and non-discrimination directed to: (a) The full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms, and human diversity; (b) The development by persons with disabilities of their personality, talents, and creativity, as well as their mental and physical abilities, to their fullest potential; (c) Enabling persons with disabilities to participate effectively in a free society.⁵

The following practices are ensured: (a) Persons with disabilities are not excluded from the general education system on the basis of disability, and children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability; (b) Persons with disabilities can access an inclusive, quality and

³ Personal communications with Ms. Larysa Bayda Programme Manager (National Assembly of Persons with Disabilities of Ukraine (NAPD)), Ms. Larisa Shevchuk, Coordinating Centre for the Development of Family Education and Child Care, Mr. Michael Paulo, Project Director, and Mr. Oleksii Oleksiuk, EU4Skills/Vocational Integration of Internally Displaced Persons in Ukraine/Skills4Recovery, Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH.

⁴ World Bank and UNFPA 2021.

⁵ The United Nations Convention on the Rights of Persons with Disabilities 2006 & UNFPA 2021.

free primary education and secondary education on an equal basis with others in the communities in which they live; (c) Reasonable accommodation of the individual's requirements is provided; (d) Persons with disabilities receive the support required, within the general education system, to facilitate their effective education; (e) Effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion. Furthermore, State Parties are called to take appropriate measures to employ teachers, including teachers with disabilities, who are qualified in sign language and/or Braille, and to train professionals and staff who work at all levels of education. Such training shall incorporate disability awareness and the use of appropriate augmentative and alternative modes, means, and formats of communication, educational techniques, and materials to support persons with disabilities. States Parties shall also ensure that persons with disabilities are able to access general tertiary education, vocational training, adult education, and lifelong learning without discrimination and on an equal basis with others. To this end, States Parties shall ensure that reasonable accommodation is provided to persons with disabilities.⁶

For the European integration, the European Union's Diversity and Inclusion Strategy is a relevant document. The principles of equality and inclusiveness are part of the core values of the EU and are enshrined in the EU Treaties with the following words: "In all its activities, the Union shall observe the principle of the equality of its citizens, who shall receive equal attention from its institutions, bodies, offices, and agencies." Inclusion of people facing access barriers or having fewer opportunities in education, training, and youth work is a key objective of the Commission's initiative towards a European Education Area, EU Youth Strategy, and the European Youth Goals. The European Pillar of Social Rights states that "*everyone* has the right to quality and inclusive education, training and life-long learning". It is also in line with the 2030 Agenda for Sustainable Development of the United Nations⁷ that aims, amongst others, to "ensure inclusive and equitable quality education and lifelong learning opportunities for all". The European Union has identified at least the following barriers to hinder the participation of all people: disabilities, health problems, systemic characteristics of education and training, cultural differences, social barriers, economic barriers, discrimination, and geographical barriers.⁸

⁶ UN 2006.

⁷ UN Sustainable Development Goals 2016.

⁸ European Union 2021.

2.2. Guiding Ukrainian Normative Framework

The Ukrainian parliament ratified the United Nations Convention on the Rights of Persons with Disabilities in 2009.⁹ Still, the Law of Ukraine "On the Basics of Social Protection of Persons with Disabilities in Ukraine" which dates already from the year 1991 guarantees that Persons with disabilities in Ukraine have the full range of socio-economic, political, and personal rights and freedoms enshrined in the Constitution of Ukraine, the laws of Ukraine and international treaties, the binding consent of which had been granted by the Verkhovna Rada of Ukraine. Furthermore, the rights for education and employment were also stated (with supplements in 2011): In order to realize the creative and production abilities of persons with disabilities and taking into account individual rehabilitation programs, they are provided with the right to work at enterprises, institutions, organizations, as well as to engage in entrepreneurial and other labor activities that are not prohibited by law. The state guarantees persons with disabilities professional training or retraining taking into account medical indications and contraindications for further work. The choice of forms and methods of professional training is carried out in accordance with the conclusions of the medical and social examination. During training, professional training, or retraining persons with disabilities, it is allowed to use alternative forms of training along with general ones. Educational institutions provide educational services to persons with disabilities on an equal basis with other citizens, including by creating appropriate personnel, material, and technical support and providing reasonable accommodation that takes into account the individual needs of a person with disabilities. Furthermore, in order to realize the right to professional (vocational-technical), professional pre-higher and higher education by persons with disabilities, institutions of professional (professional-technical), professional pre-higher, and higher education create the necessary conditions for them to obtain the appropriate education.¹⁰

The New Ukrainian School reform envisioned in 2016 saw a legislative form in the 2017 Law "On Education". The law contains the definitions for inclusive education, special education needs, and disability. Inclusive education is defined as "a system of educational services guaranteed by the State that is based on the principle of non-discrimination, human diversities, effective involvement, and engagement of all participants in the education process". Persons with special education needs are those in need of additional permanent or temporary support in order to fulfill their right to education. The 2017 Law on Education establishes that education provision for persons with special education needs occurs: in special institutions, according to the state authorities' procedures, in inclusive and/or special groups and classes in regular schools, if needed, in inclusive

⁹ The Law of Ukraine "On the Ratification of the UN Convention on the Rights of Persons with Disabilities and the Optional Protocol thereto" 2009.

¹⁰ The Law of Ukraine "On the Basics of Social Protection of Persons with Disabilities in Ukraine" 1991.

resource centres providing them with education and psychological and pedagogical support and follow-up based on an individual development programme (IDP).¹¹

The law has the vision to enable students with special needs to learn with their peers based on individual development programmes, which include correctional and rehabilitation measures and psychological and pedagogical assistance. A learner-centered model has been applied, and inclusive education encouraged.

Furthermore, the concepts of reasonable adjustments and universal design are endorsed. Persons with special education needs have the right to be educated with their peers, according to their individual needs and capabilities, based on the principles of reasonable adjustment and universal design. Nevertheless, persons with physical, mental, or intellectual developmental disorders or sensory impairments are provided with auxiliary aids.¹²

A Directorate of the Ministry of Education and Science is dedicated to inclusive and out-of-school education. The directorate aims in part to promote the independence and adaptation of children with special needs and to enforce their right to equal access to quality education. Under the Cabinet of Ministers, chaired by the Deputy Prime Minister and Minister for Social Policy, a Council for the Affairs of Persons with Disabilities is in charge of coordination across executive authorities that deal with persons with disabilities and is responsible for preparing related policy proposals.¹³

The Law of Ukraine "On Education" gives basic terms and definitions and for the inclusion, the following statements are settled: Inclusive education shall mean a system of educational services guaranteed by the state, based on the principles of non-discrimination, with due regard to the human diversity, effectively involving and including all its participants in the educational process. The definition of an inclusive educational environment is "a set of conditions, methods, and means of their implementation for joint learning, upbringing and development of education seekers, with due account of their needs and capabilities". Psychological and pedagogical services shall mean a comprehensive system of measures for organizing the educational process and developing a person with special educational needs, provided for by an individual development programme and by teachers of educational institutions, inclusive resource centres, and other specialists. On the fundamentals of public education policy and principles of educational activities, the ensuring equal access to education without discrimination on any grounds, including disability, and development of an inclusive educational environment, including in educational institutions that are most accessible and close to

¹¹ The Law of Ukraine on Education 2017; UNESCO 2021.

¹² The Law of Ukraine on Education 2017; UNESCO 2021.

¹³ UNESCO 2021.

the place of residence of people with special educational needs, and providing universal design and reasonable adjustment, are mentioned.¹⁴

A separate Article (Article 20) is dedicated to Inclusive Education and has the following items:

1. Inclusive education of education seekers shall be based on the principles of non-discrimination, with due regard to human diversity, effectively involving, and including all its participants in the educational process.

The organization of inclusive education in educational institutions at the corresponding educational levels shall be conducted in accordance with the procedures approved by the Cabinet of Ministers of Ukraine.

2. Upon the application of a person with special educational needs or his/her parents, an educational institution shall establish an inclusive class and/or group without fail.

A special class and/or group shall be formed by the head of an educational institution in agreement with the founder of this educational institution or the authorized body.

Educational institutions shall create conditions for people with special educational needs in accordance with an individual development programme and with due account of their individual needs and capabilities.

In accordance with the legislation, an educational institution shall organize and/or ensure the provision of psychological, pedagogical, correctional, and developmental services, and auxiliary means for learning to persons with special educational needs.

3. In order to conduct a comprehensive psychological and pedagogical assessment of children's development, render psychological, pedagogical, and correctional services, and provide psychological and pedagogical support for children with special educational needs, local self-government bodies shall establish inclusive resource centres.

4. Buildings, structures, and rooms of educational institutions and inclusive resource centres shall meet the accessibility requirements in accordance with state building codes and standards.

5. Designing, construction, and reconstruction of buildings, structures, rooms of educational institutions, and inclusive resource centres shall be carried out with due consideration of the principles of universal design and/or reasonable adjustment.¹⁵

Furthermore, Article 25, states that the Founder of the educational institution or its authorized body (person) shall: (among other things) make arrangements for the creation of an inclusive educational environment at the educational institution, universal design, and reasonable accommodation. In addition, article 41 of the Education Quality Assurance System states that the systems at educational institutions may include making arrangements for the creation of an inclusive educational environment at the educational institution, universal design, and reasonable accommodation. In article 56, the State Guarantees for Education Seekers that Public and community educational institutions subordinate to public authorities and local self-government bodies shall provide free hot

¹⁴ The Law of Ukraine "On Education" 2017.

¹⁵ The Law of Ukraine "On Education" 2017.

meals to: orphans, children deprived of parental care, children with special educational needs who study in special and inclusive classes (groups), children from families who get an allowance in accordance with the Law of Ukraine "On State Social Assistance to Low-Income Families", children from among the persons defined in Article 10 of the Law of Ukraine "On the Status of War Veterans, Guarantees of Their Social Protection", who study in pre-school, general secondary, professional (vocational) or professional pre-tertiary education institutions.¹⁶

In alignment with the rights of people with disabilities, the Law of Ukraine "On Vocational (Vocational and Technical) Education" 1998 saw many amendments in 2018. These include, e.g., stating that Inclusive professional (vocational and technical) training is a system of educational services for the acquisition of a profession or professional skills by persons with special educational needs, guaranteed by the state. The right to obtain professional (vocational and technical) education is fostered by creating conditions for the acquisition of professional (vocational and technical) education by persons with special educational needs, taking into account their individual needs, capabilities, abilities, and interests, and also ensures the identification and elimination of factors that prevent the realization of the rights and satisfaction of the needs of such persons in the field of education. Furthermore, institutions of professional (vocational and technical) education can create inclusive groups for the training of persons with special educational needs, and the Head of a professional (vocational and technical) education institution must, on the basis of a written request of a person with special educational needs, his parents, or legal representatives, form inclusive groups for teaching people with special educational needs.

¹⁷

The persons who are provided with special social protection are persons with disabilities, orphans, children deprived of parental care, persons with special educational needs, and students of education who suffered as a result of the Chernobyl NPP accident, as well as persons , recognized as injured participants of the Revolution of Dignity, participants in hostilities, persons with disabilities as a result of the war in accordance with the Law of Ukraine "On the Status of War Veterans, Guarantees of Their Social Protection", and their children, persons in respect of whom the fact of deprivation of personal freedom has been established as a result of armed aggression against Ukraine , after their release in accordance with the Law of Ukraine "On Social and Legal Protection of Persons Deprived of Personal Freedom as a Result of Armed Aggression Against Ukraine, and Members of Their Families", and their children, as well as children of deceased persons, specified in part one of Article 10 of the Law of Ukraine "On the Status of War Veterans, Guarantees of Their Social Protection", children, one of whose parents died during mass civil protest actions or died as a result of injuries, contusions or mutilations received during mass civil

¹⁶ The Law of Ukraine "On Education" 2017.

¹⁷ The Law of Ukraine "On Vocational (Vocational and Technical) Education" 1998.

protest actions, children of persons who have been deprived of personal liberty as a result of armed aggression against Ukraine and who have died (died), children living in settlements on the contact line, children registered as internally displaced persons - until such children graduate from educational institutions, but no longer than before they reach 23 years of age.¹⁸

Social protection of Persons with Disabilities is also guaranteed:

The state guarantees persons with disabilities and persons with special educational needs professional (vocational and technical) education at a level that corresponds to their abilities and capabilities. Other things being equal, persons with disabilities and persons with special educational needs have a preferential right to enroll in a professional (vocational-technical) education institution.

Professional training or retraining of persons with disabilities is carried out at the expense of the state and/or local budgets within the scope of the state and/or regional order, taking into account medical indications and contraindications for further work. The selection of forms and methods of professional training is carried out in accordance with the conclusions of specialists of the Medical and Social Expert Commission.

Professional training or retraining of persons with special educational needs is carried out at the expense of educational subsidies, state and local budgets, and other sources not prohibited by law.

In professional training of persons with disabilities, and persons with special educational needs, the use of alternative forms of training is allowed along with traditional forms.

The pension and scholarship established in accordance with the law are paid to persons with disabilities, and persons with special educational needs during the period of study in full.

Employment of graduates among persons with disabilities and persons with special educational needs is carried out in accordance with the legislation.

Children with disabilities of hearing, vision, and musculoskeletal systems are provided with means of individual correction in accordance with the procedure established by the Cabinet of Ministers of Ukraine.¹⁹

There is great importance in the Law on Education (2017) in setting out the strategic framework for the implementation of different reforms and endorses the concept of the New Ukrainian School Framework. The law establishes a new structure for the education system, including vocational education and training. One of the developments concerns the National Qualifications Framework (NQF), lifelong learning and education based on key competencies. It introduces the National Qualifications System (NQS), sector qualifications frameworks, and partial qualifications. The 2020-2027 National VET Action Plan is implemented by the Ministry of Education and Science. The Action Plan sets out e.g., to decentralize the governance and financing of the VET system to the regions and VET institutions. In 2021 the national level Council for VET Development was established, in addition to existing Regional VET Councils. Furthermore, Ukraine was selected in 2021 by the EQF Advisory Group as one of the pilot countries. This pilot is expected to contribute

¹⁸ The Law of Ukraine "On Vocational (Vocational and Technical) Education" 1998.

¹⁹ The Law of Ukraine "On Vocational (Vocational and Technical) Education" 1998.

to further aligning EU and Ukrainian qualifications. In 2020, the NQF levels were revised to bring them into line with the EQF for lifelong learning. The EU4Skills project 2019-2023 (in cooperation with EU, Finland, Germany, and Poland) supports the implementation of the NQF and the introduction of 100 new competency-based vocational qualifications, based on occupational standards. The project aims to modernize VET infrastructure, develop professional and educational standards, introduce new training programmes, retrain teachers and management staff, develop a multi-channel financing mechanism for vocational training, and provide access to VET institutions for people with disabilities.²⁰

On Teachers

Teachers are the main vehicles of the implementation of VET and agents for change. The Law of Ukraine "On Vocational (Vocational and Technical) Education" 1998 (amends 2003, 2012, 2018, and 2019) set the categories of teaching employees: "Pedagogical employees of vocational (vocational and technical) education institutions and institutions of vocational (vocational and technical) education include teachers, teachers of vocational training, educators, masters of industrial training, senior masters, senior masters of industrial training, instructors of industrial training, teaching assistants, master's assistants industrial training, methodologists, practical psychologists, social pedagogues, heads of physical education, heads of professional (vocational-technical) education institutions, scientific-methodical and educational-methodical institutions, their deputies and other employees whose activities are related to the organization and provision of educational - the educational process. Pedagogical activity in vocational (vocational-technical) education institutions and vocational (vocational-technical) education institutions can be carried out by persons who have the appropriate vocational education and vocational-pedagogical training, whose moral qualities and physical condition enable them to perform the duties of a pedagogical worker." Furthermore, the training of teaching staff is described as follows: "The training of teaching staff of vocational (vocational-technical) education institutions is carried out in higher education institutions and their specialized faculties, as well as in industrial-pedagogical technical schools, colleges, engineering-pedagogical institutions of higher education. Specialists of production, and service spheres who have a higher education and subsequently acquire appropriate psychological and pedagogical training can be appointed to the positions of pedagogical workers."²¹

Furthermore, the "On the approval of the concept of implementation of state policy in the field of professional (professional and technical) education "Modern professional (professional and technical) education" for the period until 2027", aims to a creation of conditions for a person to acquire professional qualifications throughout his life, taking

²⁰ European Training Foundation 2021.

²¹ The Law of Ukraine "On Vocational (Vocational and Technical) Education" 1998

into account inclusive education and achieve the results on three stages. During 2019-2021, the to continue optimizing the network of professional (vocational and technical) education institutions taking into account inclusive education, ensuring the autonomy of such institutions. Implementation of the Concept will contribute to the professional self-realization of a person and implementation of the principle of lifelong learning, taking into account gender equality and inclusive education.²²

Professionals who work with children and youth with disabilities receive specific training in Ukraine in remedial education. In 2010, a bachelor's degree programme was established to train teachers in primary education for children with locomotor system impairments, and in 2011, specialist disability and speech therapy teachers were introduced in the general education workforce. Lately, the Ministry of Education and Science together with the Institute of Special Education at the National Academy of Educational Sciences of Ukraine developed an introductory training course on inclusive education within the postgraduate teacher education programme. It is evident, that the conventional teacher training does not meet the requirements of the New Ukrainian School framework. The Medium-Term Government Priority Action Plan for 2020 intends to develop a Concept for the Development of Pedagogical Education, a sectoral framework for pedagogical workers' qualifications, and set professional standards for primary school teachers and higher education professionals. The similar plans for 2021 and 2023 do not mention the matter. Pursuing this, the 2017 Law on Education states that assistant teachers are part of the staff of education institutions to support individuals with special education needs in general secondary education. The concept of Furthermore, the profile of assistant to inclusive education teacher has been included in the Classification of Occupations.²³ To provide qualified assistance in mastering educational material for children with special educational needs, 1,825 teacher assistant positions were introduced in the staffing table of general educational institutions.²⁴

On Inclusive Resource Centers

Inclusive Resource Centers (IRC) to support inclusive education are expected to provide pedagogical and advanced training for employees of organizations working with children with special education needs, carry out analytical and diagnostic activities, conduct data analysis, and organize awareness campaigns. Consisting of special education professionals, psychologists, teachers, and speech therapists,

²² On the approval of the concept of implementation of state policy in the field of professional (professional and technical) education "Modern professional (professional and technical) education" for the period until 2027.

²³ UNESCO 2021; <https://mon.gov.ua/ua/npa/pro-zatverdzhennya-koncepciyi-rozvitku-pedagogichnoyi-osviti>. See also <https://www.kmu.gov.ua/diyalnist/programa-diyalnosti-uryadu> and <https://www.kmu.gov.ua/npas/pro-zatverdzhennia-planu-priorytetnykh-dii-uryadu-na-2023-rik-221r-140323>

²⁴ Hrabovets & al. 2020.

resource centres provide, among other services, advisory and methodological support concerning training for children with special education needs.²⁵

In order to get this additional support in the pre-schools or secondary schools the child should be assessed at the Inclusive Resource Centres (IRC). In addition to the complex assessment, IRC provides a conclusion, which states the necessity of developing an Individual Program of Development (IPD) (including an Individual Educational Program (IEP), number of special education services for this child, and other recommendations for teachers and parents.²⁶ Individual Educational Plan is a document that defines a sequence, form, and pace of mastering educational components of an educational programme by a student with the goal of implementing his/her individual educational trajectory and is developed by the education institution in cooperation with the student. This is subject to the availability of necessary resources [law, 3., p.8].²⁷

Although the Law "On the Basics of Social Protection of Persons with Disabilities in Ukraine" 1991 guarantees the accessibility of the governmental premises, there is the National Strategy for the Creation of a Barrier-Free Space in Ukraine for the Period Until 2030 (2021) which aims to reduce the physical, informational, digital, social and civil, economic and educational rights of all population groups.²⁸ The purpose of the Strategy is :“to create a barrier-free environment for all population groups, to ensure equal opportunities for each person to exercise their rights, to receive services on a par with others by integrating physical, informational, digital, social and civil, economic and educational barrier-freeness into all spheres of state policy.” The expected results are that every person has the opportunity to e.g., get unhindered access to the objects of the physical environment; receive information in the most convenient way; get simplified access to digitized and analog state and social services; to obtain equal conditions for participation in all spheres of society; get equal opportunities and free access to education, and to obtain equal conditions and opportunities in the field of employment, as well as entrepreneurship.²⁹

Many of the challenges are looked after in the National Strategy for the Development of Inclusive Education for 2023-2030 (draft 2023). The Strategy endorses the previous laws and states that the right to education is one of the basic human rights, which enables it to realize the rest of the fundamental rights. In Ukraine, state provision of availability and free professional (vocational-technical) education is guaranteed by Article 53 of the Constitution of Ukraine, which is prioritized as ensuring equal rights to education for *all*. The creation of an inclusive, safe, development-friendly educational environment that

²⁵ Regulations on the Inclusive Resource Centre 2017.

²⁶ Sofiy 2021.

²⁷ Alisauskiene & Onufryk 2019.

²⁸ The National Strategy for the Creation of a Barrier-Free Space in Ukraine for the Period Until 2030, 2021.

²⁹ Law "On the Basics of Social Protection of Persons with Disabilities in Ukraine" 1991

contributes to the formation of competencies for life, the development of abilities and talents of everyone, regardless of age, gender, race, state of health, citizenship, nationality, political, religious or other beliefs, place of residence, language of communication, social and property status, as well as other circumstances and signs.

The strategy refers to the paradigm change of modern Ukrainian education and involves a departure from the medical approach, and a transition to a biopsychosocial model of human perception. In 2017, the Government of Ukraine approved a plan of measures for the implementation in Ukraine of the International Classification of Functioning, Limitations of Vital Activities and Health and the International Classification of Functioning, Limitations of Vital Activities and Health of Children and Adolescents. The use of these classifications will make it possible to assess the functional capabilities and needs of each person, regardless of the available diagnoses. In combination with the implementation of other innovations in education, such an assessment, will contribute to a better functioning of the system of early intervention, inclusive education, habilitation, and rehabilitation according to the needs of each person. Over the past decade, the government of Ukraine has initiated important reforms to promote inclusive education and deinstitutionalization. These provisions caused a significant increase in the number of children with special educational needs in general secondary education institutions: from 4,180 in 2017 to 33,861 in 2023. The same evolution is observed in preschool education: in 2017 there were 210 preschool institutions with 275 inclusive groups, and in 2022 there were already 3,017 preschool institutions with 5,676 groups, in which 10,216 children study. By 2022, 682 inclusive resource centres have been established in all regions of Ukraine, which ensure the right of children with special educational needs aged 2 to 18 to preschool and general secondary education (43 IRCs are located in the occupied territory). Inclusive resource centres conduct comprehensive psychological and pedagogical assessments of children's development and provide psychological and pedagogical, correctional and developmental services, as well as systematic and qualified support for children. Despite significant progress at the national level in providing inclusive education for children with special educational needs and persons with disabilities in recent years, there are still many barriers to access for persons with special educational needs to education.³⁰

The key problems that the Strategy aims to address include: a) the educational environment is not sufficiently inclusive, barrier-free, or friendly, failing to create adequate conditions for receiving a quality education, socialization, preparation for independent life, and professional activity; b) insufficient self-realization of individuals with special educational needs, including those with disabilities, due to the lack of quality accessible inclusive education in territorial communities; and, c) incomplete perception of diversity by Ukrainian society. The main goal of the new strategy is ensuring access to

³⁰ National strategy for the development of inclusive education for 2023-2030. Draft.

quality education for every individual, considering their individual needs and abilities, while creating conditions for the development of their potential. The strategy is based on the following principles: human-centredness, focus on the needs and interests of all stakeholders, objectivity, and substantiation of identifying problems in the field of inclusive education, involvement of stakeholders in the implementation of the strategy, measurability of expected results of the Strategy Implementation, and the need to respond to new challenges in the field of inclusive education. The strategic goals are: 1. Each person receives guaranteed educational services provided by the state and aimed at unfolding their potential, maximum development, and socialization, taking into account their individual abilities and needs; 2. Each person receives quality educational services according to their individual needs in a comfortable, safe, barrier-free, and friendly inclusive educational environment that is welcoming to every participant in the educational process. 3. Ukrainian society accepts diversity and considers the needs of all participants in the educational process.³¹

2.3. State of Affairs in Ukrainian Inclusive Vocational Education

Despite the strong legislative support and implemented reforms, the rights of People with Disabilities or other special needs in education are not fulfilled totally. The reasons lay, e.g., stigma and discrimination, lack of readiness of society adequately to perceive the idea of integration, lack of understanding of special needs widely and focus only on children with disabilities, lack of individualized child-centred teaching methods, a lack of necessary funding for schools, inadequacy and inflexibility of curricula, lack of proper professional training of teachers and the reluctance of teachers to work with such children, lack of experience in communicating with children with various types and severity of diseases and the negative attitudes of parents of healthy children, lack of assistive devices, unavailability of educational materials, architectural barriers, such as a lack of parking spaces for transporting children in wheelchairs, and physical inaccessibility of schools. The absence of such components means that families prefer special educational institutions and other institutions.³²

One of the reasons for negative perceptions is in the history. Ukraine has inherited the system of special education being part of the Soviet Union, e.g., the system of boarding schools (internats), orphanages, sanatoriums, or psychiatric centers for children from vulnerable groups. After the fall of the Soviet Union in 1991, Ukrainian school students remained divided into two groups in people's minds, "educable" and "non-educable" due to the long history of stigmatization and exclusion. The legacy of the mindset that

³¹ National strategy for the development of inclusive education for 2023-2030. Draft.

³² Alisauskienė & Onufryk 2019; Bocharova 2020; Hrabovets & al. 2020; National strategy for the development of inclusive education for 2023-2030. Draft 2023.

demeaned people “who are useless to society” is still strong as a medical model and correctional focus of services and terms. For example, terms such as ‘invalidist’, ‘teacher-defectologist’, and ‘correction’, are still evident in policy and practice. In 1991 Ukraine declared its independence and started to develop its national system of education. Many significant changes have been made ever since. At that time the main international documents regarding human rights were ratified.³³

At the same time, many civic organizations started the movement towards inclusion. Those efforts were supported by international organizations. The period was characterized by the integration of children with special educational needs into the regular schools. For example, from 2001 to 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” was implemented. The program was created by the Ukrainian *Step by Step Foundation* (USSF) supported scientifically by the Institute of Special Pedagogy of the National Academy of Pedagogical Sciences of Ukraine and organizationally by the Ministry of Education and Science of Ukraine. In the process, the normative documents have been developed as well as methodological materials. These normative documents fed later into the legislative documents in inclusive education, whereas the scientific-methodological materials launched further national publications on inclusive education.³⁴ Also, the attitudes are changing for the better.

At that time, many important documents were developed: e.g., 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). It was the first time the concept of inclusive education was introduced in Ukrainian legislation as a complex process of providing equal access to quality education for children with special educational needs. In 2016 the reform process started based on the concept of the New Ukrainian School (NUS). The main principles of NUS were a child-centred approach, pedagogy of partnership, competence-based approach to learning, and inclusion. The development then led to a new Law of Ukraine “On Education” in 2017 which introduced such terms, as “persons with special educational needs”, “universal design”, “reasonable accommodation” and others. 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 regular pre-schools and schools.³⁵ Although the international influence was significant in

³³ Bocharova 2020; Hrabovets & al. 2020; Dichek 2021; Glasenberg 2021; Sofyi 2021.

³⁴ Sofyi 2021.

³⁵ Sofyi 2021

the change of the pedagogical paradigm and led to the modernization and humanization of education, the roots of psychological research, psychodiagnostics, and experiments in the differentiations of the previous era are also important in rehabilitation.³⁶

On the other hand, it has been pointed out that the residue of a medical paradigm still lives e.g., in educational policy documents and the conceptualization of inclusive education is still on its way. Nevertheless, there is a high level of consciousness regarding accepting inclusive values in Ukrainian education.³⁷

Table 1. Generalized reflection of the development of approaches to the problems of children with special needs in Ukraine

Type of paradigm	Years	Purpose	Responsible for implementation
Isolation of children with psychophysical features from the child population, their differentiation by types of disorders	1920–1930	For the first time in the history of national education the organization and system of guardianship, training and possible rehabilitation of children with special needs in the form of creation of the state various profile boarding specialized institutions is carried out.	State
Deepening the study and differentiation of children with special needs and accordingly expanding the network of specialized educational and correctional institutions	1940–1990	Development of scientific research in Ukraine in the field of studying the features and pathologies of child development, development of theory and methods of teaching, education and socialization of such children.	State
Within the same paradigm of the origin of ideas of inclusive-individualized approach	1980–1990	Introduction of the experiment on differentiation of children entering the first grades of secondary schools on the basis of their psychological testing in order to determine which program – typical or individualized (for children with advanced mental development, and children with learning difficulties who needed more pedagogical attention) it is more expedient for them to study.	State
The new paradigm is the paradigm of inclusive education	Since 2017	Introduction in Ukraine of the practice of including children with special needs in the educational process of ordinary secondary schools in accordance with modern international principles of inclusive education and the gradual reduction of the network of boarding (isolated) forms of their education and socialization.	State together with private and public parents organizations

Table 1. The evolution of inclusive education in Ukraine, table by Dichek 2021. See also Martynchuk, O.V, Skrypnyuk, T.V, Sofiy, N. Z. & Hanssen, N. 2021.

Teachers are key players in carrying out inclusion policies. Teachers need to find new ways of organizing the educational process and the modern methods of diversified teaching taking into account the different needs of the students. They should also cooperate with other teachers and parents to identify the need for changes in their classrooms. According to academic research, teachers are slow to adopt new paradigms on inclusion. They feel fear and anxiety and are afraid that they will not be able to cope

³⁶ Dichek 2021.

³⁷ Martynchuk, O.V, Skrypnyuk, T.V, Sofiy, N. Z. & Hanssen, N. 2021.

with the students' problems or that they will lose their jobs, and they are afraid of responsibility. They seem to be constantly asking themselves whether they will be able to do it. The anxiety and self-doubt are accompanied by the fear of losing control in the classroom and the necessity of asking for help from students, parents, or the school psychologist, thus inadvertently admitting that they do not have all the answers for individualized learning.³⁸

It has been noted that the teachers of inclusive classes do not coordinate between them the goals of a child with special needs development. They may use different procedures, methods, and means for support and the balance between education and rehabilitation services for children with special needs may occur inappropriately. The teachers may also ignore monitoring of the supporting process. Teachers may carry prevailing attitudes, lack training and lack of respect for the teaching profession, fear of expectations and burnout, meet lack of resources, and need to improve communication and collaboration with parents.³⁹ It has been demonstrated that e.g., team management education for teachers led to success in supporting students with special needs.⁴⁰

Teachers are the main agents for the change and can structure and restructure the logic and content of each education which comes out most important in times of transition. Teachers can convey attitudinal values toward students with special educational needs. Profile of Inclusive Teachers can be used as a guide for designing and implementing inclusive teacher education programmes. Teacher educators can serve as value models in their work with students.⁴¹ However, the pre-service and in-service teacher training and specialist ('defectologist') programs have yet to be aligned with an inclusive education approach. Furthermore, there is a necessity to develop the capacity of IRC specialists and teacher assistants through in-service training to support the new reforms.⁴² The need for assistant teachers is also pointed out.⁴³ Alongside the teacher education, also the transitions from one school level to another are risky and students with special needs require more support on those.⁴⁴

On the curricula, we can note, that based on the 2009 order⁴⁵ on the implementation of the principles of gender equality in education, recommendations for teachers on eliminating gender stereotypes in teaching were developed. In the same process, gender sensitivity was promoted in postgraduate training programmes targeted at teachers,

³⁸ Groznaya 2006, according to Bocharova 2020.

³⁹ Glasenberg 2021.

⁴⁰ Skrypnyk, & al. 2020.

⁴¹ Alisauskiene & Onufryk 2019.

⁴² Alisauskiene & Onufryk 2019.

⁴³ SURGe project 2021.

⁴⁴ Sofiy & Bayda 2016.

⁴⁵ https://zakononline.com.ua/documents/show/10633_10633 and Strategy on implementation of gender equality in education approved on 20.12.2022 <https://zakon.rada.gov.ua/laws/show/1163-2022-%D1%80#Text>

technical staff, and heads of secondary schools and in training curricula for psychologists and social educators. The secondary school curricula were reviewed in 2011 to detect gender stereotypes. Currently, the national secondary school health curriculum for grades 5 to 9 aims to raise awareness of diversity, in order to promote tolerance and respect. The national secondary school social science curriculum for grade 11 addresses stereotypes and prejudices and aims to foster social inclusion.⁴⁶ In general, it is recommended that the intersectional nature of gender and exclusion of girls and women with disabilities should be noted. The training of future and current education professionals should cover both gender and inclusion topics, accessible and affordable teaching materials and techniques, assistive devices, and modes of communication to facilitate inclusive learning are all to be scrutinized through gender glasses as well.⁴⁷

Furthermore, pointing out the identified areas of improvement, there seems to be a lack of cooperation and collaboration in the education, health, and social sectors to establish a national database on children from birth including children with SEN and those with diverse needs. Also, the lack of monitoring and quality assurance of service provision to ensure the same quality of service across locations (cities, rural areas, villages, etc.), is pointed out.⁴⁸ A recent survey suggests that the regulatory framework should align cooperation between all the stakeholders involved. There seems to be a lack of proper understanding of the stakeholder roles, functions, and interaction patterns.⁴⁹

In Ukraine in 2016, there were 15 3547 children with disabilities, which is 2.02% of the total population of the country under the age of 18 years. In the academic year of 2016-2017, 4,180 pupils were trained in inclusive classes, which is 53.6% more than in the previous year (2720 pupils in the studying period of 2015-2016).⁵⁰ The number of students is delightfully increasing, but the percentage of the population seems quite low, considering that the global average is about 15% of the population. Nonetheless, after 2017, the number of students with special needs involved in inclusive education has increased annually by 30%.⁵¹

The consequences of the current Russian invasion and war are enormous and also put inclusive education against new challenges. In October 2023, 158 vocational educational institutions out of 685 were damaged and 15 were completely destroyed due to the war. The need for Mental Health and Psychosocial Support (MHPSS) for both children and youth and teachers is largely recognized.⁵² At the same time, many of the children studying in the residential care institutions are relocated. New sites have limited accessible and

⁴⁶ UNESCO 2021.

⁴⁷ UNWomen 2019.

⁴⁸ Sofiy 2021.

⁴⁹ SURGe project 2021.

⁵⁰ Hrabovets & al. 2020.

⁵¹ Martynchuk, O.V, Skrypnyuk, T.V, Sofiy, N. Z. & Hanssen, N. 2021.

⁵² Education Needs Assessment Report Mykolav City, Ukraine. 2023

inclusive services. The need for teacher training on inclusive education and the lack of methodological material, learning aids, and equipment have been identified.⁵³ The war has hindered the organizing of inclusive education at other educational levels as well.⁵⁴ On the other hand, the situation has forced to development of new concepts and solutions for inclusion, e.g., the development of a guide for principals and teachers on Inclusive education at school and adjusting and widening the term of children with special educational needs due to the circumstances.⁵⁵ The reconstruction of the new TVET institutions will allow architectural betterment and inclusive solutions for the buildings.

It is therefore notable, that in Ukraine's Recovery Plan concerning Education and Science, the section of Vocational education has not a single goal for inclusiveness. The Plan states inclusion as a cross-cutting priority though. The cross-cutting priority of the education sphere development is the observance of the principle of inclusiveness, in particular by ensuring access to education for vulnerable categories, including persons with special educational needs, organizing inclusive learning, taking into account the requirements for architectural accessibility during the restoration and modernization of buildings and premises of educational institutions.⁵⁶

Ukraine has truly committed to allocating financial and human resources and incentives for inclusive educational environments and providing the necessary support to children with special needs. However, there are still high numbers of children with diverse needs in institutions and many remain excluded from school. One of the challenges is fragmentation, as many policies developed by different ministries that potentially impact inclusive education may lack coordination which hinders the consistency in the development of high-quality provision and data collection.⁵⁷ For the reconstruction and recovery, the harmonization of the data collection and policy development is vital.

The services provided for youth with disabilities – the age bracket normally entering VET – mainly cover rehabilitation services (in Centres for Comprehensive Rehabilitation of People with Disabilities), and boarding institutions. Research indicates that special services for children with special needs are focused on health care, 'correctional', and social issues mainly. Within a new structure – the Inclusive Resource Centre, despite its' innovative purposes, it is argued that a provision of correctional developmental services for children still prevails. Inclusive Resource Centre is responsible for special educational needs assessment and provision of correctional services to children aged 2 to 18, and services coordination.

⁵³ Ukraine Education Needs Assessment Survey 2022; Education Sector Assessment in Conflict-Affected Areas 2023.

⁵⁴ Ukraine Higher Education Needs Assessment 2022.

⁵⁵ Smart Osvita 14.9.2023.

⁵⁶ Ukraine's Recovery Plan. Education and Science.

⁵⁷ Alisauskiene & Onufryk 2019.

"The terms representing a medical model of disability, such as 'invalidist', 'teacher-defectologist', 'defectology', 'correction', etc., are still used in a new legislation level [1, 3., etc.]. It should be noticed, that the other legislative documents that refer to the spheres of child's rights protection and provisions of educational, social, and medical services for children, have ambiguous terminology on children with special educational needs.: 'a child with a persistent disorder of the functions of an organism caused by disease, trauma or congenital malformations of mental or physical development' [8]; 'Children with defects in physical or mental development' [5], etc.. It is important to acknowledge, that a revision of terminology, concepts, and definitions is important in order to move from discriminatory terminology related to 'defectology' concept towards non-discriminatory and respectful children rights-based terminology."⁵⁸

The critics also point out that the Conclusion and Recommendation developed by IRC are too universal. They focus on the 'correction of disorder' rather than the special educational needs of an individual child.⁵⁹ On the other hand, they enjoy parental trust as they continue the work of PMPCs.⁶⁰ It is lamentable but a probable scenario that the IRCs will receive more clients to be assessed in the near future. Therefore, strengthening the capacity of the staff and making the processes smooth in linking the student to VET becomes important.

The current situation on the number of students with special needs was studied by the MoES in 2023. Out of 583 vocational institutions in Ukraine, 77% (447) hosts students with disabilities. Out of all students in VET (220 108), only 1,7% (3 718) are students with disabilities. As learned before, in any country there are 15% of the population who lives with disabilities, which makes this number of VET students with disabilities comparatively low in Ukraine. The biggest group of students according to disability are those who are identified as "Persons with other disabilities" forming 35% of all students with disabilities. The second biggest group is Persons with musculoskeletal disorders (15%), Persons with intellectual disabilities (12%), and Persons with mental retardation (9%). Among the smallest groups of students with disabilities are Persons with complex speech disorders (including dyslexia) (1,8%), Persons with other complex developmental disorders (including autism spectrum disorders) (3%), and Persons with visual impairments (6,3%). Only 6% of the students with disabilities study in inclusive groups.⁶¹

Most popular occupations in which students with disabilities are educated are e.g., confectioner, mason, plasterer, locksmith-repairman, tiler, carpenter, information processing operator, software operator and computer support, tailor, cook, wheeled vehicle repair mechanic, woodworking machine operator, agricultural tractor-machinist,

⁵⁸ Alisauskiene & Onufryk 2019.

⁵⁹ Alisauskiene & Onufryk 2019.

⁶⁰ SURGe Project 2021.

⁶¹ MoES data sheets 1.10.2023.

agricultural machinery and equipment repair mechanic, motor vehicle driver, installer of sanitary and technical systems and equipment, florist, hairdresser, manicurist, pedicurist, accounting data processing operator, photographer, ticket cashier, baggage cashier, cargo and baggage receiver, administrator, electrician for repair and maintenance of electrical equipment, gardener, fruit grower, waiter, laboratory technician of chemical and bacteriological analysis, and accountant for registration of accounting data.⁶²

Due to the Russian aggression, the numbers of war veterans and their children are expected to increase in the VET institutions as well. Out of 538 VET institutions, 83% (448) host war veterans and/or their children. So far, the children of war veterans form 3% of all VET students, and war veterans are 0,3% of all VET students. 162 short-term courses for war veterans have been introduced altogether, but so far only 8 war veterans have participated in those. The occupational fields where short courses are introduced are the same which are popular also among other students with disabilities.⁶³ Furthermore, the need for Mental Health and Psychosocial Support has been identified.⁶⁴

War veterans and their children form already a bigger group in VET institutions than persons with disabilities. The concerns have been expressed that the needs of new vulnerable groups in VET would not take precedence over the needs of existing persons with disabilities in VET institutions. It is also notable, that already now, many staff members in VET are war veterans.⁶⁵

The VET institutions' infrastructures consist altogether of 2446 buildings and 546 dormitories and hostels. 44% of these are not accessible to persons with disability. 92% of the institutions have external ramps, but only 20% have toilet rooms equipped for people with disabilities (or groups with reduced mobility). Elevator or lifting walking platform for persons with disabilities (groups with reduced mobility) is found in 4% of VET institutions and unhindered access to civil defense facilities is in place in 34% of the institutions. Warning and informative tactile elements at the entrance to the building are in 24% of the institutions, hazard information provided by signs, pictograms, easy-to-read language, and audio messages inside the building in 20%, and parking places for vehicles for persons with disabilities in 42% of the VET institutions.⁶⁶

⁶² MoES data sheets 1.10.2023.

⁶³ MoES data sheets 1.10.2023.

⁶⁴ Japan Platform & Save the Children, 2023

⁶⁵ Personal communications XXX.

⁶⁶ MoES data sheets 1.10.2023.



Photo Pasi Aaltonen 2023

On Employment

Alongside other important tasks, VET has a mission of skilling youth for employment. Number of Persons with Disabilities was in 2016 (based on UKRstat data) 2 614 061 people with disabilities in the country (including 153 547 children), which equates to 6.11% of the total population of which young people with disabilities (aged 16 to 35) constituted 24%.

These figures are constantly increasing due to the consequences of the Chernobyl disaster, bad nutrition, poor medical treatment, and the military conflict. In 2016 almost 80% of the Persons with Disabilities were of working age, but only a quarter of them were employed. The proportion of unemployed Persons with disabilities in relation to the total number of officially registered unemployed people in the country amounts to 4%. Although the Law on the Basis of Social Protection of Persons with Disabilities (1991) forbids any discrimination against a person with a disability and provides that the refusal to hire such a person or the termination of someone's employment contract on the grounds of disability are not allowed. The health conditions hindering the employee of meeting their professional duties are exempted. A quota of 4% has been set to promote the employment of Persons with Disabilities. For example, if an enterprise employs between eight and 25 employees the quota is one working place for a Person with Disability. Enterprises that have fewer than eight employees are exempt from the quota. A high financial sanction can be imposed in case of not meeting the quota. Nevertheless, some employers prefer to pay these penalties to employ people with a disability, meaning, that the effectiveness of the quota-levy system is quite dubious. In practice, out of more than 2 million working-age persons with disabilities who are meant to be covered by the established quota system, only one-third are officially employed.⁶⁷ To note also, that in general, the employment rate in Ukraine is quite low but has increased slightly, from 56.7% in 2015 to 58.2% in 2019 (64.0% for males and 52.9% for females). In 2020, the employment rate decreased to 56.2%.⁶⁸

2.4. International examples of organizing inclusive vocational education

At the European Community level, the best practices identified by the European Agency for Development of Special Needs Education were studied. The European Agency for Development in Special Needs Education is an independent and self-governing organization, supported by Agency member countries and the European Institutions (Commission and Parliament). According to them, People with Disabilities and special educational needs (SEN) are still disproportionately excluded from the labour market. The Council of the European Union's Education and Training 2020 Strategy (ET 2020) places particular emphasis on vocational education and training (VET) in order to increase the employment rates. VET should be equitable and efficient, address all sections of the population; and be of high quality, particularly in terms of promoting social inclusion. Putting emphasis on VET is in line with the Lisbon Strategy, adopted by the European Union Ministers of Education in 2000, and with ET 2020. Between 2010 and 2012, the Agency analyzed VET policies and practices in 26 countries from the perspective of

⁶⁷ European Training Foundation 2019.

⁶⁸ European Training Foundation 2021.

learners with SEN and/or disabilities. The best practices were gathered. The main message is, that what is a best practice for students with disabilities is a best practice for all.⁶⁹

Successful practices were listed under four patterns. *The Management pattern* included recommendations for policymakers to, e.g., set up a legal framework and agreement among all the services involved: education, employment, and local authorities (including arrangements for practical training), support the inclusive policies in the institutions, enable institutions to implement the multidisciplinary teams, and offer training routes for school staff to develop the expertise. *The Vocational education and training pattern* urges policymakers e.g., to promote and ensure an approach where pedagogical methods, materials, assessment methods, and goals are tailored to individual needs, enabling schools to implement learner-centered approaches and individual plans for learning, education, training, and transition. Furthermore, it is advised that all VET programmes are reviewed to match the learners' skills to labor market skills requirements and use flexible approaches. Drop-out prevention actions are encouraged to be implemented. *The Learners' pattern* includes recommendations e.g., to ensure that schools focus on learners' capabilities and provide initial and continuous training opportunities for staff, putting learners' abilities at the centre of their approaches and seeing opportunities rather than challenges. They should focus on what learners 'can' do, not what they 'cannot' do, and listen to their wishes and expectations. VET institutions are encouraged to partner and network with a pool of local employers to ensure close cooperation for on-the-job training and employment. *The Labour market pattern* calls for policies for establishing resilient connections with local employers, and adequate support for learners and employers to back up the transition phase from education and training to employment and staff training for these activities. The employer can receive adequate support during the process. Career counsellors can support the transition phase. They can inform students about employment possibilities, support them with job applications, inform and support employers, and facilitate contact between both parties.⁷⁰

VETToolbox is a European joint effort of five partner agencies, funded by the European Union and the German government. They have compiled many useful materials for assessing and implementing inclusive VET. For example, the concepts of universal design and reasonable accommodations are operationalized into the form of checklists.⁷¹ One example of reasonable accommodation is the following:

In a VET setting, reasonable accommodations are actions taken, curriculum or workplace modifications provided, or tools provided to respond to the specific needs of an individual learner. Here is a checklist of questions that

⁶⁹ European Agency for Development in Special Needs Education 2013 & 2014.

⁷⁰ European Agency for Development in Special Needs Education 2013 & 2014.

⁷¹ VETToolbox 2022.

helps to verify if reasonable accommodation for a learner is necessary. Are learners able to get to and from the training location? Are learners able to get around in the training environment? Are learners able to use the tools, machines, books, and other materials on the training site? Are learners able to acquire information and knowledge from the training? Are learners able to participate in group work activities? Are learners able to practice as every other learner? Are learners able to participate in evaluations as other learners? Are learners able to fit in the same assessment patterns as other learners? Are learners able to access the washrooms and canteen? It is advisable to involve the learner who needs reasonable accommodation or the learner's caregivers in decisions related to reasonable accommodation provisions.⁷²

Furthermore, to reach for a global perspective, beyond Europe, the International Labor Organization ILO has published practical material implementation of inclusion in VET and in the working places. One of the sample examples guides us:

Trainees with intellectual disabilities. Determine what types of guidance or assistance the trainee needs – e.g., verbal directions, occasional verbal prompts, frequent feedback, actual demonstration, more practice, and/or assignments broken into separate tasks. Determine what type of guidance or assistance the trainee needs during periods in which he or she is not in class, for example, getting to and from the centre, help with using breaks and lunchtime, grooming, and personal hygiene. When asking the trainee to do something, describe or show how it is to be done. If an assignment has multiple tasks, explain each task, and allow the trainee time to demonstrate comprehension and to practice. When giving feedback, be clear, specific, and timely. For each assignment, tell the trainee who to turn to for assistance.⁷³

For reasonable adjustments in the workplace, one example goes as follows:

Barrier: João is starting a job working in a medium-sized supermarket. He will be stocking shelves and helping when deliveries arrive. João has an intellectual disability, and this limits some of his skills, such as communication and literacy.

Effective measures: The company appoints a co-worker, Sara, to be his mentor, providing her with specific training on how best to support people with intellectual disabilities. Sara meets with João before he takes up the

⁷² VETtoolbox 2022.

⁷³ ILO 2013.

position. Once he starts the job, João shadows Sara during his first work week. As his confidence grows, he gradually assumes a full range of duties. João knows that he can raise concerns with Sara, and this facilitates his successful integration into the workplace.⁷⁴

2.4.1. Best Finnish Practices

The assignment included also an introduction to the best Finnish practices for benchmarking purposes. The best Finnish practices were harvested by interviewing 13 actors from 9 institutions. A list of the informants and their institutions is in Annex 4.⁷⁵

In Finland, the seeds for vocational special education were sown after the war with Russia, when war invalids had to get into the labor market and vocational education and training began to be organized for them. Nowadays, VET students can participate in special education due to learning difficulties, disability, illness, or other reasons. Special education means pedagogical support adapted to the student's personal goals, capabilities, and needs, and special teaching and study arrangements. Special education, as well as other vocational education, aims at a vocational qualification. Professional competence requirements, goals, and evaluation can be adapted to some extent for necessary reasons. The Finnish National Agency for Education can determine the criteria for the qualification and to what extent the requirements can be deviated from. Vocational special education can be obtained flexibly in educational institutions, workplaces, or online learning environments. The objective of special support is to ensure equal access to vocational education for those who have challenges in learning and foster completing the qualification. The modular competence-based approach is adopted in VET which makes a close collaboration with the labor market important. The competencies studied in VET institutions have to match those needed in working life. All VET curricula include industrial attachment and on-the-job training. A current funding model encourages VET institutions to ensure the completion of the studies and employment or further studies after graduation, as part of the funding is received from the state only when these indicators are fulfilled. If students have special needs, the VET institution receives unit funding per student multiplied by 1.5. The extra funds are for VET institutions to arrange special support for a student. In 2018, 25% of all students in VET continued their studies at the Universities of Applied Sciences and 69% were employed after graduation.

The purpose of Finnish VET is to provide education for *all*. Students are entitled to receive teaching and guidance to be able to achieve professional competencies consistent with the qualification requirements. Students in vocational education are entitled to either *special* or *intensive special* support if they have learning difficulties, disabilities, or health

⁷⁴ ILO 2016.

⁷⁵ See also Raudasoja 2021, Raudasoja & Ryökkynen 2022, and Ryökkynen 2023.

problems and therefore need long-term and regular special support. *Special support* aims to allow equal access to education for all in regular VET institutions. *Intensive special support* is intended for those students who have serious learning difficulties, disabilities, or serious health problems. Intensive special support is provided in vocational special education colleges, (five in Finland and one Swedish-language special institution). 13% of all vocational students needed special support and 2% intensive special support for their studying during 2018-2020.

Although the main objective of VET is to provide the youth with skills and competencies needed for employment, at the same time the aspiration for an inclusive society is strong. The medical and diagnosis-oriented concept of disability has changed to the concept of social disability. Many stakeholders have been strongly involved in the social debate. The services in society are based on the social concept of disability, not so much on the diagnosis. A medical diagnosis is needed as many special education needs have roots in a diagnosis, but the needs are considered more broadly. Diagnoses can be deceiving, as part of their results may reflect cognitive performance, which affects the correctness of the diagnosis. On the other hand, within the same diagnosis, there is a lot of individual variation in what one is capable of performing in working life. Support needs at school are considered from a pedagogical point of view, not through diagnoses. The focus has shifted to finding out students' strengths and capabilities. A person's functionality and capability can also vary depending on the context and life situation. Even if the student received support in comprehensive school, at the transition to the secondary level, the capabilities are re-assessed whether support is needed anymore. Not everyone needs special support in vocational training because it is more practical. However, a diagnosis is still needed for demanding *intensive special* support. In Finland too, the discussion on inclusion is ongoing, as persons even with severe mental disorders got the right to secondary education.

Educational institutions can use different assessment methods when determining the applicant's need for support. For example, the *RUORI* evaluation method assesses working life and study readiness and provides information about the need for support and guidance during studies. The applicant or student participates in the evaluation in the form of a self-evaluation and is at the center of the evaluation as an active actor. The *RUORI* evaluation method is based on the international ICF classification and describes functional ability. The International Classification of Functioning, Disability, and Health (ICF of WHO) is a classification of health and health-related domains. As the functioning and disability of an individual occurs in a context, ICF also includes a list of environmental factors.⁷⁶ It is a tool built for strengths, not for diagnoses.

Another commonly used tool for finding out the functional capacity of the applicant and students is study and work trials. The applicant can go to the VET institution or a

⁷⁶ World Health Organization <https://www.who.int/standards/classifications/international-classification-of-functioning-disability-and-health> Referred 5th Dec 2023

workplace for a short period to try out in a real-life situation in order to find out how he manages to study or work in a certain field.

In Finland, there is a special so-called SORA legislation on the conditions for intake in VET. A circumstance related to the applicant's state of health or functional capacity must not be an obstacle to being accepted as a student. In the SORA act, however, an applicant cannot be accepted as a student who, due to his state of health or functional capacity, is not capable of practical tasks related to education in VET, workplace, or other learning environment, if the safety requirements related to SORA act require it and if the obstacle cannot be removed by reasonable measures. The VET institution must provide the applicant with information about what kind of health requirements and other prerequisites are involved in completing the qualification. The Finnish National Agency for Education decides on the health requirements related to the SORA degrees of VET. Restricted professions are those where working in the profession includes requirements regarding the safety of minors, patient or customer safety, or traffic safety. In addition, the SORA legislation includes provisions on drug testing, which apply to all VETs. There are 42 Initial vocational qualifications in Finland, of which 17 apply the SORA legislation at least partially.⁷⁷ The obstacles are different in different professions. For example, an obstacle to being accepted as a student in the vocational qualification in the security sector might be that kind of weakness of vision or hearing that cannot be corrected with assistive devices. However, in terms of the person's state of health or functional capacity, the limitations caused by possible diseases and the individual treatment situation of the diseases must be evaluated.

In principle, all other professions are open to everyone, and students with special needs are offered the opportunity for as wide a range of professions as possible. The most common and popular among special learners are e.g., logistics, hospitality, nursing assistants, technical draftsman, and massage therapists.

In vocational institutions, studying is individualized for all students. In a personal study plan, the student's individual study plan, recognition of prior learning, and need for support are assessed and planned. Special education teachers and study counselors generally work in institutions. Support is therefore present all the time. Special vocational institutions may also have psychologists, guiding teachers, and social workers. The services of health care professionals such as doctors and therapists are placed in public healthcare services, not in institutions (although they might come for consulting hours due to a contract). The regular institutions have multi-professional teams for student support generally composed of vocational teachers, special needs teachers, tutors, and career

⁷⁷ In the Finnish VET system, there are also 64 Further vocational qualifications and 54 Specialist vocational qualifications. See also <https://www.oph.fi/fi/koulutus-ja-tutkinnot/sora-ratkaisu-ja-soveltumattomuuteen> and https://www.oph.fi/sites/default/files/documents/Finnish%20VET%20in%20a%20nutshell_2023.pdf and https://finlex.fi/fi/laki/ajantasa/2017/20170673?fbclid=IwAR3lhgLj2Uwth54JCseMlownP1sWLYAkniFKsR8ITWFE_Slrg2BWuINDPQ#L6P20

guidance counsellors. When an institution makes a decision for special support with a student, the institution receives the elevated costs of unit funding. These funds are used for the special support mechanisms in the institution. No diagnosis is needed for that. The institutions are regularly investigated for the use of funds and the extra funds are really used for organizing the support mechanisms.

Personal study plans are mandatory and as such produce a best practice to be recommended. Personalization enables the student to make decisions according to his or her current functioning capacity, regardless of the diagnosis. All students, professions, circumstances, and even localities are different. The plan focuses on building on a person's strengths, not on a service path that starts with a disability. One doesn't have to be *special* all one's life. One may only need support and special arrangements for part of your life, the need for support may vary, and it may also be temporary. It varies, whether the student needs help at the beginning, at the end of the studies, or in working life. Performance is not the same in every operating environment or circumstance. The special needs teacher plans with the students the special support they need during their studies.

If the student is not ready to move from comprehensive school to the secondary level, he can participate in so-called TELMA and TUVÅ trainings. The goal of TUVÅ education is to prepare students to apply for general upper secondary education or vocational education and to complete these studies. TELMA means Training for work and independent living and is intended for students who need special support and who, due to illness or disability, do not have the opportunity to transfer to qualification education. Career guidance counsellors have a key role in planning educational pathways with the applicants.

Some special institutions use the so-called satellite teaching in sparsely populated regions. Personalization and a strong working life bond make it possible for even individual special learners to study. Groups of special learners may also be placed from a special institution into a regular institution, which receives support from the special institution's resources. In some regular schools, where students with special needs attend, the support is arranged around a Support Workshop (open daily and during the holidays), where special needs teachers and tutors (many times, Bachelor of Social Sciences or community pedagogue) give remedial instruction for students with the assignments they fall behind to catch up (most often mathematics and languages). The workshop is open to all students, not only for those with special needs. The special needs teachers and tutors can also follow students to practical workshops and to workplaces during the industrial attachments, especially in the beginning. Other regular VET institutions use e.g., simultaneous teaching (two teachers at the same time in class), small groups, curriculum adjustments, online courses, and special needs teachers and study counsellors. Career guidance counsellors also support students in finding on-the-job training and a job after graduation.

Accessibility is understood widely, and it covers psychological, physical, social, pedagogical, and digital accessibility. These accessibility requirements reflect the competence requirements of teaching and guidance staff as well.

Educational technology is used more and more in special needs education. For instance, immersive technologies, in particular virtual reality, can be used broadly in different ways in special needs education. For example, use cases include:

- acquiring knowledge making social interaction easy in gamified branched scenarios
- learning visually and in the real context
- practicing everyday skills in a safe environment
- learning teamwork skills in immersive spaces
- understanding different points of view and emotions through simulation or role-play
- virtual training environments enable effortless repetition for training
- practicing confronting difficult situations and emotions gradually and in a controlled simulation environment
- training patience, persistence, and accepting diversity
- simulating different behavior models
- getting ready for in-job training through simulation training with scenarios in the real job context

Virtual reality environments do not necessarily need virtual reality goggles or any sophisticated technology to use. They can be accessed with a mobile phone or a browser on basically any computer. They are the most accessible and locally adaptable pedagogical simulations.

The on-the-job training and industrial attachments are important for students with special needs as they may encounter more challenges in finding employment. When students are on internships, employers get to know them, and the threshold for employment lowers. Vocational education oriented towards working life itself facilitates students' employment through work placement periods. The workplaces receive support from study and career counselors, vocational teachers, and, if necessary, a special education teacher. In real working-life situations, it is also possible to test what kind of tasks a student with a disability or special needs can be employed in and which tasks are not possible. The assessment is always personal, not according to the disability category. With the same diagnosis, one student performs differently than the other. Each student can have different positions or jobs at workplaces. The role of working life during vocational training is irreplaceably important and employers must be involved all the time.

The employment rate of persons with disabilities in Finland is lower than that of persons without disability. Various remote and online work opportunities and entrepreneurship expand the possibilities for persons with disabilities to earn a living. The development of technology also makes it possible for many to have occupations in which it has been difficult to work earlier, for example, the use of a speech synthesizer. Technology,

digitization, and robotics make it possible to work in a wider range of professions than before. In order to achieve better employment results, the ideas of social enterprises, quota models, and employment embedded in public procurements have been brought up again in Finland. If a student has a diagnosis, the employer who employs him can get financial compensation for the hiring costs. For example, the so-called RATKO model is also piloted. The invisible jobs are harvested in the workplaces, tasks that no one else does in the workplace. The job seekers match the tasks individually. Furthermore, the teacher, special needs teacher, and student together can write a "strength description" for a student to be attached to a job application. In a one-pager the graduate's need for support is explained but more importantly, what he CAN do, what are his strengths, and what he is good at. With these attachments, many of the students have found a job.

Well-trained teachers are the cornerstone of the Finnish education system. A vocational teacher studies a 60 ECTS pedagogical qualification after his master's degree in the field of his specialization. In addition, he can study for a study counselor qualification (60 ECTS) and a vocational special education teacher qualification (60 ECTS). Pedagogical training includes also the basics of special pedagogy and guidance, but the teacher's know-how requires continuous further training with flexible solutions, and different types of training options should be offered. The spectrum of learning and social difficulties and learning capabilities is diverse. The teacher must be able to differentiate the teaching according to each student with pedagogical solutions and ensure accessibility in so many ways. Continuous professional development is a key to a proper teacher's performance.

VET institution is only one context where student operates. Parents, civil society organizations, and interest groups are part of a network that can support the student. Growing up as a member of society is an important principle of the Nordic welfare states. The starting point is not what people are like, but what they can do and how the network can teach them skills as they integrate into society. Every person has a place in society. The relationship between school and society is important: school can determine the development of society and can push the development of society forward.

Due to the war in Ukraine, it is expected that there will be more learning difficulties due to war trauma. There is a Centre for Psychotraumatology in Finland, which consults, e.g., VET institutions in matters that those who have experienced war or torture may encounter in training. Many will cope with time on their own, but for many, war trauma affects learning. The biggest effects of psychological traumatization on education and learning are the deterioration of concentration and memory. A calm classroom environment, the possibility to move and leave the classroom (if there are trauma flashbacks or you cannot sit for lengthy periods of time due to a physical injury), short teaching sessions, and lots of breaks help the student. The student may have sudden strong emotional reactions, such as uncontrollable crying, or is afraid of loud sounds and feel ashamed of their reactions. A positive and supportive atmosphere is therefore

important. Repeating things is important in teaching because the memory may not work normally. Networking with healthcare professionals is important.

In Finland, many improvements have started small and piloting different concrete methods with small groups. The results have inspired bigger changes. For example, the situation of people living with autism spectrum changed decisively with various small experiments and they have been supported to live a better life, to study for jobs that earlier no one would have believed in, and now they are recognized members of Finnish society.

No model nor practice can be copied from one country to another as such. All development should reflect the context and circumstances. Nevertheless, the benchmarking of solutions made in other countries for similar challenges can give fruitful food for thought.

3. Questionnaires and Interviews

3.1. Methodology

The questionnaires were decided to be used to widen the number of respondents, as using only the interviews the coverage would have been smaller. As common in sequential approach in studies, the desk study informed relevant topics for the questionnaires. International examples were also utilized in the formulation of the questionnaire. Some questions were foreseen to be difficult for the respondents, but they were included anyway so that the results of the different respondent categories remained comparable. Respondents were instructed to leave the question blank if they did not know about the matter. The respondent sampling was done as a purposive sample, where particular sections of respondent categories and informants were chosen selectively. In the beginning of the questionnaire template and in the cover letter of the invitation the consent of the anonymity of the answers was informed.

The questions were organized under three domains which follow the strategic goals of the Ukrainian National strategy for the development of inclusive education for 2023-2030. (Draft.) Seven categories of respondents were identified, and Google Forms questionnaires (in Ukrainian language) were sent to the selected respondents. One remainder was sent a week after the first request leaving a two-week time to react on the call. The seven respondent categories are VET teachers, VET institution managers, regional representatives, representatives of MoES, Inclusive Resource Centers (IRC), non-governmental organizations (NGOs), and VET students. They were asked to evaluate different claims on a Likert scale, and with open answers to describe what are strengths and what is already working well, what are the challenges and bottlenecks, and what they

would suggest as solutions, best practices, and recommendations. The results are in Annex 5. The open answers were coded using qualitative content analysis⁷⁸.

Altogether 142 respondents answered the questionnaire and 613 open comments were placed.

QUESTIONNAIRES		Domain 1 Governance & Strategies			Domain 2 Accessibility			Domain 3 Linkage to the community and working life			Further advice given	Open answers given Total
Open comments given:		Strengths	Challenges	Best Practices	Strengths	Challenges	Best Practices	Strengths	Challenges	Best Practices		
Categories of respondents	#											
1 VET Teachers	36	25	23	18	19	15	11	21	16	11	12	171
2 VET Managers	17	9	6	4	5	3	3	4	4	3	4	45
3 Regional dep. representatives	37	18	21	16	15	15	12	11	11	6	9	134
4 MoES	6	3	3	3	3	3	3	3	3	3	3	30
5 IRC	15	11	11	9	7	9	8	5	5	5	6	76
6 NGO	10	6	6	6	6	6	6	5	5	4	3	53
7 VET Students	21	14	11	11	12	11	9	9	10	8	9	104
Total	142	86	81	67	67	62	52	58	54	40	46	613

Table 2. The Questionnaire matrix.

	Domain 1 Governance, management, leadership, and strategic planning	Domain 2 Pedagogical and physical accessibility	Domain 3 Linkage with the communities and working life
What works well already? What are the strengths of the current situation?			
What are the main challenges or bottlenecks in the current situation?			
What kind of solutions, best practices or recommendations do you wish to suggest for improving the current situation?			

Table 3. The Focus Group Discussion Contents.

The study continued with the next sequence of Focus Group Discussions (FGD), which were conducted as semi-structured group interviews in two different groups in one-and-half-hour discussions. The discussions were translated simultaneously, and recorded and notes on general answers were taken (no transcriptions made). The topics for the discussions echoed the open-answer questions of the online questionnaires. The topics were quite broad in order to leave space for producing group thinking and elaboration of the topics

⁷⁸ Cohen, Manion & Morrison 2018.

within the group discussions collectively in social encounters, which is one of the strengths of FGDs⁷⁹. The views brought in are attached to the analysis of the outcomes of the Questionnaires.

3.2. Summary of Findings

The main findings are presented in the tables below. The data is found in Annex 5. The first Domain harvested the respondents' opinions on the state of affairs of Governance, Management, Leadership, and Strategic planning concerning inclusive vocational education. VET teachers, managers, and students had the most positive picture of the state of affairs under this domain, meanwhile, the representatives of regional administration, MoES, IRC, and NGOs were more critical. Where the respondents mostly agreed or strongly agreed on the strengths of the current situation, were statements such as *"We interact vertically and horizontally with different governmental bodies on issues of ensuring inclusive education"*, *"The management is committed to promoting inclusive VET in practice."* and *"We have a team or committee for inclusion support."* Fewer scores received the statements such as, *"Our employment policy/strategy and other human resources-related policies/strategies include provisions to attract, recruit, retain, and promote the career development of employees with disabilities, including the decision-making positions"* and *"We target financial and other resources to implement the inclusive VET"*.

⁷⁹ Cohen, Manion & Morrison 2018.

Domain 1 Governance, Management, Leadership and Strategic Planning

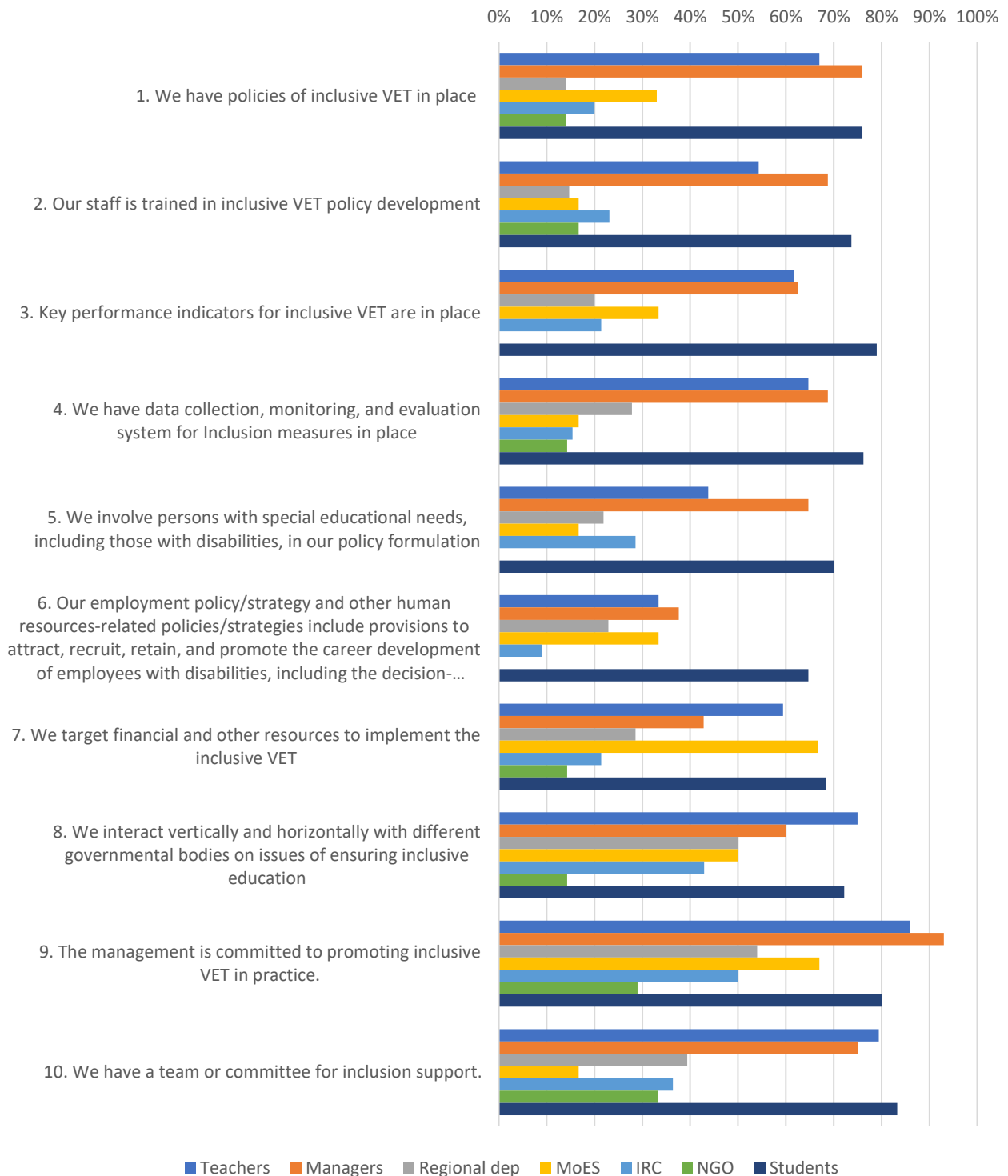


Table 4. Questionnaire Results of the Domain 1 Governance, Management, Leadership and Strategic Planning

In the open answers, the strengths identified in the current situation were that inclusion is taking place and the rights of the students with disabilities are becoming more visible

all the time. Secondly, the support teams are mostly in place. The challenges or bottlenecks that were most frequently mentioned was the lack of financial resources which reflected the lack of tools, resource rooms, and staff.

For Domain 2, which covered the topics of physical, pedagogical, social, and psychological accessibility, representatives of NGOs and IRCs were most critical, but VET teachers, managers, students, and representatives of MoES had a more positive picture. The statements *"Our pedagogical staff is able to create a respectful and psychologically safe environment among the students in our classrooms and workshops (non-discriminatory)"*, *"Our pedagogical staff is aware of social services and actively collaborates with them"*, and *"Students receive individual arrangements all throughout their studies"* scored best as strengths, while statements *"The premises and the infrastructure are accessible for people with hearing, seeing, moving impairments, and social and economic participation"* and *"Students are systematically included in the development of curricula"* scored worst. The VET managers had the brightest picture, and the NGOs were the most critical.

In the open answers, the strengths most frequently mentioned were *"Psychological environment is positive"* and comments related to architectural accessibility. The challenges most frequently brought up were the lack of teacher assistants in VET and the restrictions on possible careers for students with special needs.

The FGD participants highlighted the need for the adaptation of the curricula, the need for a separate assessment and planning template in IRC for those who continue to VET, and support staff in VET (such as psychologists and social workers), especially with the relocated children and youth. Working with the families and parents was seen as important. In FGDs, all the good work made by teachers was also endorsed. The cooperation with IRC was pointed out as a good practice and the need for the criteria for how to apply to VET was mentioned. The criteria for acceptance into different vocations were asked for. Nevertheless, the IRCs have not so much experience with working with VET students so far. Still, their experience and the know-how and experiences of the secondary schools should be used.

Domain 2 Accessibility

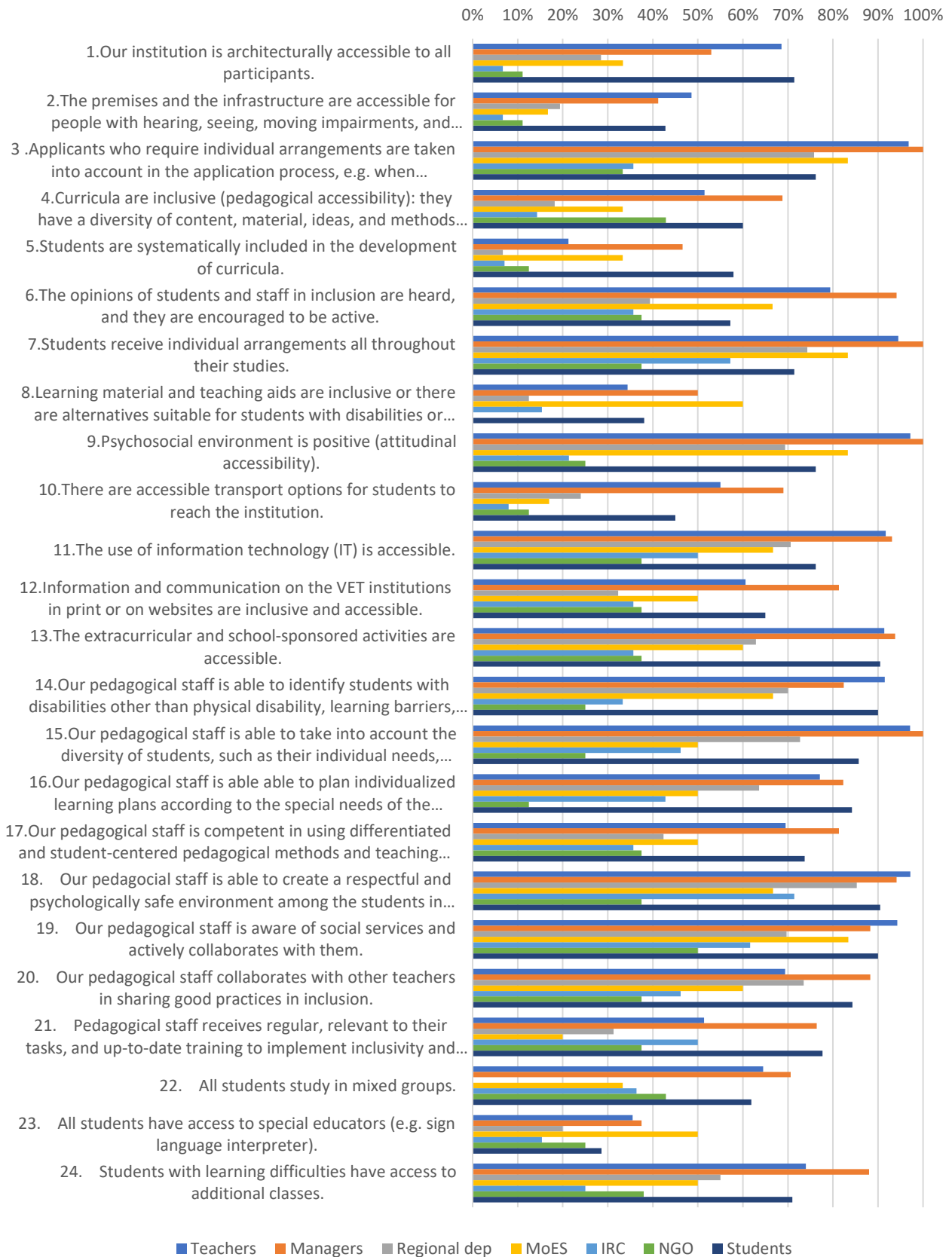
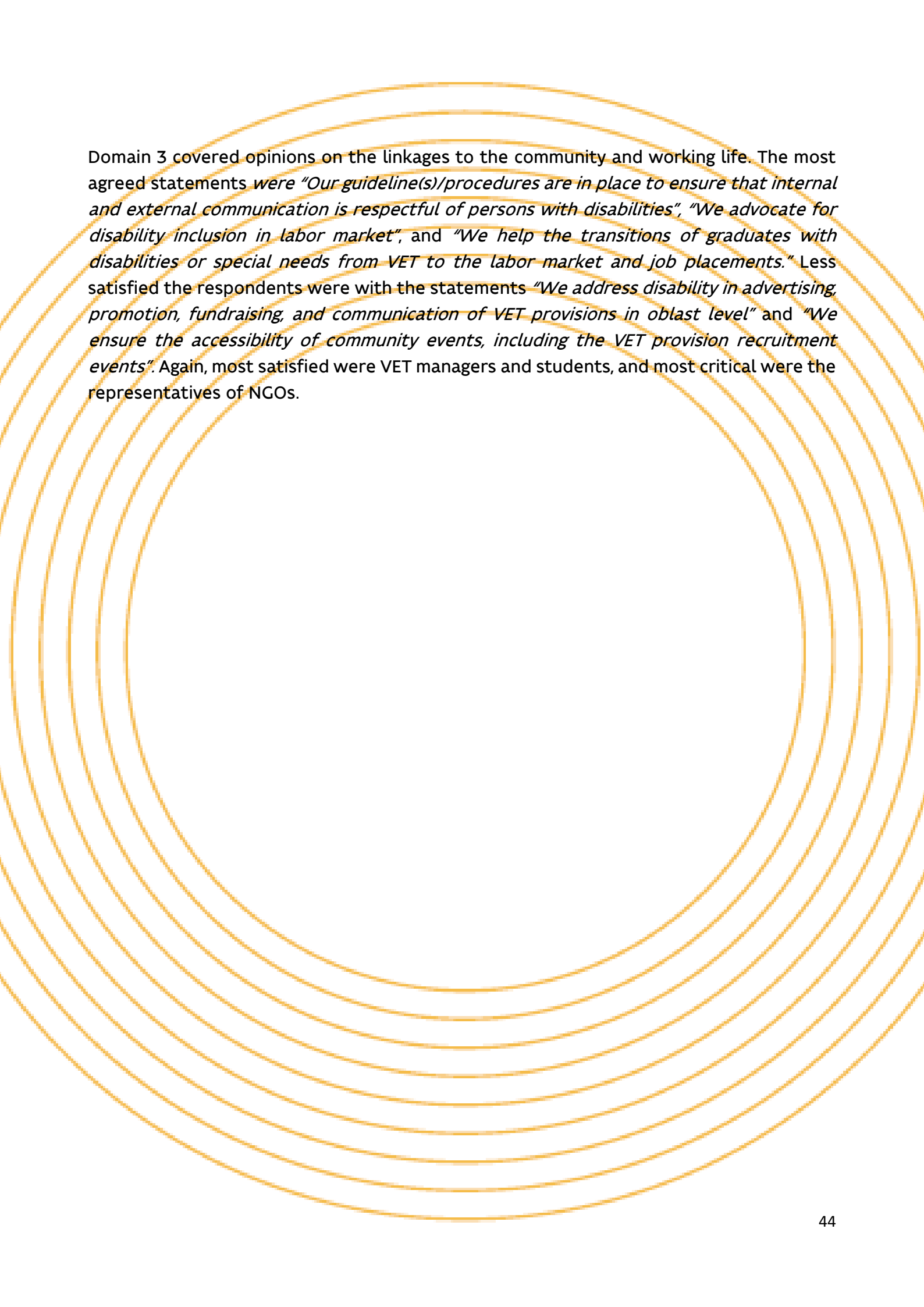


Table 5. Questionnaire Results of the Domain 2 Accessibility



Domain 3 covered opinions on the linkages to the community and working life. The most agreed statements were *“Our guideline(s)/procedures are in place to ensure that internal and external communication is respectful of persons with disabilities”, “We advocate for disability inclusion in labor market”, and “We help the transitions of graduates with disabilities or special needs from VET to the labor market and job placements.”* Less satisfied the respondents were with the statements *“We address disability in advertising, promotion, fundraising, and communication of VET provisions in oblast level”* and *“We ensure the accessibility of community events, including the VET provision recruitment events”*. Again, most satisfied were VET managers and students, and most critical were the representatives of NGOs.

Domain 3 Linkages to the Community and Working Life

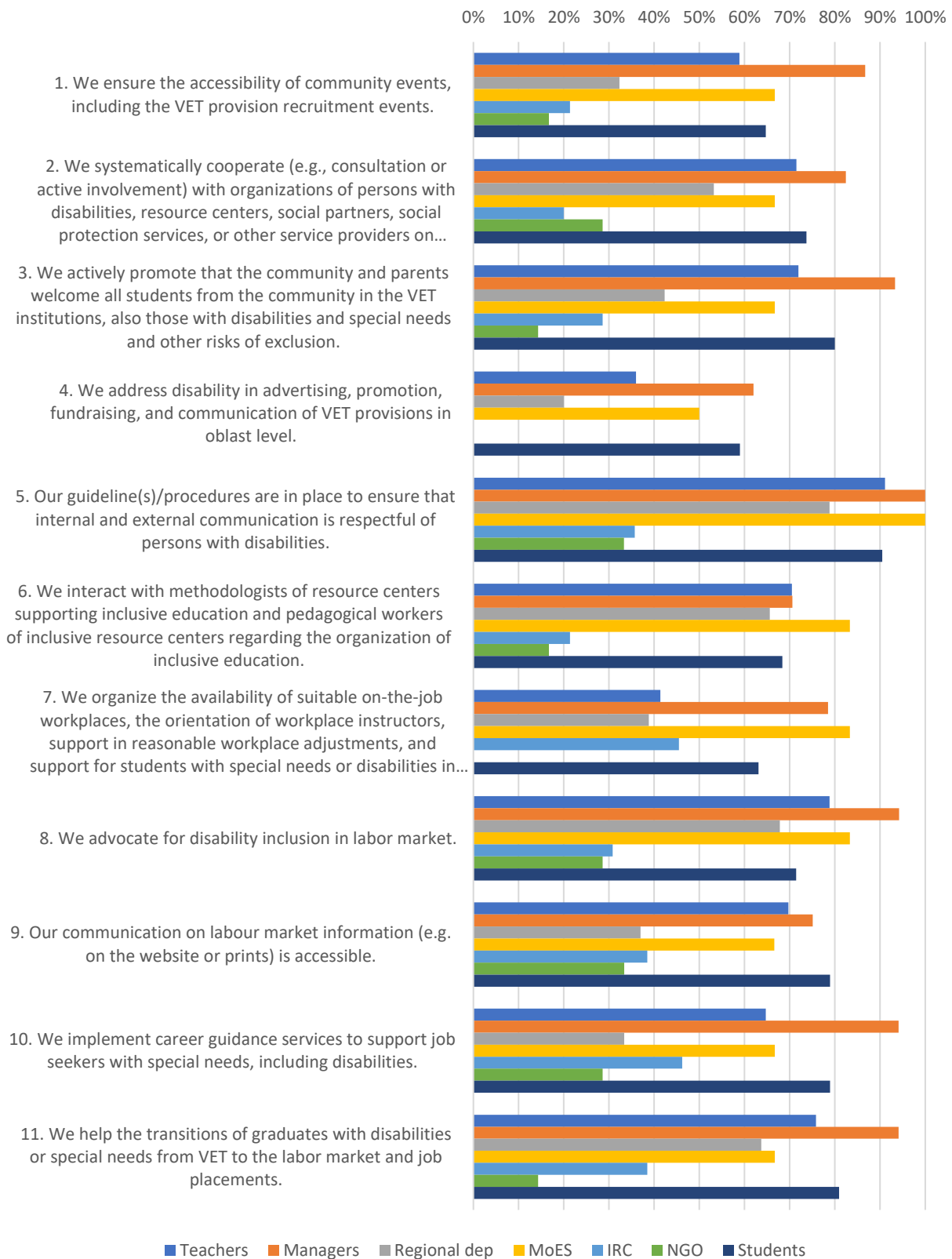


Table 6. Questionnaire Results of the Domain 3 Linkages to the Community and Working Life

The open answers, the strengths most expressed were related to the internships and collaboration with partners who employ. Equally, the main challenges were seen in the employment and lack of employers willing to work with students with disabilities and special needs. The FGD participants equally highlighted the importance of solving the employment challenge. Also, they noted the challenge of transport to get to the workplaces. The students, who were among the most positive respondents, echoed also in the FGD that the on-the-job training and employment after graduation are the most important in VET. They appreciate the support mechanism arranged for them and hope for more occupations to open for them.

The recommendations most frequently mentioned were better funding for the inclusion (premises, equipment, and staff), teacher training in inclusion and special needs, introducing teacher assistants in VET, and development of different modes of social employment, social entrepreneurship, incentives for those who employ persons with disabilities, etc. Furthermore, many comments addressed the coherence of legislation. As we know, the legislative pattern exists, and the comments might refer to an unclear understanding or a lack of knowledge of them.

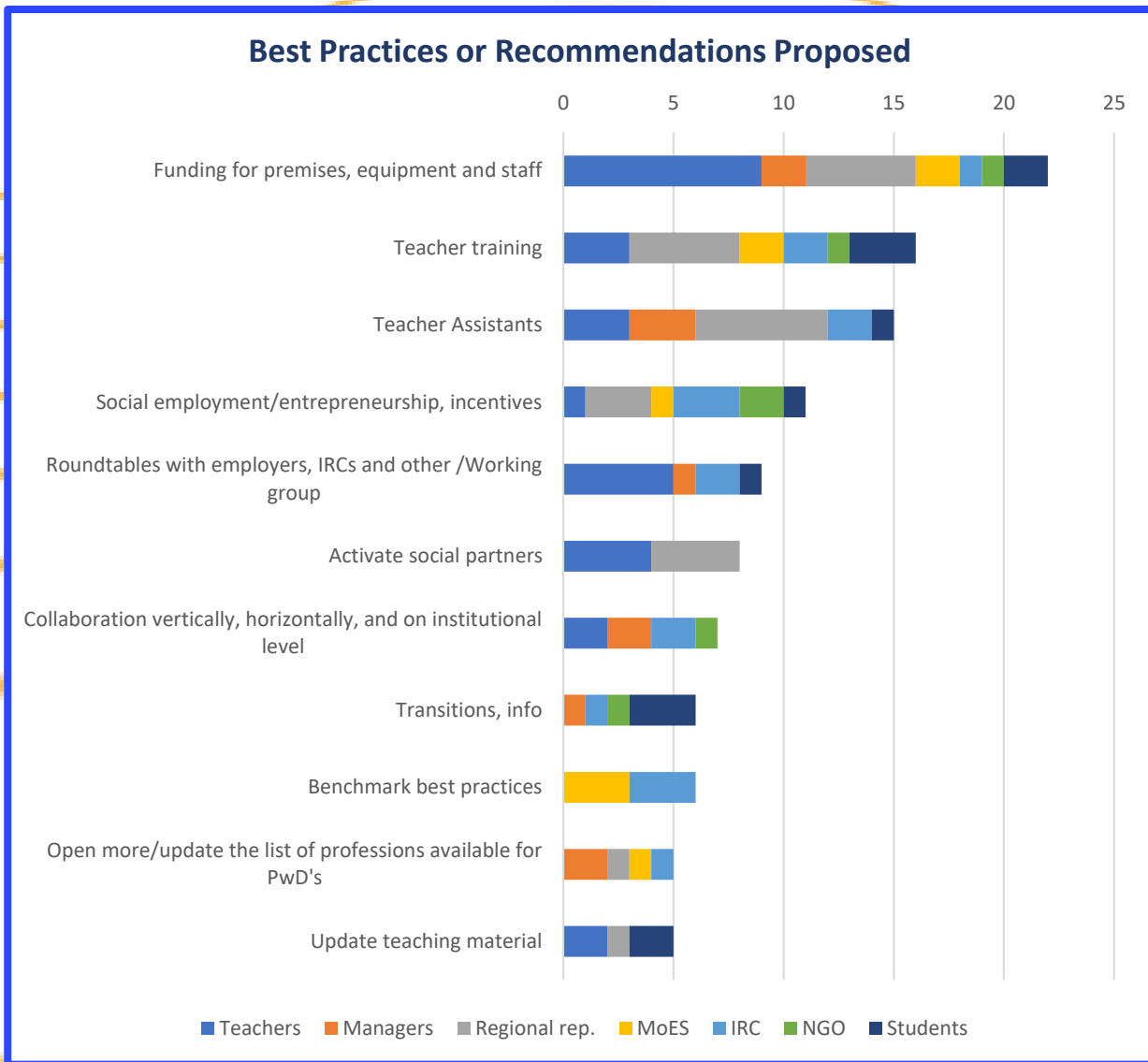


Table 7. Questionnaire Results of the Best Practices and Recommendations Proposed

3.2.1. On the Limitations of the Study

The extremely limited time frame was the biggest constraint for the study. The time allowed only limited access to the respondents and not many interviewees were possible to reach for the Focus Group Discussions. Furthermore, the language barrier limited the use of academic research to English-language material only, leaving out Ukrainian language academic research. Nevertheless, although the number of respondents to the inquiries and interviews was somewhat scant, the results echoed the previous academic research and other surveys making the validity of the conclusions acceptable. It is also the first time inclusion in VET was studied, so this will serve as a basic study and is valuable as such despite its limitations.

4. Recommendations for the forthcoming strategy implementation

This chapter introduces the recommendation that can be made on the basis of the literature review, international best practices for benchmarking, and the results of the questionnaires and focus group discussions.⁸⁰ The recommendations are grouped under the three strategic goals of the National strategy for the development of inclusive education for 2023-2030. (Draft).

Recommendations related to the Strategic Goal 1. Each person receives guaranteed educational services provided by the state and aimed at unfolding their potential, maximum development, and socialization, taking into account their individual abilities and needs.

1. **The legislative basis:** Revise the residues of the medical paradigm in the concepts of the laws, policies, and strategies. Communicate the relevant laws to all stakeholders.
2. **The Recovery Plan:** Include practical measures of inclusion in VET for easier budgeting, objective setting, and clearer indicators e.g., international cooperation project design.
3. **Inclusive Resource Centres:** Clarify the IRC's role in assessing and supporting VET students over 18 years old. The IRC model of service provision could be developed with alignment pedagogical development in inclusion (from diagnosis-focused to education-orientated) and towards networking modality with shared responsibilities; simplify documentation; include the supportive needs in *Individual Education Plans* (IEP); and develop the templates to cover also VET students' needs. Alternatively, search for solutions to make assessments directly in the VET institutions or develop some of them to serve as *Centres of Excellence*.
4. **Cohesion** vertically and horizontally for consistent policy: Align the development efforts in different sectors (education, health, and social sectors) and decide/clarify the roles and points of cooperation in an e.g., Round Table discussion (a cross-sectoral mechanism and process flowchart) across geographical areas. (Led by The Council for the Affairs of People with Disabilities?). Communicate the charts of the roles and mutual relations to all stakeholders.
5. **Encourage** the regular vocational institutions to receive students with special needs with elevated state funding proportion per a student with disability or special needs. Regular vocational institutions are more feasible for students in their regions. Financial resources with higher unit prices allow VET institutions to arrange the support needed. Part of the funding could be results-based.
6. **Decision making:** Seek modalities for the inclusion of People with special needs into decision-making.

Recommendations related to the Strategic Goal 2. Each person receives quality educational services according to their individual needs in a comfortable, safe, barrier-free, and friendly inclusive educational environment that is welcoming to every participant in the educational process.

⁸⁰ The author also reflected on her 25 years of experience in VET in Finland and internationally.

1. **Physical/architectural accessibility:** Implement inclusive architecture in the reconstruction of the damaged VET institutions (with shelters); pilot with Modular buildings/temporary and movable space elements, include PwDs in planning, and ease the bureaucracy in pilot buildings. Provide students with special needs and disabilities in construction projects as their industrial attachments.
2. **Physical/architectural accessibility:** Encourage the VET institutions to adequate equipment (assistive devices) of VET institutions according to the student profile and implement the principles of reasonable accommodation and universal design.
3. **Pedagogical accessibility:** Teacher training (pre-service and in-service) to ensure inclusive teaching pedagogics and methods, including digital accessible pedagogy, respectful attitudes, and non-biased curricula interpretation (curricula revisions for inclusion). Develop training curriculum for vocational teacher assistants.
4. **Pedagogical accessibility:** Include vocational career counsellors, vocational special needs education teachers, and vocational teacher assistants in the Classification of Occupations and develop curricula and education for these professions. Include them in support teams in the institution.
5. **Pedagogical accessibility:** Develop remedial classes based on the pedagogical needs of different students. E.g., small groups gathering on certain subjects, or open workshops supported by teacher assistants and special needs teachers where any student can come at their will. Develop personal study plans which can also vary according to the length of the studies according to the student's capacities.
6. **Social accessibility:** Inclusivity training for governance in different levels and IRCs in inclusive VET.
7. **Social accessibility:** Open more careers for PwDs; revise the existing lists reflecting the *real* working life requirements; describe the professions based on the strengths and relevant capabilities needed in the profession, not based on the restrictive diagnosis. E.g., the digitalization brings in new professions.
8. **Psychosocial accessibility:** Include Mental Health and Psychosocial Support as extracurricular activities in the VET institutions.

Recommendations related to the Strategic Goal 3. Ukrainian society accepts diversity and considers the needs of all participants in the educational process.

1. **Advocate for acceptance in society:** Mass media campaigns to promote the rights of the PwDs (together with the National Assembly of People with Disabilities in Ukraine and other governmental and non-governmental organizations) and emphasizing the abilities instead of disabilities; role models and success stories formulation.
2. **Curricula:** Consider recognizing partial qualifications/micro-credentials as part of the VET system which are more achievable for some students with special needs. Partial qualifications can be introduced also as short courses for adults and can be later chained to full qualifications with a mechanism of Recognition of Prior Learning.
3. **Employment:** Introduce career guidance counsellors in IRCs and VET institutions to support the interns, on-the-job assignments, and transitions to working life or to further education of students with special needs. Introduce training for on-the-job-trainers in inclusion, including training in reasonable workplace adjustments.

4. **Employment:** Promote apprenticeship modality in collaboration with private sector/employers. Job profiles are to be built on abilities instead of disabilities.
5. **Employment:** Introduce tax reductions, salary compensations, social employment, and incentives for the companies that hire people with disabilities on the basis of social responsibility,
6. **Employment:** Combine reconstruction activities with VET institutions' on-the-job learning periods. The students with special needs could work for the enterprises that will rebuild the country. A certain number (quota) of students/graduates with special needs, including disabilities, would be a requirement and scoring indicator in the tendering processes.
7. **Research:** Promote both VET and working life-related academic research on inclusion for further evidence and evidence-based decision-making.



Photo Pasi Aaltonen 2023

Closing words

The compiling of these recommendations has been a fascinating assignment. Although many surveys have been conducted in general schools, those on VET are fewer. It is my pleasure to pioneer in this field. Vocational education and training can remarkably enforce a person's participation in working life due to their own desire, where they can use their skills, be involved in social networks, and therefore have their human rights fulfilled. At the same time, society and the economy will grow stronger as everyone is included in reconstruction.

I want to express my gratitude to FinCEED for giving me the opportunity to compose this report. It has been a privilege to contribute to the Finnish efforts to support inclusive vocational education in Ukraine. I thank Ms. Halyna Bondaruk for a good fellowship in co-working on this report and timely translations in extremely tight schedules. I also want to thank Ms. Saara Paavilainen, FinCEED, for her continuous support and Dr. Tetiana Biletska, MoES, for the committed and enthusiastic supervision of the assignment.

In Helsinki 31st December 2023.

Ms. Carita Cruz, M. Ed.
Vocational Special Needs Teacher and Career Guidance Counsellor

Annexes

Annex 1 Concepts

Accessibility is one of the eight General Principles of the Convention and is the focus of Article 9 of the Convention and General Comment No. 2 of the Committee on the Rights of Persons with Disabilities. Accessibility to a social, economic and cultural environment, to health and education, and to information and communication is important to enable persons with disabilities to fully enjoy all human rights and fundamental freedoms. Source: UNFPA 2021

Inclusion means that people with and without disabilities participate in an activity together and interact on an equal basis. It covers access, on an equal basis with others, to the physical environment, to transportation, to information and communications, including information and communications technologies and systems, and to other facilities and services open or provided to the public. Source: ILO 2013.

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

Persons with Disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others. Source: UNCRPD 2006.

Reasonable accommodation is designing specifically for an individual and what he or she requires in a specific learning, work, or other situation. It means necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms. Source: UNCRPD 2006.

Special Needs Education 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

Universal design means designing products, environments, programmes, and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design. It does not exclude the need for assistive devices, adaptation, or specialized adjustments based on the particular needs of an individual, consistent use of universal design will reduce the need for these types of adaptations in many cases. Source: UNCRPD 2006.

Annex 2 Abbreviations

FinCEED	Finnish Centre of Expertise in Education and Development
IRC	Inclusion Resource Centre
MoES	Ministry of Education and Science
PwD	People with Disabilities
SNE	Special Needs Education
UNCRDP	United Nations Convention of the Rights of persons with Disabilities
VET	Vocational Education and Training

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Annex 4 Lists of Finnish Actors Interviewed

#	Organization	Description	Informant
1	Live Vocational College	Live Vocational College is the largest special education institution and development center in the Helsinki Metropolitan Area. The training provided is targeted at individuals who need special education, individual support and guidance in their studies and employment. The reasons for the need for support may include, for example, learning difficulties, health reasons, and social or psychological challenges. Live provides preparatory and rehabilitative training, pre-vocational training, vocational qualification training, further and specialist qualification training. We offer our students individual and flexible study plans. Teaching takes place in smaller groups than in mainstream vocational institutions. We have a large number of experts in various fields who take care of the health and social well-being of our students and offer a variety of individual support for learning. https://www.livesaatio.fi/en/live-in-brief	1. Liisa Metsola, Development Director
2	Ammattiopisto Luovi, Luovi Vocational College	Luovi believes that everybody is special and deserves equal rights and opportunities in society. Luovi Vocational College is the leading expert organization in special needs vocational education and training, VET, in Finland. Luovi Vocational College is publicly funded and operates at over 30 locations in Finland. Luovi provides Vocational Qualifications at upper secondary level, European Qualifications Framework, EFQ Level 4. Luovi also provides preparatory training for VET, TUVA, and for independent living and employment, TELMA. Luovi promotes quality education and sustainable development goals in everyday life. Luovi is known for its high quality of services and has been granted twice The Quality Award of Vocational Education and Training by the Ministry of Education and Culture in Finland in 2017 and 2021. https://luovi.fi/en/ and https://luovi.fi/en/luovi-global-education/	2. Mari Kontturi, Manager for International Affairs
3	Tavastia Education Consortium	Tavastia Vocational College is one of the biggest vocational colleges in Finland. It provides vocational qualifications in 33 study programs for totally 3 000 young and adults, additionally further vocational qualification and specialist vocational qualifications and different kinds of preparatory studies. The six fields of vocational education and training in the college are Arts and Humanities, Technology, Health and Welfare, Business, Administration and Law, Service Industries and (ICT). Every student has their own PCDP (personal competence development plan). In this plan a personal learning support is planned by the teachers. A student may have short time support in different learning skills. In case of learning difficulties or severe mental or physical problems when long-term and individual support is needed it is possible to make an IEP (individual education plan), and 13 % of all students have IEP. Special needs education includes e.g., smaller groups, shorter school timetable, co-teaching, differentiation, modification, and vocational assistants. Support is given by qualified special needs teachers, and other personnel of social and health services: school social workers, school psychologists, nurses, youth counselors etc. https://www.kktavastia.fi/briefly-in-english/	3. Elina Jalli, Coordinator for Learning Support

4	HAMK Häme University of Applied Sciences, School of Professional Teacher Education	Häme University of Applied Sciences (HAMK) is a learning and research community of people driven to make a positive impact on the world. HAMK has a team of approximately 9 000 people shaping the future of bioeconomy, health, education, business, design, and technology. HAMK's presence spans across seven campuses, online, and internationally. HAMK hosts one of the five authorized Schools of Professional Teacher Education in Finland and is the biggest VET teacher education institution in Finland. The three post graduate diplomas in teacher education are Vocation Teacher Education (60 ECTS), Career Guidance Counsellor Education (60 ECTS) and Vocational Special Needs Teacher Education (60 ECTS). HAMK experts have experience in developing inclusive VET and vocational special needs teacher training in Finland, European level, and e.g., Kenya and Somalia, and is currently working with Ukrainian partner in developing career guidance counsellor education for Ukraine. HAMK is also part of the European University Network RUN-EU. https://www.hamk.fi/?lang=en and https://www.hamk.fi/projektit/governance-for-inclusive-vocational-excellence-give/#project-in-english and https://www.hamk.fi/CARE	<p>4. Seija Mahlamäki-Kultanen, Dean</p> <p>5. Sanna Ryökkynen, Principal Research Scientist</p> <p>6. Katja Maetoloa, Development Manager</p> <p>7. Simo Uusinoka, Lecturer</p> <p>8. Marjo Liette, Lecturer</p>
5	The Finnish Association of People with Physical Disabilities, Invalidiliitto	The Finnish Association of People with Physical Disabilities engages in advocacy and service provision for people with physical disabilities or functional impairments. The Finnish Association of People with Physical Disabilities is a national multidisciplinary organization of influence and service activities for physically disabled people. promotes and develops the opportunities for physically disabled and disabled people to participate, move and live a full life. https://www.invalidiliitto.fi/	9. Anne Mäki, Expert in education and working life
6	Ministry of Education and Culture in Finland	Working group of the Ministry of Education and Culture in Finland for developing learning support in general upper secondary and vocational education in Finland. The task of the working group is to prepare presentations following the government program e.g., harmonization of learning support in general upper secondary education and vocational education, the development of student guidance, the early detection of support needs, and the organization of different forms of support securing the necessary learning support, guidance and multi-professional support and student well-being. The government's program aims to clarify learning support and unify the chain of learning support from early childhood education to the second level. The working group's task is to prepare presentations per the government program to harmonize learning support in upper secondary education and vocational education, considering the development of student guidance. https://okm.fi/hanke?tunnus=OKMO32:00/2023	10. Kaisa Rätty, Senior Specialist
7	PAD Architects	PAD Architects specialises in humanitarian architecture and building solutions. Founder Pasi Aaltonen, an architect (M.Sc.) and eMBA, has 14 years of experience in learning space design, product and project development related to humanitarian crises in East Africa, Southeast Asia, the Caribbean and Europe. In Uganda 2014, for example, he designed a vocational school in the refugee settlement of Rwamwanja that relied heavily on on-the-job learning, entrepreneurship, and networking with local businesses. In Cambodia 2016, he planned a	11. Pasi Aaltonen, Humanitarian Architect

		comprehensive reform of school centres. This was initiated by the state and adapted to the resources available. Prior to this, he worked for ten years in residential and industrial architecture. His most recent experience is in Ukraine, where he first consulted on school construction for Finn Church Aid in the autumn of 2022, and then worked as a shelter delegate for the Swiss Red Cross in central and southern Ukraine in 2023, supporting the repair and construction of settlements for internally displaced people. ppaaltonen@gmail.com	
8	3DBear	3DBear is a niche leader in the World in developing accessible and adaptable simulations for education. Being a pioneer in the field, Bill & Melinda Gates Foundation selected 3DBear to be top8 company in the World for immersive education already in 2018, and Apple shortlisted 3DBear's solution in the remote learning global collection during COVID-19. 3DBear develops solutions for vocational (VET) and corporate training as well as special needs education. Example of simulation in process industry: https://youtu.be/fyOUxvYw_RM?si=oA_h1Py7IISKQ6xO Example of simulation in social and healthcare: https://drive.google.com/file/d/1nBiysRvoABcUvncvcs_AaWaMvwR3o69PC/view?usp=drive link . An example of a project to support special needs education through immersive learning environments: www.bitthespectrum.eu . In this project we investigate and develop ways for improving teaching of autism spectrum students in a public-private partnership enabled by Erasmus+ funding. First fully immersive space (VR cave) for special needs education in the Nordic Countries: https://www.youtube.com/watch?v=qNOSkAxZ_fm	12. Jussi Kajala, CEO & co-funder
9	Centre for Psychotraumatology, Deaconess Foundation	Deaconess Foundation's Centre for Psychotraumatology is a psychiatric clinic, which assesses treats and rehabilitates torture victims and their family members. We treat severely traumatised refugees - adults, children and families. We also provide nationwide training and consultations for professionals and work communities. Clients receive the services free of charge. The municipalities in which clients reside cover the costs of possible interpretation and travel expenses. The Centre for Psychotraumatology comprises the Centre for Torture Survivors in Finland (CTSFI) and War Trauma Rehabilitation and the the Children and Youth Team. https://www.hdl.fi/en/rehabilitation-for-torture-victims/	13. Mari Tikkanen, Chief Executive Officer
9	Total		13

Annex 5 Questionnaire and Focus Group Discussion Results

4.1. Questionnaires

All respondents were instructed in the following induction:

Dear recipient,
thank you for giving your attention to this questionnaire!

This questionnaire is elaborated for the use of an assignment of VET Directorate of the Ministry of Education and Science in Ukraine. The Directorate is supported by The Finnish Centre of Expertise in Education and Development (FinCEED) in strengthening the inclusive vocational education and training (VET) in Ukraine. The information gathered by this questionnaire is used in creation and operationalization of the strategy for inclusive vocational education and training. The contents are in line with the draft national strategy for the development of inclusive education for 2023-2030.

Here, inclusiveness is understood widely. Inclusive VET is the need to remove all barriers to the effective participation of all learners. These are some of the groups that might face barriers: persons with disabilities (PWDs, who have long-term physical, mental, intellectual or sensory impairments) and persons with special education needs for other reasons, such as refugees, internally displaced people, people not in employment, education and training (NEET), orphans, children deprived of parental care, children with special educational needs who study in special and inclusive classes (groups), children from families who get an allowance in accordance with the Law of Ukraine "On State Social Assistance to Low-Income Families", children of war veterans, and war veterans.

In this assignment, there is no research component, but we shall keep the option to use the collected material as research data in the future as an option. By answering to this questionnaire, you will accept the possible use of the material. The questionnaire is totally anonymized, and there is no identification data included.

IMPORTANT: if you don't understand a question or don't know how to answer it, please just don't answer it.

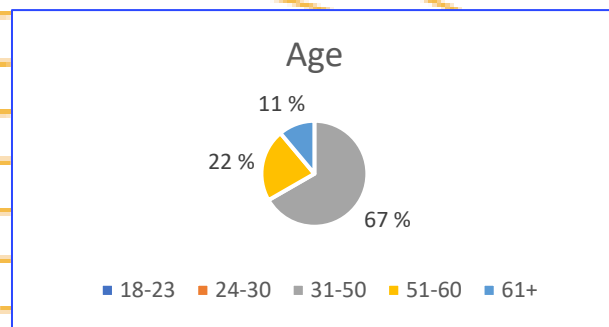
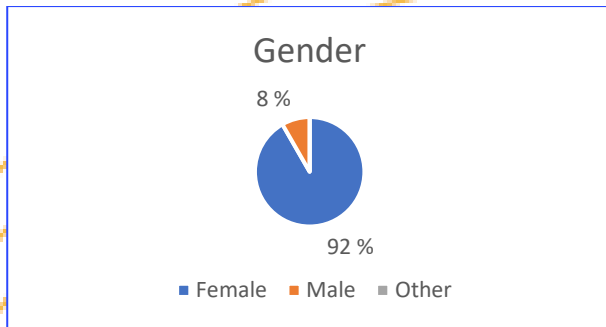
Any further questions please contact Irina Ismakaieva, Viktoriia Sydorenko, Tel. (044)-287-82-46.

Background information:

Gender (female, male, other or don't want to answer)

Age (18-23, 24-30, 31-50, 51-60, 61+)

4.1.1. Questionnaire for VET teachers



36 respondents

DOMAIN 1: Governance, management, leadership, and strategic planning

Please answer according to your knowledge or opinion if you agree with the statement. 1= strongly disagree, 2= Disagree, 3= neither agree or disagree, 4= agree or 5= strongly agree. Please choose only 1 option per each question. If you don't know or don't have opinion, leave the line empty.

At the VET Institution where I work (number of the answer per question)	1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree
1. We have policies of inclusive VET in place (36)	0%	2,8%	30,6%	50%	16,7%
2. Our staff is trained in inclusive VET policy development (35)	2,9%	11,4%	31,4%	28,6%	25,7%
3. Key performance indicators for inclusive VET are in place (34)	0%	14,7%	23,5%	44,1%	17,6%
4. We have data collection, monitoring, and evaluation system for Inclusion measures in place (34)	0%	8,8%	26,5%	47,1%	17,6%
5. We involve persons with special educational needs, including those with disabilities, in our policy formulation (32)	15,6%	15,6%	25%	34,4%	9,4%
6. Our employment policy/strategy and other human resources-related policies/strategies include provisions to attract, recruit, retain, and promote the career development of employees with disabilities, including the decision-making positions (30)	10%	16,7%	40%	16,7%	16,7%
7. We target financial and other resources to implement the inclusive VET (32)	3,1%	15,6%	21,9%	40,6%	18,8%
8. We interact vertically and horizontally with different governmental bodies on issues of ensuring inclusive education (36)	2,8%	5,6%	16,7%	58,3%	16,7%
9. The management is committed to promoting inclusive VET in practice. (35)	0%	0%	14,3%	40%	45,7%
10. We have a team or committee for inclusion support. (34)	5,9%	2,9%	11,8%	35,3%	44,1%

What works well already? What are the strengths of the current situation? (25)

1. There is an inclusive support team. Individual classes are held with students
2. We're just getting started to work
3. Students are taught all together, they are involved in joint events, internships at the enterprise

4. We attract learners with special educational needs to all possible areas of education and training.
5. Team of psychological and pedagogical support, development and correctional classes. Strengths - creating an inclusive environment in the institution, barrier-free access to premises
6. We have already been teaching children with special needs
7. The work environment has been developed
8. Educational programs have been developed for learners with special needs
9. Organization of training for students with disabilities
10. Analysis, data collection, monitoring, evaluation for inclusivity measures
11. Children with special educational needs study at the lyceum
12. A team of psychological and pedagogical support for children with special educational needs and inclusive education has been created, timely diagnosis of cognitive abilities of students, correctional and developmental programs have been developed, participation of children with disabilities in circles and workshops, taking into account the capabilities of everyone.
13. Educational environment and documentation processing
14. Integration into the overall environment of learners with inclusion
15. Creating learning conditions in an inclusive group of students with special educational needs; data collection and monitoring system are functioning
16. There is an individual program, there is an individual approach to each student, there are positive achievements.
17. We collaborate with individuals from NGOs in developing approaches to ensure conditions for inclusive education
18. Distance learning
19. Learners with hearing impairments (deaf-mute) are successfully learning
20. Educational institution main entrance has been equipped, toilet-rooms reconstructed for persons with disabilities; the educational classroom has been revamped, and specialized furniture has been ordered. The first stage of training for lyceum staff on mastering the specifics of working with people with disabilities has been completed
21. A support team working with children with special educational needs
22. The teaching methodology in an inclusive group contributes to the activation of educational activities for all learners, and even improves the success rates of other students
23. Designated pedagogical staff members have been assigned, and the directions of work have been identified.
24. Establishing inclusive groups and the collaboration of psycho-pedagogical support teams.
25. Training has been completed, there is a team, and an individual approach is implemented

What are the main challenges or bottlenecks in the current situation? (23)

1. Assistance to qualified employees that we are practically lack of at the institution, more funding for VET in the field of inclusion, support for parents and inclusive resource centre
2. Financial
3. There is no funding to ensure the involvement of an assistant in the educational process, and there is no "desire" of employers to take such children to work or internships. Sometimes there is no correct diagnosis of the child, or the status of the inclusive resource centre of a child with special educational needs is not identified, however, the child needs an additional development program
4. Distance learning
5. Lack of student/teachers' assistants in the VET system
6. Lack of tools
7. Training of teachers to work with such categories of children
8. Material support
9. Availability of professions for recruitment and training of students with inclusion. Lack of the position of a teacher who provides support for persons with special educational needs in the list of positions of employees of VET institution.
10. There are no assistants, a social teacher, and no adaptation of professional subjects is provided.
11. Lack of teacher's assistants and industrial training master's assistants.

12. Parents are not always aware of the education process of an inclusive education learner
13. Lack of financial support for VET institution, namely for an additional full-time position of a teacher's or master's assistant; the resource room is not properly equipped in accordance with current legislation
14. There is no assistant (laboratory assistant). There is no material support (we purchase everything at our own expense)
15. Career advancement opportunities for persons with disabilities
16. Situation in the country
17. Staffing issues are causing difficulties.
18. Shortage of teaching staff
19. According to the lyceum's staff table, there is a lack of teacher's assistants and vocational training instructors, as well as no compensation for the work of the support team in vocational (vocational-technical) education institutions.
20. Development of individual curriculum
21. Meeting the qualifications criteria can be challenging
22. There is no position of teacher's assistant or assistant of Master of Industrial Training in the staffing table
23. Material resources, connections beyond the institution, and the integration of inclusive children into the educational process

What kind of solutions or best practices do you wish to suggest for improving the current situation?
(18)

1. Additional state-funded courses for training teachers and other staff of the institution, exchange of experience abroad, to see how other countries regulate the provision of professional education with subsequent employment
2. Participation in the project
3. Free distance learning or e-courses for teachers who teach children with special educational needs, round tables with employers, adoption of legislative acts on the mandatory involvement of public utilities in working with people with special educational needs
4. The current online education is unfortunately impossible.
5. Legislative level
6. To have a teacher's assistant
7. Provide specialists with all the necessary tools for their work
8. Activation of social partnership
9. Updating the material and technical base for professional and practical training of learners with special needs
10. Introduction to the staffing table of a correctional teacher, teacher's assistant, special education teacher, foreseeing financial support for Inclusive education
11. Increase the number of tutors
12. Availability of resource rooms with everything is needed
13. Allocate funds for training and places for arranging categories with individual needs.
14. Close collaboration, engaging at both vertical and horizontal levels, with various government bodies regarding the provision of inclusive education
15. Changes in legislation regarding the education of individuals with special educational needs.
16. It is necessary to introduce the position of a teacher's assistant in vocational (vocational-technical) education institutions
17. I do not have an answer yet
18. It is difficult to answer

DOMAIN 2: Accessibility

Please answer according to your knowledge or opinion if you agree with the statement. 1= strongly disagree, 2= Disagree, 3= neither agree or disagree, 4= agree or 5= strongly agree. Please choose only 1 option per each question. If you don't know or don't have opinion, leave the line empty.

At the VET Institution where I work	1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree
1.Our institution is architecturally accessible to all participants. (35)	5,7%	0%	25,7%	45,7%	22,9%
2.The premises and the infrastructure are accessible for people with hearing, seeing, moving impairments, and social and economic participation. (35)	5,7%	8,6%	37,1%	45,7%	2,9%
3 Applicants who require individual arrangements are taken into account in the application process, e.g. when communicating on intakes or organizing entrance exams. (33)	0%	0%	3%	54,4%	42,4%
4.Curricula are inclusive (pedagogical accessibility): they have a diversity of content, material, ideas, and methods of assessment the language used does not exclude youth with disabilities (35)	2,9%	11,4%	34,3%	28,6%	22,9%
5.Students are systematically included in the development of curricula. (33)	18,2%	21,2%	39,4%	15,2%	6,1%
6.The opinions of students and staff in inclusion are heard, and they are encouraged to be active. (34)	0%	5,9%	14,7%	55,9%	23,5%
7.Students receive individual arrangements all throughout their studies. (36)	0%	2,8%	2,8%	41,7%	52,8%
8.Learning material and teaching aids are inclusive or there are alternatives suitable for students with disabilities or special needs in place (32)	9,4%	15,6%	40,6%	28,1%	6,3%
9.Psychosocial environment is positive (attitudinal accessibility) (35)	0%	0%	2,9%	48,6%	48,6%
10.There are accessible transport options for students to reach the institution (31)	9,7%	19,4%	16,1%	29%	25,8%
11.The use of information technology (IT) is accessible (36)	0%	2,8%	5,6%	41,7%	50%
12.Information and communication on the VET institutions in print or on websites are inclusive and accessible. (33)	0%	6,1%	33,3%	36,4%	24,2%
13.The extracurricular and school-sponsored activities are accessible (35)	0%	2,9%	5,7%	34,3%	57,1%
14.Our pedagogical staff is able to identify students with disabilities other than physical disability, learning barriers, and needs for special education. (35)	0%	0%	8,6%	62,9%	28,6%
15.Our pedagogical staff is able to take into account the diversity of students, such as their individual needs, strengths, and situations in life in their pedagogical solutions. (35)	0%	0%	2,9%	57,1%	40%
16.Our pedagogical staff is able able to plan individualized learning plans according to the special needs of the students. (35)	2,9%	0%	20%	57,1%	20%
17.Our pedagogical staff is competent in using differentiated and student-centered pedagogical methods and teaching aids suitable for students with special needs and in using fair, differentiated, and accessible evaluation methods in learning assessments. (36)	2,8%	2,8%	25%	52,8%	16,7%
18. Our pedagogical staff is able to create a respectful and psychologically safe environment among the students in our classrooms and workshops (non-discriminatory). (35)	0%	0%	2,9%	48,6%	48,6%

19. Our pedagogical staff is aware of social services and actively collaborates with them. (35)	0%	0%	5,7%	54,3%	40%
20. Our pedagogical staff collaborates with other teachers in sharing good practices in inclusion. (36)	2,8%	2,8%	25%	33,3%	36,1%
21. Pedagogical staff receives regular, relevant to their tasks, and up-to-date training to implement inclusivity and accessibility.(35)	0%	5,7%	42,9%	25,7%	25,7%
22. All students study in mixed groups. (31)	16.1%	0%	19,4%	35,5%	29%
23. All students have access to special educators (e.g. sign language interpreter). (31)	29%	19,4%	16,1%	16,1%	19,4%
24. Students with learning difficulties have access to additional classes. (35)	5,7%	8,6%	11,4%	40%	34,3%

What works well already? What are the strengths of the current situation? (19)

1. The environment of students and teachers helps all participants in the educational process and does not exclude anyone. There is no discrimination. There are premises for classes with children who need that
2. There are no such students yet
3. Psychological environment, psychological and pedagogical support, educational activities, sports events, entertainment activities
4. Active involvement of learners in all possible types of educational activities.
5. Correctional and developmental classes.
6. Opportunity to receive full-fledged training
7. we have practical experience
8. Individual approach to training, education, socialization of persons with special educational needs, immersion of students with special educational needs in a normal student environment.
9. A safe psychological environment for learning has been developed; qualified teachers and masters.
10. Ensuring the right of children to vocational education, compliance with academic integrity.
11. introduction of innovations into educational process, individual work with students with special educational needs
12. The institution is architecturally accessible, special attention is paid to children with special educational needs at admission, the psychological atmosphere is positive
13. There is a desire of children to practice, parents accompany them. Some children can do the work themselves.
14. A positive psychosocial environment (psychological accessibility) has been established in the institution.
15. The organization of theoretical and practical (hands-on) training.
16. The teaching staff is informed about social services and actively collaborates with them.
17. Individual work with learners who study in an inclusive format
18. -
19. Personal consultations and programs

What are the main challenges or bottlenecks in the current situation? (15)

1. It is difficult to introduce textbooks that would be inclusive, because there are no such in practice, and there is no possibility to develop them, because there is not enough knowledge of how to do it correctly
2. There are no such students yet
3. There are no clear basic programs, there is no clear definition of social partners for the development program of a particular person at the age of 18 or older, diagnoses of people with disabilities are closed, encrypted and general, written indirectly in the card
4. Everything is solved
5. Insufficient funding

6. Student with special educational needs cannot study all professions, the lists of medical diseases are not up-to-date, and often the medical recommendations provided do not correspond to the actual course of illness of people with disabilities.
7. Lack of social educator and assistants.
8. Tools for nosologies
9. Lack of educational material and textbooks with inclusive or alternative education for learners with special educational needs
10. No conditions for the blind and wheelchair users
11. The teaching staff lacks competence in utilizing differentiated and student-centered pedagogical methods and educational resources suitable for learners with special needs. Additionally, there is a need for expertise in employing fair, differentiated, and accessible assessment methods.
12. The lack of funding for the support team members.
13. Lack of textbooks
14. -
15. Arrangement of pathways and transit for individuals with mobility restrictions.

What kind of solutions or best practices you wish to suggest for improving the current situation?
(11)

1. Help with the development of training materials and access to education at all support levels
2. Participation in the project
3. Starting from kindergarten, a child with special educational needs is led by a specific service (not a boarding school) and each year the development and training program is compiled individually depending on the time of year, complications, exacerbations, diagnoses with real practical recommendations; a child is accompanied by one or several assistants for the entire period of education even after 18 years
4. Improve cooperation with inclusive community centres
5. Search for social partners and sponsors
6. It is necessary to allocate funds at the budget (state) level to improve conditions with special needs.
7. Regularly provide teachers with relevant training tailored to their tasks for implementing inclusivity and accessibility.
8. To amend the legislation in the field of vocational (technical) education for individuals with special educational needs.
9. Allocation of resources to create an inclusive environment
10. -
11. Allocation of budgetary funds for ramps and classrooms on the ground floor

DOMAIN 3: Linkages to the community and working life.

Please answer according to your knowledge or opinion if you agree with the statement. 1= strongly disagree, 2= Disagree, 3= neither agree or disagree, 4= agree or 5= strongly agree. Please choose only 1. If you don't know or don't have opinion, leave the line empty.

At the VET institution where I work	1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree
1. We ensure the accessibility of community events, including the VET provision recruitment events. (34)	5,9%	14,7%	20,6%	32,4%	26,5%
2. We systematically cooperate (e.g., consultation or active involvement) with organizations of persons with disabilities, resource centers, social	0%	8,6%	20%	48,6%	22,9%

partners, social protection services, or other service providers on disability or special needs specific issues. (35)					
3. We actively promote that the community and parents welcome all students from the community in the VET institutions, also those with disabilities and special needs and other risks of exclusion. (32)	0%	9,4%	18,8%	46,9%	25%
4. We address disability in advertising, promotion, fundraising, and communication of VET provisions in oblast level. (31)	12,9%	22,6%	29%	29%	6,5%
5. Our guideline(s)/procedures are in place to ensure that internal and external communication is respectful of persons with disabilities. (34)	0%	0%	8,8%	38,2%	52,9%
6. We interact with methodologists of resource centers supporting inclusive education and pedagogical workers of inclusive resource centers regarding the organization of inclusive education. (35)	2,9%	11,4%	14,3%	41,9%	28,6%
7. We organize the availability of suitable on-the-job workplaces, the orientation of workplace instructors, support in reasonable workplace adjustments, and support for students with special needs or disabilities in on-the-job training. (29)	10,3%	10,3%	37,9%	27,6%	13,8%
8. We advocate for disability inclusion in labor market. (33)	3%	0%	18,2%	27,3%	51,5%
9. Our communication on labour market information (e.g. on the website or prints) is accessible. (33)	0%	9,1%	21,2%	33,3%	36,4%
10. We implement career guidance services to support job seekers with special needs, including disabilities. (34)	0%	5,9%	29,4%	35,3%	29,4%
11. We help the transitions of graduates with disabilities or special needs from VET to the labor market and job placements. (33)	0%	6,1%	18,2%	36,4%	39,4%

What works well already? What are the strengths of the current situation? (21)

1. Career guidance work and enrolment of students in special or mixed groups; established cooperation of teachers with sign language teachers
2. There are no such students yet
3. Cooperation with partners who hire people with disabilities
4. Cooperation with inclusive resource centres. High-quality consultancy and advising
5. Cooperation with the employment centre
6. Graduates are socially adapted
7. Employment of persons with disabilities
8. Cooperation with the inclusive resource centres, social services, and social care departments to identify and provide recommendations for education, development, and retention.
9. Graduates of the lyceum are provided with a workplace
10. Accessibility of the institution for children with disabilities.

11. The career centre is operating
12. Effectiveness of cooperation with social partners
13. Involvement of learners with special educational needs in industrial practice at the enterprise
14. Information events
15. We regularly collaborate with organizations for people with disabilities, resource centers, social partners, and social care services on matters related to disability or special needs.
16. Collaboration with organizations and secondary education institutions.
17. The career development center of the lyceum has improved its operations. There is noticeable effectiveness in the employment of persons with special educational needs.
18. Employment of inclusive learners
19. I can't say yet, we are just starting to work with inclusive classes
20. -
21. There are professions and programs that can help an inclusive person find fulfillment and a sense of profession

What are the main challenges or bottlenecks in current situation?(16)

1. Employment
2. There are no such students yet
3. There are few such partners, including Auchan
4. It's hard to answer
5. Refusal of employers to employ
6. Lack of jobs, functional inability of learners with special educational needs to work in their chosen profession,
7. Lack of assistants for children with special educational needs
8. Employment of children with special educational needs
9. Problems with employment of persons with disabilities
10. Lack of employment based on people's capabilities
11. Graduates with disabilities or special needs face challenges in finding employment.
12. Difficulties arise in finding social partners.
13. The lack of funding for the support team members
14. Not all learners are successfully employed or provided with their first job to facilitate their adaptation in society
15. -
16. Employment in the job market (low wages - significantly lower compared to others)

What kind of solutions or best practices do you wish to suggest for improving the current situation? (11)

1. Cooperation between the employment centre, the city administration and stakeholders
2. There are no such students yet
3. At the legislative level, create special jobs for people with special educational needs. Take the labour market as in Germany, for example
4. Establishing cooperation with all levels of the community
5. Encouraging employers by local governments
6. The heads of organizations do not wish to cooperate on the issues of practical training and further employment
7. State support for people with special needs
8. Close collaboration between educational institutions, inclusive resource centres, and graduates with disabilities for improving employment opportunities.
9. To amend the legislation in the field of vocational (technical) education for individuals with special educational needs

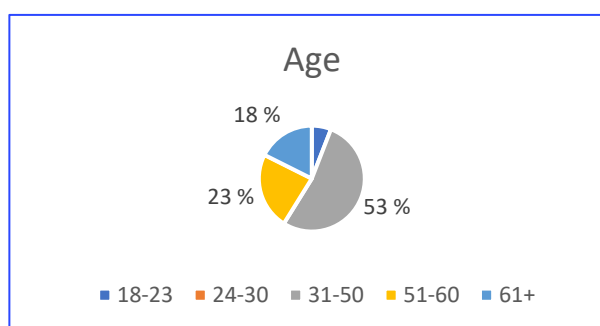
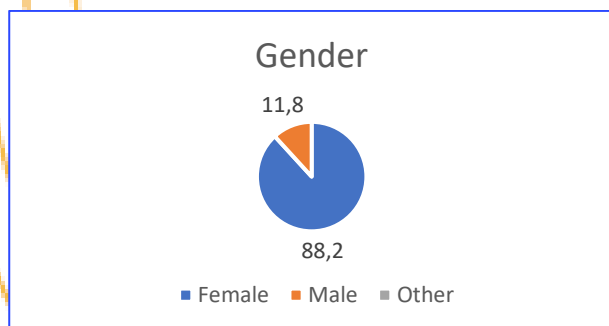
10. -

11. Addressing the issue at the state level

Any further comments on inclusive VET in Ukraine? (12)

1. We are just planning to participate in the project, go through training and start creating conditions for such students.
2. Inclusive education in Ukraine, despite the developed legislative documents, is an incomprehensible, unstructured, separate education and training; institutions, social bodies and the legislator have different views, they do not discuss or make adjustments together
3. There are no tools for activity in the psychological service as opposed to the inclusive resource centre.
4. It is better to form separate groups of learners with mental disorders
5. Attitude as to an ordinary person, not as a particle
6. Close collaboration among all entities to enhance education and employment opportunities for individuals with disabilities.
7. There is an insufficient number of tutors.
8. no
9. -
10. no
11. -
12. This is just the beginning of helping people; it will be very relevant soon; funds are needed for the development of structures for such people and to strengthen their education and work opportunities

4.1.2. Questionnaire for VET institution managers and directors



17 respondents

DOMAIN 1: Governance, management, leadership, and strategic planning
 Please answer according to your knowledge or opinion if you agree with the statement. 1= strongly disagree, 2= Disagree, 3= neither agree or disagree, 4= agree or 5= strongly agree. Please choose only 1 option per each question. If you don't know or don't have opinion, leave the line empty.

At the VET Institution where I work (number of the answer per question)	1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree
1. We have policies of inclusive VET in place (17)	5,9%	5,9%	11,8%	52,9%	23,5%
2. Our staff is trained in inclusive VET policy development (16)	6,3%	6,3%	18,8%	62,5%	6,3%
3. Key performance indicators for inclusive VET are in place (16)	12,5%	0%	25%	56,3%	6,3%
4. We have data collection, monitoring, and evaluation system for Inclusion measures in place (16)	12,5%	6,3%	12,5%	68,8%	0%

5. We involve persons with special educational needs, including those with disabilities, in our policy formulation (17)	11,8%	5,9%	17,6%	58,8%	5,9%
6. Our employment policy/strategy and other human resources-related policies/strategies include provisions to attract, recruit, retain, and promote the career development of employees with disabilities, including the decision-making positions (16)	6,3%	18,8%	37,5%	31,3%	6,3%
7. We target financial and other resources to implement the inclusive VET (14)	7,1%	14,3%	35,7%	35,7%	7,1%
8. We interact vertically and horizontally with different governmental bodies on issues of ensuring inclusive education (15)	6,7%	0%	33,3%	33,3%	26,7%
9. The management is committed to promoting inclusive VET in practice. (15)	0%	0%	6,7%	40%	53,3%
10. We have a team or committee for inclusion support. (16)	6,3%	0%	18,8%	56,3%	18,8%

What works well already? What are the strengths of the current situation? (9)

1. Since 2019, when the procedure for organizing inclusive education in vocational (vocational and technical) education institutions came into effect, the school has a unique experience in creating inclusive groups for people with special learning needs who have mastered the basic general system under a special program (mild intellectual disabilities, life circumstances, etc.), and who are not provided with full general secondary education at the same time as mastering the profession. In addition, during this time, inclusive groups were created on the basis of special VET school and technical school groups, according to short-term training programs at the request of people with special educational needs and parents of minors with special educational needs. There is also experience in creating a special group – a forced step, due to the large number of applications from parents of persons with special educational needs. The experience of cooperation with the inclusive resource centre is significant. Previously, their specialists provided free assistance in psychological, pedagogical, and correctional and developmental services (before the reform of their activities).
2. Training of learners in the working profession by masters of industrial training, involvement in collective work
3. Having an inclusivity support team
4. Development of approaches and conditions for teaching children with special educational needs
5. Cooperation of industrial training masters and teachers with parents of students with special needs.
6. Integration of learners with special educational needs into the educational environment
7. I am provided with vocational education
8. The success of an educational institution depends on its management and strategic planning. The management includes coordinating the work of deputies, the pedagogical council, involving student and parental self-government, adapting and organizing the educational process, and the teamwork of psychological and pedagogical support. The direction towards inclusivity is outlined in the institution's development strategy, educational program, and institution plan. Success in organizing the educational process for children with special educational needs depends on cooperation with parents who, before enrolling their children, are informed and possess information as they have collaborated with relevant services.
9. Our staff has undergone training in developing approaches to ensure conditions for inclusive education in vocational (vocational and technical) education.

What are the main challenges or bottlenecks in the current situation? (6)

1. In the system of V(VT)ET, an outdated approach is still in use, when the main form of providing vocational education to persons with special educational needs who have mastered the basic general system under a special program, and who are not provided with full general secondary education at the same time as mastering the profession (with mental retardation, with a violation of intellectual development even of a mild degree, due to life circumstances, etc.), are special groups. Developing conditions for inclusive vocational training of such persons in V(VT)ET institutions are rare cases, we can say they are unique. This results in a number of regulatory and financial restrictions both for such persons and for V(VT)ET institutions that deal with the problems of such persons:
 1. For such applicants to V(VT)ET school, it is not possible to obtain an inclusive resource centre opinion on a comprehensive psychological and pedagogical assessment of a person's development (Appendix 6 to the Regulations on the Inclusive Resource Centre). This is an obstacle to identify special needs, the level of support, and the structure of an adequate system of psychological and pedagogical support.
 2. For persons with special educational needs who are not obtaining full general secondary education at the same time as mastering the profession, a State subvention is not provided either for conducting (providing) additional psychological, pedagogical, and correctional and developmental classes (services), or for purchasing special means of correcting psychophysical development (Resolution of the Cabinet of Ministers of Ukraine No. 88 of February 14, 2017).
 3. Absence of the position of "master's assistant" or "teacher's assistant" in the staff standards (I still don't understand what the difference is). There is a pedagogical position, but it is not possible to introduce it/them to the staff table.
 4. The PROCEDURE for organizing inclusive education in institutions of vocational (vocational and technical) education should be adjusted to the legislative norms in this area, which are constantly being improved.
 5. Imperfect legislation, in particular on social entrepreneurship, limits the possibility of providing industrial practice, employment, or at least providing the first workplace to such persons.
2. There is no assistant for a learner, insufficient state funding
3. Material and technical support for inclusive education
4. At the legislative level, the position of an assistant to a teacher or Master of Industrial Training is not provided
5. Employment of children with special needs
6. Updating the material and technical base adapted for organizing professional and practical training of learners with special needs

What kind of solutions or best practices do you wish to suggest for improving the current situation?
(4)

1. There is an urgent need:
 - in the financial support of V(VT)ET institutions that provide vocational education in an inclusive form to ensure accessibility: there is lack of lifts or elevators, resource rooms, special equipment for toilets, other special equipment to ensure inclusivity and accessibility of the educational environment. Unfortunately, there are not enough own funds for equipment that is expensive;
 - in establishing a unified approach of state support to persons with special educational needs, without dividing them into those who "simultaneously with the acquisition of qualifications of vocational (vocational and technical) education receive general secondary education in V(VT)ET institutions", and those who simply acquire VET qualifications. If it is necessary to restrict the access of such persons to vocational education, these may only be medical contraindications, or contraindications identified by the inclusive resource centre during a comprehensive psychological and pedagogical assessment of the development of a person (IV or V levels of support). And now we are not even allowed to provide inclusive resource centre conclusions to persons with special educational needs who apply for VET, but do not receive general secondary education at the same time as they obtain a profession;
 - in the beginning and promotion of experimental programs that will allow us to move away from the practice of forming special groups in favour of inclusive ones, because it seems that while children with special educational needs receives secondary education at school in an inclusive class, they exist, and then they "vanish into thin air" and do not need state support.
 There is a dream of creating an "inclusive multidisciplinary training and practical centre", on the basis of which it would be possible to conduct experimental research activities to create and support the activities of inclusive groups for all categories of people with special educational needs, testing flexible curricula and programs for people with various

disabilities; on the basis of which specialists would act, and not just a practical psychologist, for whom even a surcharge is not provided for working with children with special educational need; which would provide an opportunity to organize practice (or even the first workplace) for such persons.

2. Regulatory settlement of the issue
3. Hold meetings and webinars with representatives of enterprises, Ukrainian Societies of Deaf, and sign language doctors
4. Best practices involve working with parents and the psychological-pedagogical support team. It is crucial to include specialists from the inclusive resource centre and the psychological-pedagogical support team so that they can monitor the dynamics of the child's development.

DOMAIN 2: Accessibility

Please answer according to your knowledge or opinion if you agree with the statement. 1= strongly disagree, 2= Disagree, 3= neither agree or disagree, 4= agree or 5= strongly agree. Please choose only 1 option per each question. If you don't know or don't have opinion, leave the line empty.

At the VET Institution where I work	1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree
1.Our institution is architecturally accessible to all participants. (17)	5,9%	11,8%	29,4%	41,2%	11,8%
2.The premises and the infrastructure are accessible for people with hearing, seeing, moving impairments, and social and economic participation. (17)	11,8%	17,6%	29,4%	29,4%	11,8%
3 .Applicants who require individual arrangements are taken into account in the application process, e.g. when communicating on intakes or organizing entrance exams. (16)	0%	0%	0%	37,5%	62,5%
4.Curricula are inclusive (pedagogical accessibility): they have a diversity of content, material, ideas, and methods of assessment the language used does not exclude youth with disabilities (16)	0%	12,5%	18,8%	56,3%	12,5%
5.Students are systematically included in the development of curricula. (15)	20%	13,3%	20%	33,3%	13,3%
6.The opinions of students and staff in inclusion are heard, and they are encouraged to be active. (17)	0%	0%	5,9%	52,9%	41,2%
7.Students receive individual arrangements all throughout their studies. (17)	0%	0%	0%	47,1%	52,9%
8.Learning material and teaching aids are inclusive or there are alternatives suitable for students with disabilities or special needs in place (16)	6,3%	12,5%	31,8%	37,5%	12,5%
9.Psychosocial environment is positive (attitudinal accessibility) (17)	0%	0%	0%	35,3%	64,7%
10.There are accessible transport options for students to reach the institution (16)	12,5%	12,5%	6,3%	43,8%	25%
11.The use of information technology (IT) is accessible (17)	0%	0%	5,9%	51,9%	41,2%
12.Information and communication on the VET institutions in print or on websites are inclusive and accessible. (16)	12,5%	0%	6,3%	56,3%	25%
13.The extracurricular and school-sponsored activities are accessible (16)	0%	0%	6,3%	50%	43,8%
14.Our pedagogical staff is able to identify students with disabilities other than physical disability, learning barriers, and needs for special education. (17)	0%	0%	17,6%	47,1%	35,3%

15. Our pedagogical staff is able to take into account the diversity of students, such as their individual needs, strengths, and situations in life in their pedagogical solutions. (17)	0%	0%	0%	47,1%	52,9%
16. Our pedagogical staff is able able to plan individualized learning plans according to the special needs of the students. (17)	2,90%	17,6%	0%	52,9%	29,4%
17. Our pedagogical staff is competent in using differentiated and student-centered pedagogical methods and teaching aids suitable for students with special needs and in using fair, differentiated, and accessible evaluation methods in learning assessments. (16)	0%	6,3%	12,5%	50%	31,3%
18. Our pedagogical staff is able to create a respectful and psychologically safe environment among the students in our classrooms and workshops (non-discriminatory). (17)	0%	0%	5,9%	23,5%	70,6%
19. Our pedagogical staff is aware of social services and actively collaborates with them. (17)	0%	5,9%	5,9%	41,2%	47,1%
20. Our pedagogical staff collaborates with other teachers in sharing good practices in inclusion. (17)	0%	11,8%	0%	47,1%	41,2%
21. Pedagogical staff receives regular, relevant to their tasks, and up-to-date training to implement inclusivity and accessibility.(17)	5,9%	5,9%	11,8%	58,8%	17,6%
22. All students study in mixed groups. (17)	11,8%	11,8%	5,9%	29,4%	41,2%
23. All students have access to special educators (e.g. sign language interpreter). (16)	25%	6,3%	31,3%	12,5%	25%
24. Students with learning difficulties have access to additional classes. (17)	0%	5,9%	5,9%	47,1%	41,2%

What works well already? What are the strengths of the current situation? (5)

1. A generalized answer is provided in the previous domain of the questionnaire. The institution has a ramp, remote opening of doors for people with special educational needs
2. Individual approach to learners with special educational needs
3. Cooperation with social partners
4. Favourable psychological conditions for integration learners with special educational needs into the educational environment
5. Quality monitoring of inclusive education involves the execution of individual development programs for children with special educational needs, allowing the tracking of education quality. It includes creating an accessible environment and fostering a positive psychological climate. Continuous assessment of situations at defined key points enables the identification of areas that require intervention and support.

What are the main challenges or bottlenecks in the current situation? (3)

1. A generalized answer is provided in the previous domain of the questionnaire. There is no financial ability to install elevators, or purchase lifts on stairs; there is a need to set up a resource room, to purchase special equipment, special devices for sanitary rooms, special equipment for training people with hearing or vision disorders; to involve narrow specialists in the educational process.
2. There are no perfect educational programs for people with special educational needs in vocational education
3. Unfortunately, our institution is not architecturally accessible to all participants because the institution's direction is construction and building, so certain categories of inclusivity cannot study within the institution

What kind of solutions or best practices you wish to suggest for improving the current situation?
(3)

1. A generalized answer is provided in the previous domain of the questionnaire.
2. Providing links to practices, programs, and work plans with young people studying in inclusive vocational education groups
3. Dissolving pedagogical inertia requires both moral and material incentives. Overcoming obstacles to inclusion can be minimized through collaboration between individuals responsible for policy development, involving political and religious figures, as well as media personnel.

DOMAIN 3: Linkages to the community and working life.

Please answer according to your knowledge or opinion if you agree with the statement. 1= strongly disagree, 2= Disagree, 3= neither agree or disagree, 4= agree or 5= strongly agree. Please choose only 1. If you don't know or don't have opinion, leave the line empty.

At the VET institution where I work	1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree
1. We ensure the accessibility of community events, including the VET provision recruitment events. (15)	6,7%	0%	6,7%	60%	26,7%
2. We systematically cooperate (e.g., consultation or active involvement) with organizations of persons with disabilities, resource centers, social partners, social protection services, or other service providers on disability or special needs specific issues. (17)	5,9%	5,9%	5,9%	47,1%	35,3%
3. We actively promote that the community and parents welcome all students from the community in the VET institutions, also those with disabilities and special needs and other risks of exclusion. (15)	0%	6,7%	0%	33,3%	60%
4. We address disability in advertising, promotion, fundraising, and communication of VET provisions in oblast level. (13)	0%	15,4%	23,1%	53,8%	7,7%
5. Our guideline(s)/procedures are in place to ensure that internal and external communication is respectful of persons with disabilities. (17)	0%	0%	0%	58,8%	41,2%
6. We interact with methodologists of resource centers supporting inclusive education and pedagogical workers of inclusive resource centers regarding the organization of inclusive education. (17)	5,9%	5,9%	17,6%	41,2%	29,4%
7. We organize the availability of suitable on-the-job workplaces, the orientation of workplace instructors, support in reasonable workplace adjustments, and support for students with special needs or disabilities in on-the-job training. (14)	7,1%	7,1%	7,1%	57,1%	21,4%
8. We advocate for disability inclusion in labor market. (17)	0%	0%	5,9%	47,1%	47,1%
9. Our communication on labour market information (e.g. on the website or prints) is accessible. (16)	0%	6,3%	18,8%	56,3%	18,8%

10. We implement career guidance services to support job seekers with special needs, including disabilities. (17)	0%	0%	5,9%	64,7%	29,4%
11. We help the transitions of graduates with disabilities or special needs from VET to the labor market and job placements. (17)	0%	0%	5,9%	52,9%	41,2%

What works well already? What are the strengths of the current situation? (4)

1. A generalized answer is provided in the first domain of the questionnaire
2. Interaction with methodologists of resource centres
3. The psychological-pedagogical support team is operational
4. We support and assist graduates of the institution with disabilities or special needs in their employment.

What are the main challenges or bottlenecks in current situation?(4)

1. A generalized answer is provided in the first domain of the questionnaire.
2. Employment of learners
3. Absence of an assistant, in addition to the stipend, requires additional funding
4. Striving to make the environment as accessible as possible for everyone (damaged pavements, lack of ramps on sidewalks, absence of communication skills for people with hearing impairments, absence of subtitles in movies and television, overcrowding, which hinders independence).

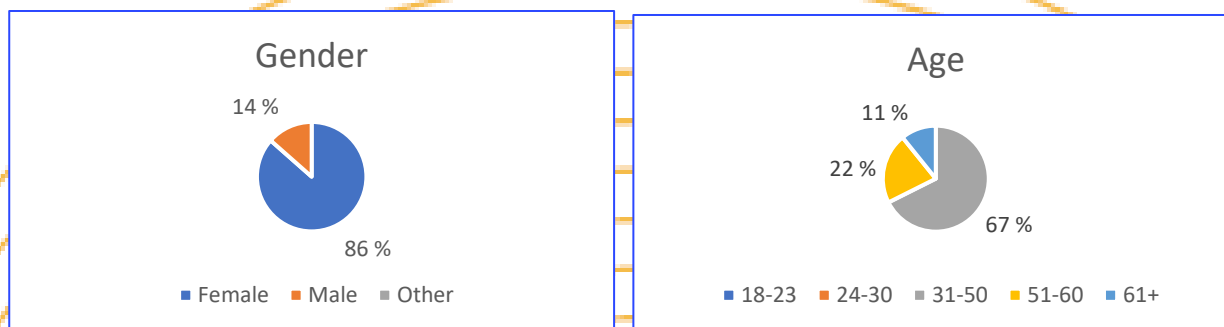
What kind of solutions or best practices do you wish to suggest for improving the current situation? (3)

1. A generalized answer is provided in the first domain of the questionnaire.
2. To ensure funding for assistants. To provide a social pedagogue, a speech therapist, as I was provided with in school.
3. To overcome challenges

Any further comments on inclusive VET in Ukraine? (4)

1. A generalized answer is provided in the first domain of the questionnaire. Unfortunately, the team's desire and actions alone are not enough to solve these issues. We need effective support: regulatory, informational, resource, and financial. We need the interest of inclusive resource centres specialists in accompanying persons with special educational needs not only to the completion of the general secondary education, but also in the vocational education. Because they are so busy that even at the Open Day dedicated to the problem of accepting people from special educational needs to study at the school, despite personal invitations, not a single representative from the district inclusive resource centre found an opportunity to come (there was such an unpleasant case). So far, everything is based on initiative. Thank you for your concern about this problem!
2. Access to elevators is not universally available, restricting movement. There should be more attention from parents as they know their child best. Parents can assist educators in adapting educational materials, work with their child beyond additional sessions on motor skills, creating a language-rich environment, etc., encouraging them to finish what they started.
3. Our institution fully supports all projects related to inclusive education and actively implements them in the educational process.
4. Good

4.1.3. Questionnaire for Representatives of regional departments of education



37 respondents

DOMAIN 1: Governance, management, leadership, and strategic planning
 Please answer according to your knowledge or opinion if you agree with the statement. 1= strongly disagree, 2= Disagree, 3= neither agree or disagree, 4= agree or 5= strongly agree. Please choose only 1 option per each question. If you don't know or don't have opinion, leave the line empty.

At departmental level	1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree
1. We have policies of inclusive VET in place (36)	5,6%	27,8%	52,8%	8,3%	5,6%
2. Our staff is trained in inclusive VET policy development (34)	20,6%	35,3%	29,4%	8,8%	5,9%
3. Key performance indicators for inclusive VET are in place. (35)	8,6%	40%	31,4%	17,1%	2,9%
4. We have data collection, monitoring, and evaluation system for Inclusion measures in place. (36)	8,3%	19,4%	44,4%	13,9%	13,9%
5. We involve persons with special educational needs, including those with disabilities, in our policy formulation. (32)	9,4%	43,8%	25%	15,6%	6,3%
6. Our employment policy/strategy and other human resources-related policies/strategies include provisions to attract, recruit, retain, and promote the career development of employees with disabilities, including the decision-making positions. (35)	8,6%	22,9%	45,7%	20%	2,9%
7. We target financial and other resources to implement the inclusive VET. (35)	17,1%	28,6%	25,7%	25,7%	2,9%
8. We interact vertically and horizontally with different governmental bodies on issues of ensuring inclusive education and special education. (36)	8,3%	11,1%	30,6%	41,7%	8,3%
9. The management is committed to promoting inclusive VET in practice. (37)	10,8%	13,5%	21,6%	40,5%	13,5%
10. We have a team or committee for inclusion support. (33)	18,2%	27,3%	15,2%	30,3%	9,1%

What works well already? What are the strengths of the current situation? (18)

1. Nothing operates
2. Constant monitoring of problematic issues; a large number of training programs that focus efforts on adapting to the standards of education of socially vulnerable learners

3. Inclusive education is organized only in 1 institution for 2 children starting from September 01, 2023. There are no developments.
4. Special groups formed of people with special educational needs. Special adaptive programs are being developed for the whole group
5. A mechanism for inclusive education of individuals in special groups has been developed
6. The authorities are constantly searching for various ways to meet the needs of vulnerable segments of the oblast's population. The region is implementing a program to create special groups in V(VT)ET institutions to provide vocational training to students with disabilities. To ensure the possibility of access of socially and economically vulnerable segments of the population to vocational education and training, the state targeted support for these categories is provided at the expense of state and local budgets. Such persons have a pre-emptive right to enroll in V(VT)ET institutions.
7. Create inclusive and special groups.
8. -
9. Currently, there are no learners with disabilities in V(VT)ET institutions in Luhansk oblast. At this stage, more attention and concerns are paid to inclusion in schools. The algorithm for working with V(VT)ET institutions is not established.
10. Providing psychological and pedagogical support to learners with special educational needs. Participation learners with special educational needs together with everyone else in extracurricular activities (various educational events, competitions, circle work, sports). Fruitful cooperation with parents and inclusive resource centres employees.
11. Support for children with special educational needs in the context of vocational training
12. We have experience in teaching children with hearing loss.
13. Increase in the number of students who have inclusion in V(VT)ET institutions
14. A support team has been created, and a learner is in an educational environment
15. Full participation of students with special educational needs in the educational process, without segregation from the general student part. Under these conditions, efforts are made to meet the needs of special students and provide comprehensive support at all stages of the educational process.
16. Socialization of children with disabilities, teaching them vocational skills for future independence.
17. Qualified training of pedagogical staff.
18. Nothing works. There are no strengths.

What are the main challenges or bottlenecks in the current situation? (21)

1. At the department level, the issue of inclusive education in vocational education institutions is not raised
2. non-informative nature of existing statistical reports on problematic issues in inclusive education; unsystematic nature of a large number of information requests on this issue; a small number of narrowly focused specialists working with inclusive groups and low remuneration of such specialists
3. Imperfect regulatory support
4. There is no comprehensive vision for the development of inclusive education in VET; specific requirements for training in professions (in particular, incorrect medical reports on suitability for training in the profession.
5. Lack of the position of teacher's/master's assistant in the staffing tables
6. The lack of an approved list of simple professions without medical restrictions prevents the widespread provision of vocational education to children with intellectual disabilities - graduates of specialized boarding schools in the region.
7. The inability to have a full-time position for a teacher's assistant and an assistant of master of industrial training in vocational (vocational and technical) education institutions (V(VT)ET) is due to the fact that such positions are not provided for in the approved standard staffing regulations by the Ministry of Education and Science.
8. The lack of positions for a teacher's assistant and a industrial training master's assistant in the approved staffing table
9. Inclusive education requires a systematic approach and collaboration among all participants in the educational process to create a conducive learning environment for all learners. Inclusive education in vocational and technical education encounters several challenges: Accessibility of materials and environment; Teachers require specialized training to work with learners with diverse educational needs, including teaching techniques and approaches to different types of learning; Determining which professions

can be acquired by inclusive education learners, as inclusion varies: some may have visual or hearing impairments, while others may have mental health conditions.

10. Funding for a teacher's assistant, vocational training master's assistant, dormitory supervisor's assistant (for those who live in a dormitory), and a child's assistant. Providing access to a specific list of vocational professions to children with disabilities. Providing learners with special educational needs with special corrective tools for psycho-physical development according to the standard list approved by the Ministry of Education and Science. Ensuring the availability of information in various formats (Braille font, etc.).
11. Lack of support personnel (assistant of master of industrial training) and appropriate funding for equipping rehabilitation-oriented classrooms
12. Lack of regulatory documents to ensure inclusive education in V(VT)ET.
13. We need an experienced sign language interpreter in staff
14. As of today, vocational education institutions lack inclusive groups due to the fact that all establishments are operating remotely and do not possess their own material and technical resources.
15. There is not enough number of assistants for Master of Industrial Training or teacher's s assistants. The premises of educational institutions are not adequately adapted for students with inclusion
16. Inadequate regulatory base
17. Improving the qualifications of teachers in inclusive groups through the acquisition of new technologies and consideration of individual student needs. There is a lack of qualified personnel in this area.
18. Financing
19. There should be separate specialized programs for various types of disabilities.
20. There is a lack of knowledge to implement new educational programs and adjust existing ones to accommodate various situations, especially for children with intellectual disabilities. The institutions of vocational (vocational and technical) education do not include positions for teacher's assistants or master's assistant in their staffing table. There are no specific medical protocols defined at the legislative level regarding the admission of individuals with disabilities, including those with intellectual impairments, into educational settings.
21. The lack of acceptance of inclusive education by the head of the Department of Education and Science of the Regional State Administration.

What kind of solutions or best practices do you wish to suggest for improving the current situation?
(16)

1. To familiarize the administration of vocational education institutions with the issues of inclusive education and to develop measures for its implementation in V(VT)ET institutions
2. Systematization of information about the needs of inclusive education; implementation of educational programs for the training of inclusive education teachers working specifically in V(VT)ET; relevant funding to ensure preparation, further education, and remuneration of specialized professionals
3. Make changes to the current regulatory documents regarding the organization of inclusive education in vocational (vocational and technical) education institutions with the development of a clear action algorithm.
4. It is necessary to update the list of professions that individuals in special groups can study
5. Approve the list of simple professions that do not have medical restrictions.
6. Provide barrier-free space for people with disabilities and individuals with special educational needs; equip the institution with necessary equipment for students with various nosologies; determine a clear list of professions for educating students with disabilities in vocational education institutions and the specifics of this process
7. It is important to develop individualized learning programs that take into account the needs of each learner separately. Learners with special needs may require additional support, such as assistants or specialized services. It is also important to provide support to teachers and Master of Industrial Training who work with these students.
8. Improvement of the regulatory base.
9. Need for financial support.
10. We need to share experience more often.
11. Training of assistants of masters of industrial training and teachers, increased funding for V(VT)ET institutions to improve the premises + control over the work performed

12. Improving the level of professional training for pedagogical staff to work in inclusive learning environments. Assisting in organizing a high-quality implementation process of inclusive education in professional (vocational-technical) education institutions.
13. Approve a list of professions for which professional training can be provided to children with special educational needs to expand the list of special groups for the aforementioned category.
14. European Union practices for socializing inclusive students.
15. Training for educational staff and methodologists in Educational and Methodical Centres on practical guidelines by specialists experienced in implementing or adapting educational programs, rather than solely focusing on psychological knowledge; (many courses in this field predominantly emphasize psychological aspects)
16. To dismiss the head of the Department of Education and Science of the Regional State Administration from their position.

DOMAIN 2: Accessibility

Please answer according to your knowledge or opinion if you agree with the statement. 1= strongly disagree, 2= Disagree, 3= neither agree or disagree, 4= agree or 5= strongly agree. Please choose only 1 option per each question. If you don't know or don't have opinion, leave the line empty.

Regarding the VET institutions in our department	1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree
1.Our institutions are architecturally accessible to all participants. (35)	5,7%	40%	25,7%	17,1%	11,4%
2.The premises and the infrastructure are accessible for people with hearing, seeing, moving impairments, and social and economic participation. (36)	13,9%	36,1%	30,6%	11,1%	8,3%
3.Applicants who require individual arrangements are taken into account in the application process, e.g. when communicating on intakes or organizing entrance exams. (33)	3%	6,1%	15,2%	48,5%	27,3%
4.Curricula are inclusive (pedagogical accessibility): they have a diversity of content, material, ideas, and methods of assessment as well as inclusive language. (33)	12,2%	39,4%	30,3%	15,2%	3%
5.Students are systematically included in the development of curricula. (30)	23,3%	60%	10%	6,7%	0%
6.The opinions of students and staff in inclusion are heard, and they are encouraged to be active. (33)	9,1%	18,2%	33,3%	27,3%	12,1%
7.Students receive individual arrangements all throughout their studies. (35)	8,6%	2,9%	14,3%	51,4%	22,9%
8.Learning material and teaching aids are inclusive or there are alternatives suitable for students with disabilities or special needs in place. (32)	21,9%	43,8%	21,9%	9,4%	3,1%
9.Psychosocial environment is positive (attitudinal accessibility). (36)	2,8%	8,3%	19,4%	58,3%	11,1%
10.There are accessible transport options for students to reach the institution. (33)	24,2%	18,2%	33,3%	18,2%	6,1%
11.The use of information technology (IT) is accessible. (34)	0%	5,9%	23,5%	58,8%	11,8%
12.Information and communication on the VET institutions in print or on websites are inclusive and accessible. (31)	9,7%	16,1%	41,9%	25,8%	6,5%
13.The extracurricular and school-sponsored activities are accessible. (35)	0%	2,9%	34,3%	42,9%	20%
14.Our pedagogical staff is able to identify students with disabilities other than physical disability, learning barriers, and needs for special education. (30)	3,3%	6,7%	20%	46,7%	23,3%

15. Our pedagogical staff is able to take into account the diversity of students, such as their individual needs, strengths, and situations in life in their pedagogical solutions. (33)	0%	6,1%	21,2%	54,5%	18,2%
16. Our pedagogical staff is able able to plan individualized learning plans according to the special needs of the students. (33)	3%	9,1%	24,2%	54,5%	9,1%
17. Our pedagogical staff is competent in using differentiated and student-centered pedagogical methods and teaching aids suitable for students with special needs and in using fair, differentiated, and accessible evaluation methods in learning assessments. (33)	3%	6,1%	48,5%	39,4%	3%
18. Our pedagogical staff is able to create a respectful and psychologically safe environment among the students in our classrooms and workshops (non-discriminatory). (34)	0%	0%	14,7%	64,7%	20,6%
19. Our pedagogical staff is aware of social services and actively collaborates with them. (33)	0%	6,1%	24,2%	42,4%	27,3%
20. Our pedagogical staff collaborates with other teachers in sharing good practices in inclusion. (34)	0%	5,9%	20,6%	64,7%	8,8%
21. Pedagogical staff receives regular, relevant to their tasks, and up-to-date training to implement inclusivity and accessibility. (32)	9,4%	12,5%	46,9%	18,8%	12,5%
22. All students study in mixed groups					
23. All students have access to special educators (e.g. sign language interpreter). (30)	26,7%	16,7%	36,7%	10%	10%
24. Students with learning difficulties have access to additional classes. (33)	15,2%	6,1%	24,2%	33,3%	21,2%

What works well already? What are the strengths of the current situation? (15)

1. Only collecting data on the students with special educational needs.
2. Partial equipping of V(VT)ET institutions with means of barrier-free access (such as available call buttons, ramps).
3. Accessibility of buildings, structures, and premises; creation of resource rooms
4. Accessibility to learning; creating a psychologically safe environment full of respect
5. For such students, necessary conditions have been created to enjoy their right to vocational and technical education; they are socially adapted within student communities and are under the supervision of deputy directors responsible for educational work, under constant observation by medical staff, practical psychologists, and educators. V(VT)ET institutions have advisory centres for children with disabilities, where they receive specialized training in specific professions.
6. Cooperation with social services has been established
7. Individual development programs are designed for each student with special educational needs.
8. Individual and group activities of psychological service specialists
9. Currently, our V(VT)ET institution in Luhansk region does not have inclusive learners
10. Cooperation of structural divisions of V(VT)ET institution on the organization of inclusive education. Providing psychological and pedagogical support to learners with special educational needs
11. Support for children with special educational needs in the context of vocational training
12. Circles
13. Healthy psychological climate of the staff

14. The student acquires a profession
15. In the institution, there is respect for inclusive learners. Communication is used so that the family, lyceum, and professionals work together.

What are the main challenges or bottlenecks in the current situation? (15)

1. The lack of information for parents and individuals with disabilities about the possibility of creating inclusive groups and the willingness of school directors to establish such groups. Lack of a safe environment for people with special educational needs.
2. Insufficient quantity of specialized educational materials and manuals in printed and electronic formats adapted for learning in inclusive groups; outdated material and technical equipment in V(VT)ET institutions; lack of appropriate learning conditions, especially for practical training (accessibility)
3. The lack of proper collaboration with volunteers, non-governmental organizations, involvement of sponsor funding, and international funds
4. The lack of specifically trained employees to work with individuals with mental, intellectual, or sensory impairments during extracurricular hours.
5. Accessibility of institution buildings. Demand for high professional qualifications of graduates
6. Not all the learners have access to special teachers, because there is a shortage of them (for example, special education teachers, sign language interpreters).
7. Financing of institutions on the above-mentioned issue. Unwillingness of the management to change the current state of affairs, to look for alternative solutions for the possibility of teaching such students
8. Availability of information in various formats. Providing a universal design.
9. Lack of special teachers in the staffing tables of institutions
10. Low level of readiness (training) of management and teaching staff to introduce training of persons with inclusion in V(VT)ET institution
11. Children do not always believe in their own abilities.
12. Lack of tutors
13. Taking inclusion into account when writing curricula
14. Educational process in a remote format
15. Contacts are being established with the psychological service, specialists from the inclusive resource center, rehabilitation centres, and social services.

What kind of solutions or best practices you wish to suggest for improving the current situation? (12)

1. To raise this issue at least to the level of the Directorate of Vocational Education and bring it to the level that is in comprehensive secondary educational institutions. Conduct explanatory work with parents of persons with special educational needs regarding their rights and opportunities.
2. development and production of specialized educational materials and manuals in printed and electronic formats, adapted for learning in inclusive groups; implementation of appropriate funding to ensure modern adaptive educational equipment, barrier-free and accessible educational institutions
3. Reviewing the staffing tables in V(VT)ET institutions
4. Every year, the number of young people with special needs increases; therefore, to address this demand, it's necessary to update the list of simple professions, involve non-governmental and charitable organizations, and improve the material and technical resources of V(VT)ET institutions for unhindered access to vocational education.
5. Perhaps it is necessary to review the salary of specialists and increase it.
6. Creating inclusive groups with a teacher's assistant and assistant of master of industrial training
7. Funding for problem solving
8. Making changes to standard staffing tables
9. Training for managerial and pedagogical staff on identifying individuals with special educational needs, creating individual educational plans and programs, establishing a conducive educational environment, etc.

10. Involving psychologists to work.

11. Training seminar

12. Development of a program that will ensure comfortable learning and developmental dynamics for a child.

DOMAIN 3: Linkages to the community and working life.

Please answer according to your knowledge or opinion if you agree with the statement. 1= strongly disagree, 2= Disagree, 3= neither agree or disagree, 4= agree or 5= strongly agree. Please choose only 1 option per each question. If you don't know or don't have opinion, leave the line empty.

At departmental level	1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree
1. We ensure the accessibility of community events, including the VET provision recruitment events. (31)	9,7%	16,1%	41,9%	22,6%	9,7%
2. We systematically cooperate (e.g., consultation or active involvement) with organizations of persons with disabilities, resource centers, social partners, social protection services, or other service providers on disability or special needs specific issues. (32)	0%	9,4%	37,5%	34,4%	18,8%
3. We actively promote that the community and parents welcome all students from the community in the VET institutions, also those with disabilities and special needs and other risks of exclusion. (26)	11,5	15,4%	30,8%	26,9%	15,4%
4. We address disability in advertising, promotion, fundraising, and communication of VET provisions in oblast level. (25)	16%	28%	36%	20%	0%
5. Our guideline(s)/procedures are in place to ensure that internal and external communication is respectful of persons with disabilities. (33)	6,1%	0%	15,2%	48,5%	30,3%
6. We interact with methodologists of resource centers supporting inclusive education and pedagogical workers of inclusive resource centers regarding the organization of inclusive education. (32)	0%	9,4%	25%	50%	15,6%
7. We encourage the employers to offer on-the-job workplaces, support the orientation of workplace instructors, support in reasonable workplace adjustments, and support for students with special needs or disabilities in on-the-job training. (31)	12,9%	22,6%	25,8%	32,3%	6,5%
8. We advocate for disability inclusion in the labor market. (31)	6,5%	9,7%	16,1%	48,4%	19,4%
9. Our communication on labour market information (e.g. on the website or prints) is accessible. (27)	11,1%	14,8%	37%	29,6%	7,4%
10. We implement career guidance services to support job seekers with special needs, including disabilities in departmental level. (30)	13,3%	20%	33,3%	26,7%	6,7%
11. We support the transitions of graduates with disabilities or special needs from VET to the labor market and job placements. (33)	6,1%	15,2%	15,2%	45,5%	18,2%

What works well already? What are the strengths of the current situation? (11)

1. There is some cooperation with the inclusive resource centre.
2. Social adaptation through V(VT)ET for acquiring professions; established database of enterprises, institutions, and organizations - potential employers for the employment of V(VT)ET institution graduates from inclusive groups
3. Communication with special schools (where children with special needs study) and employers (for employment)
4. Career guidance
5. In the context of enhancing the attractiveness of V(VT)ET, specific efforts are made, involving activities with the participation of social partners (roundtable discussions, skills competitions, career guidance events, international educational initiatives).
6. Established collaboration with specialists from inclusive resource centres.
7. Cooperation with inclusive resource centre representatives
8. Cooperation with employers regarding the employment of children with hearing impairments
9. As of January 1, 2023, there were 6 persons studying in inclusive groups in 2 V(VT)ET institutions in the oblast; 346 learners were enrolled in special groups in 13 educational institutions. In 2020, a working group established under the Department of Education and Science of the Regional State Administration developed appropriate methodological recommendations for the proper organization of inclusive education in V(VT)ET institutions. Available on the website through the link (<https://nmc-pto.dp.ua/>). Every year, employees of the V(VT)ET institutions improve their skills in inclusive education. Thus, during 2022-2023 academic year, 83 teachers completed professional development courses.
10. Provided psychological support for individuals with special educational needs, ensuring the accessibility of educational materials.
11. Almost good

What are the main challenges or bottlenecks in current situation? (11)

1. The incomplete regulatory and legal framework.
2. Employment of qualified workers from inclusive groups
3. Establishing cooperation with parents/guardians of children. Employment centres and social services are not involved in the issue of training people with special needs
4. Lack of leverage to encourage employers to hire people with special needs or disabilities
5. At the legislative level, there are no restrictions on admission to the higher level of education for VET learners. However, the reduction of the state order for training personnel in the higher education system restricts access to higher education for economically vulnerable groups of the population.
6. There are problems with further employment of persons with special educational needs.
7. Difficulties in completing industrial internships, employment of learners with special educational needs, with disabilities. There are no designated instructors at the workplace to support such learners. Weak availability of information on the labour market for persons with disabilities and their involvement.
8. Lack of variability of positions for employment of children with special educational needs and lack of basic social services for children with special educational needs
9. Almost the entire region is temporary occupied. Many regional enterprises are not operating or have been moved to other regions. Institutions have lost connections with employers in the oblast.
10. Employment, reasonable adaptation of premises.
11. Adaptation of educational programs for individuals with special educational needs.

What kind of solutions or best practices do you wish to suggest for improving the current situation? (6)

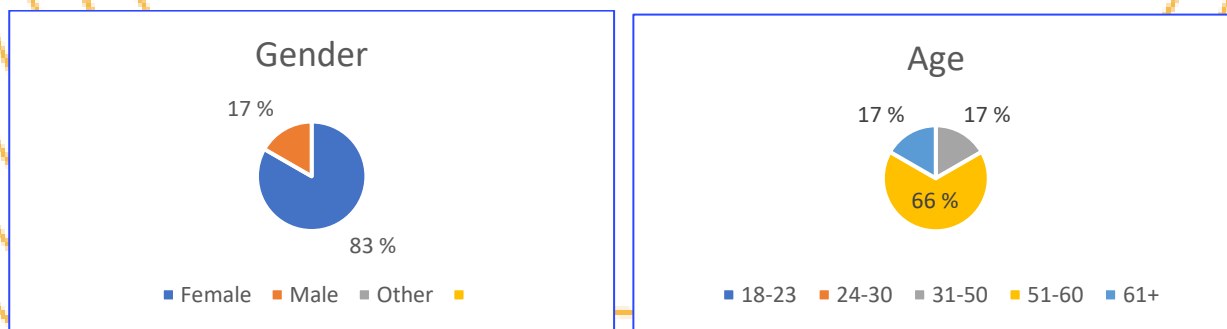
1. Improve the regulatory framework for financial guarantees of training students with special educational needs in V(VT)ET institutions. Strengthen the responsibility of V(VT)ET institution managers to create a safe educational environment for people with special educational needs.

2. Implementation at the legislative level of additional benefits and subsidies for employers to encourage the creation of appropriate working conditions and employment opportunities for skilled workers from socially vulnerable groups; adopting international best practices.
3. Improvement of the regulatory base
4. Introduction of social centres (workshops) for children with moderate and severe disabilities
5. Adopt relevant regulatory documents.
6. Enhance collaboration to address employment issues for individuals with inclusivity. Provide access to employment opportunities for individuals with special educational needs.

Any further comments on inclusive VET in Ukraine? (9)

1. Inclusive education in V(VT)ET institutions practically does not exist
2. In my opinion, the inclusion caused by war should be further researched and partly identified as a direction for supporting and adapting in education and employment
3. No
4. A significant problem is the lack of teacher's assistants in V(VT)ET institutions (not provided for in the staff table); understaffing of the psycho-medical-pedagogical commission with specialists; lack of training, retraining, and counseling for teachers in vocational-theoretical and vocational-practical training
5. The regulatory framework on the organization of inclusive education in vocational education institutions requires updating and refinement.
6. Improving the regulatory framework on this issue
7. There are not regulatory documents on inclusive education in VET institutions or they are uncoordinated
8. Improve the regulatory framework (legislation) on training people with special needs. Organize training of management and pedagogical personnel of V(VT)ET institutions to provide educational services to persons with inclusion and special educational needs. At the state level, to develop a mechanism for motivating employers to hire persons of mentioned categories
9. Improving inclusive education in vocational (vocational-technical) education institutions, providing assistance to V(VT)ET institutions in organizing the educational process for inclusive groups.

4.1.4. Questionnaire for MoES + other policy-makers & research institutions



6 respondents

DOMAIN 1: Governance, management, leadership, and strategic planning
 Please answer according to your knowledge or opinion if you agree with the statement. 1= strongly disagree, 2= Disagree, 3= neither agree or disagree, 4= agree or 5= strongly agree. Please choose only 1 option per each question. If you don't know or don't have opinion, leave the line empty.

At national level	1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree

1. We have policies of inclusive VET in place. (6)	0%	33,3%	33,3%	16,7%	16,7%
2. Our staff is trained in inclusive VET policy development. (6)	0%	50%	33,3%	0%	16,7%
3. Key performance indicators for inclusive VET are in place. (6)	16,7%	16,7%	33,3%	16,7%	16,7%
4. We have data collection, monitoring, and evaluation system for Inclusion measures in place. (6)	0%	16,7%	66,7%	0%	16,7%
5. We involve persons with special educational needs, including those with disabilities, in our policy formulation. (6)	0%	16,7%	66,7%	0%	16,7%
6. Our employment policy/strategy and other human resources-related policies/strategies include provisions to attract, recruit, retain, and promote the career development of employees with disabilities, including the decision-making positions. (6)	0%	16,7%	50%	16,7%	16,7%
7. We target financial and other resources to implement the inclusive VET. (6)	0%	16,7%	16,7%	50%	16,7%
8. We interact vertically and horizontally with different governmental bodies on issues of ensuring inclusive education and special education. (6)	0%	0%	50%	33,3%	16,7%
9. The management is committed to promoting inclusive VET in practice. (6)	0%	0%	33,3%	50%	16,7%
10. We have a team/committee/council for inclusion support. (6)	0%	50%	33,3%	0%	16,7%

What works well already? What are the strengths of the current situation? (3)

1. Increasing attention for the development of inclusion
2. Students of vocational (vocational and technical) education institutions receive education in inclusive groups.
3. There is a broad definition of inclusion and persons with special educational needs at the legislative level. There is a political will to promote inclusive education at all levels.

What are the main challenges or bottlenecks in the current situation? (3)

1. Lack of funds and human resources
2. Difficulties are associated with organizing inclusive groups and challenges arise for the personnel of vocational (vocational-technical) education institutions in working with students in inclusive groups.
3. Insufficient understanding of the concept of "inclusive education" in the broadest sense. The regulatory framework and mechanisms for implementing inclusive education have not been sufficiently developed.

What kind of solutions or best practices do you wish to suggest for improving the current situation? (3)

1. Teach all teachers of V(VT)ET institutions about inclusive methods
2. Attracting psychological assistance for both students and teachers.
3. 1) Improvement of the regulatory framework. 2) Organization of training of employees in the field of vocational education. 3) Introduction to the best international practices.

DOMAIN 2: Accessibility

Please answer according to your knowledge or opinion if you agree with the statement. 1= strongly disagree, 2= Disagree, 3= neither agree or disagree, 4= agree or 5= strongly agree. Please choose only 1 option per each question. If you don't know or don't have opinion, leave the line empty.

At national level	1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree
1.Our institutions are architecturally accessible to all participants. (6)	(6)	33,3%	33,3%	16,7%	16,7%
2.The premises and the infrastructure are accessible for people with hearing, seeing, moving impairments, and social and economic participation. (6)	0%	50%	33,3%	16,7%	0%
3.Applicants who require individual arrangements are taken into account in the application process, e.g. when communicating on intakes or organizing entrance exams. (3)	0%	0%	16,7%	83,3%	0%
4.Curricula are inclusive (pedagogical accessibility): they have a diversity of content, material, ideas, and methods of assessment as well as inclusive language. (6)	0%	33,3%	33,3%	33,3%	0%
5.Students are systematically included in the development of curricula. (6)	16,7%	33,3%	16,7%	0%	33,3%
6.The opinions of students and staff in inclusion are heard, and they are encouraged to be active. (6)	0%	33,3%	0%	33,3%	33,3%
7.Students receive individual arrangements all throughout their studies. (6)	0%	0%	16,7%	33,3%	50%
8.Learning material and teaching aids are inclusive or there are alternatives suitable for students with disabilities or special needs in place. (5)	0%	40%	0%	60%	0%
9.Psychosocial environment is positive (attitudinal accessibility). (6)	0%	0%	16,7%	50%	33,3%
10.There are accessible transport options for students to reach the institution. (6)	16,7%	33,3%	33,3%	16,7%	0%
11.The use of information technology (IT) is accessible. (6)	0%	16,7%	16,7%	50%	16,7%
12.Information and communication on the VET institutions in print or on websites are inclusive and accessible. (6)	16,7%	16,7%	16,7%	50%	0%
13.The extracurricular and school-sponsored activities are accessible. (5)	0%	20%	20%	60%	0%
14.Our pedagogical staff is able to identify students with disabilities other than physical disability, learning barriers, and needs for special education. (6)	0%	16,7%	16,7%	66,7%	0%
15.Our pedagogical staff is able to take into account the diversity of students, such as their individual needs, strengths, and situations in life in their pedagogical solutions. (6)	0%	0%	50%	33,3%	16,7%
16.Our pedagogical staff is able able to plan individualized learning plans according to the special needs of the students. (6)	0%	16,7%	33,3%	33,3%	16,7%
17.Our pedagogical staff is competent in using differentiated and student-centered pedagogical methods and teaching aids suitable for students with special needs and in using fair, differentiated, and accessible evaluation methods in learning assessments. (6)	0%	16,7%	33,3%	33,3%	16,7%

18. Our pedagogical staff is able to create a respectful and psychologically safe environment among the students in our classrooms and workshops (non-discriminatory). (6)	0%	0%	33,3%	50%	16,7%
19. Our pedagogical staff is aware of social services and actively collaborates with them. (6)	0%	0%	16,7%	66,7%	16,7%
20. Our pedagogical staff collaborates with other teachers in sharing good practices in inclusion. (5)	0%	20%	20%	60%	0%
21. Pedagogical staff receives regular, relevant to their tasks, and up-to-date training to implement inclusivity and accessibility. (5)	0%	20%	60%	20%	0%
22. All students study in mixed groups. (6)	0%	16,7%	50%	33,3%	0%
23. All students have access to special educators (e.g. sign language interpreter). (6)	0%	16,7%	33,3%	16,7%	33,3%
24. Students with learning difficulties have access to additional classes. (6)	0%	0%	50%	33,3%	16,7%

What works well already? What are the strengths of the current situation? (3)

1. Attention to inclusive learners
2. There are inclusive groups, and there are teams for psycho-pedagogical support for learners in vocational (vocational-technical) education; curricula are adapted to the needs of learners.
3. Information (scientific popular literature, publications, methodological recommendations) on individualization and differentiation of the educational process, and the creation of an individual development program, can be found.

What are the main challenges or bottlenecks in the current situation? (3)

1. Funds and human resources
2. Difficulties are associated with architectural accessibility of vocational (vocational-technical) education institutions, particularly access for individuals with disabilities to upper floors of the educational institution.
3. If in the sphere of general secondary and preschool education issues related to the educational process for individuals with special educational needs are more or less regulated, there are still many unresolved matters in vocational-technical education. For instance: creating a transition plan (program) between comprehensive schools/vocational schools, vocational schools/employers; developing an individual development program concerning vocational training; ensuring continuity; providing additional support in the workplace.

What kind of solutions or best practices do you wish to suggest for improving the current situation? (3)

1. Raising funds and human resources
2. Allocation of funds to institutions of vocational (vocational and technical) education for the arrangement of architectural accessibility.
3. Introduction to the best international practices; training, improvement of the regulatory framework

DOMAIN 3: Linkages to the community and working life.

Please answer according to your knowledge or opinion if you agree with the statement. 1= strongly disagree, 2= Disagree, 3= neither agree or disagree, 4= agree or 5= strongly agree. Please choose only 1 option per each question. If you don't know or don't have opinion, leave the line empty.

On national level	1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree
1. We ensure the accessibility of community events, including the VET provision recruitment events. (86)	0%	0%	33,3%	66,7%	0%
2. We systematically cooperate (e.g., consultation or active involvement) with organizations of persons with disabilities, resource centers, social partners, social protection services, or other service providers on disability or special needs specific issues. (6)	0%	0%	33,3%	50%	16,7%
3. We actively promote that the community and parents welcome all students from the community in the VET institutions, also those with disabilities and special needs and other risks of exclusion. (6)	0%	0%	33,3%	50%	16,7%
4. We address disability in advertising, promotion, fundraising, and communication of VET provisions in oblast level. (6)	0%	0%	50%	33,3%	16,7%
5. Our guideline(s)/procedures are in place to ensure that internal and external communication is respectful of persons with disabilities.(6)	0%	0%	0%	50%	50%
6. We interact with methodologists of resource centers supporting inclusive education and pedagogical workers of inclusive resource centers regarding the organization of inclusive education. (6)	0%	16,7%	0%	83,3%	0%
7. We support the employers to offer on-the-job workplaces, support the orientation of workplace instructors, support reasonable workplace adjustments, and support for students with special needs or disabilities in on-the-job training. (6)	0%	16,7%	0%	50%	33,3%
8. We support for disability inclusion in the labor market. (6)	0%	16,7%	0%	50%	33,3%
9. Our communication on labour market information (e.g. on the website or prints) is accessible. (6)	0%	0%	33,3%	33,3%	33,3%
10. We implement career guidance services to support job seekers with special needs, including disabilities at national level. (6)	0%	0%	33,3%	66,7%	0%
11. We support the transitions of graduates with disabilities or special needs from VET to the labor market and job placements. (86)	0%	0%	33,3%	50%	16,7%

What works well already? What are the strengths of the current situation? (3)

1. Attention was drawn to such learners
2. Persons with disabilities are mainly provided with jobs after completing vocational (vocational and technical) education.

3. There is an awareness of the need to support people with special educational needs/disabilities, including employment, and more advocacy campaigns

What are the main challenges or bottlenecks in current situation? (3)

1. Funds and resources
2. Unfortunately, not all graduates of vocational (vocational-technical) education institutions have the opportunity to get employed due to various reasons, such as illness.
3. Insufficient work with employers to support people with disabilities or developmental disorders in the workplace - such as the mentoring system

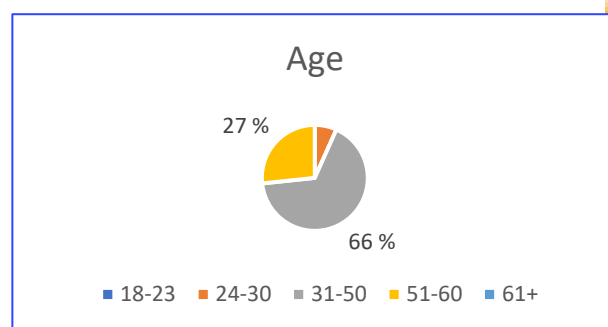
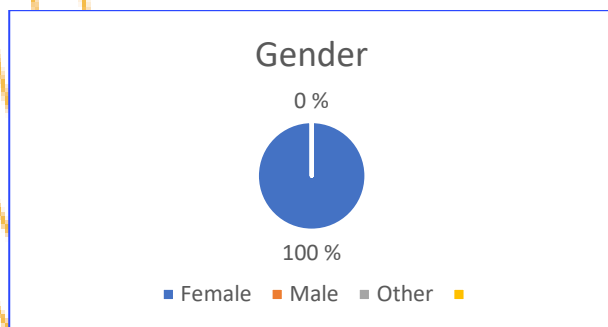
What kind of solutions or best practices do you wish to suggest for improving the current situation? (3)

1. -
2. To actively involve persons with disabilities in various aspects of public life.
3. Familiarization with the best international practices, collaboration with employers + incentives for them to provide additional support to individuals with disabilities in the workplace, along with cooperation with vocational education institutions (mentoring system for future graduates)

Any further comments on inclusive VET in Ukraine? (3)

1. There is a need for widespread engagement of best practices to further work with war veterans
2. Illness is not a verdict; it would be beneficial to involve as many people as possible who require vocational (vocational-technical) education in the educational process.
3. All comments have been mentioned

4.1.5. Questionnaire for the staff of the Inclusive Resource Centers



15 respondents

DOMAIN 1: Governance, management, leadership, and strategic planning
Please answer according to your knowledge or opinion if you agree with the statement. 1= strongly disagree, 2= Disagree, 3= neither agree or disagree, 4= agree or 5= strongly agree. Please choose only 1 option per each question. If you don't know or don't have opinion, leave the line empty.

At the VET institutions-> institutions we cooperate with, according to my understanding	1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree
1. The policies of inclusive VET are in place. (15)	0%	53,3%	26,7%	20%	0%
2. The staff is trained in inclusive VET policy development. (13)	7,7%	38,5%	30,8%	23,1%	0%
3. Key performance indicators for inclusive VET are in place. (14)	7,1%	35,7%	35,7%	21,4%	0%

4. The data collection, monitoring, and evaluation system for Inclusion measures are in place. (13)	7,75	38,5%	38,5%	15,4%	0%
5. VET institutions involve persons with special educational needs, including those with disabilities, in our policy formulation. (14)	0%	28,6%	42,9%	28,6%	0%
6. VET institutions' employment policy/strategy and other human resources-related policies/strategies include provisions to attract, recruit, retain, and promote the career development of employees with disabilities, including the decision-making positions. (11)	9,1%	18,2%	63,6%	9,1%	0%
7. The VET institutions target financial and other resources to implement the inclusive VET. (14)	0%	28,6%	50%	21,4%	0%
8. The VET institutions interact vertically and horizontally with different governmental bodies on issues of ensuring inclusive education and special education. (14)	0%	14,3%	42,9%	42,9%	0%
9. The management of The VET institutions are committed to promoting inclusive VET in practice. (14)	14.3%	28,6%	7,1%	42,9%	7,1%
10. TVET institutions have a team/committee for inclusion support. (11)	0%	36,4%	27,3%	36,4%	0%

What works well already? What are the strengths of the current situation? (11)

1. Mandatory completion of advanced training courses, taking into account the topic of inclusivity
2. Special and inclusive groups are functioning; work is being done with educators to support and accompany persons with special educational needs; support teams for people with special education needs have been created in institutions with inclusive education.
3. The work has started, and there is a development strategy.
4. Teachers are establishing work with learners with special educational needs.
5. Today, there are not strengths
6. Some vocational schools accept a SMALL number of students with special educational needs for vocational training in a SMALL number of professions.
7. Nothing works on the introduction of inclusive groups
8. a team of psychological and pedagogical support has been created; teachers strive to promote inclusive learning in practice
9. Understanding the acceptance of otherness
10. Cooperation with inclusive resource centre
11. People with special education need are welcome in V(VT)ET

What are the main challenges or bottlenecks in the current situation? (11)

1. Unwillingness to change the situation of acceptance
2. Resistance of employees and management
3. The regulation on the functioning of special groups in V(VT)ET institutions has not been developed
4. In practice, the management of some V(VT)ET institutions avoid the introduction of inclusive education.
5. There are problems with educational programs in V(VT)ET for learners with special education needs.
6. 1. Resistance of employees of the V(VT)ET institutions. 2. Imperfect regulatory framework. 3. Inconsistency with further employment

7. Students with special educational needs have a very limited range of professions which they can study. For example, girls want to, but can't learn sewing anywhere, although they studied it in a special school, have already acquired certain skills, and there is motivation, but there are no vocational schools that would accept such children for training.
8. Introduction of an additional staff unit as a master's assistant; a clear list of categories of difficulties in professions that such children can obtain
9. Lack of a teacher's assistant, lack of financial support for conducting correctional and development classes, and purchase of correctional equipment for people with special educational needs
10. Teamwork, employment after training
11. Unreadiness of teachers to train people with special educational needs. Reasonable adaptation, accessibility

What kind of solutions or best practices do you wish to suggest for improving the current situation? (9)

1. ???
2. Improvement of regulatory support for the education of people with special educational needs in V(VT)ET institutions
3. Develop an international partnership to promote inclusive education in V(VT)ET.
4. Close cooperation of employees of V(VT)ET institutions with inclusive resource centre's specialists.
5. 1.Massive explanatory work. 2. Developments in changes to the current legislation, in particular, systematic
6. Good practices are already established, but not in all regions of Ukraine.
7. At the legislative level, to approve the list of professions (specializations) for each pathology; official explanation of the introduction of a master's assistant to the staffing table, their pricing, workload, remuneration, additional incentives in work
8. The need to ensure better interaction at the vertical and horizontal levels with different governmental bodies on issues of ensuring inclusive education and special education; involvement of specialists of special education institutions to advise teachers on practical activities and understanding the specifics of persons with special educational needs
9. pre-vocational education, informational and educational activities

DOMAIN 2: Accessibility

Please answer according to your knowledge or opinion if you agree with the statement. 1= strongly disagree, 2= Disagree, 3= neither agree or disagree, 4= agree or 5= strongly agree. Please choose only 1 option per each question. If you don't know or don't have opinion, leave the line empty.

At the VET institutions we cooperate with	1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree
1.The institution are architecturally accessible to all participants. (15)	26,7%	26,7%	40%	6,7%	0%
2.The premises and the infrastructure are accessible for people with hearing, seeing, moving impairments, and social and economic participation. (15)	33,3%	40%	20%	6,7%	0%
3.Applicants who require individual arrangements are taken into account in the application process, e.g. when communicating on intakes or organizing entrance exams. (14)	0%	35,7%	28,6%	35,7%	0%
4.Curricula are inclusive (pedagogical accessibility): they have a diversity of content, material, ideas, and methods of assessment as well as inclusive language. (14)	21,4%	28,6%	35,7%	14,3%	0%
5.Students are systematically included in the development of curricula. (14)	28,6%	42,9%	21,4%	7,1%	0%

6.The opinions of students and staff in inclusion are heard, and they are encouraged to be active. (14)	14,3%	14,3%	35,7%	35,7%	0%
7.Students receive individual arrangements all throughout their studies. (14)	0%	14,3%	28,6%	42,9%	14,3%
8.Learning material and teaching aids are inclusive or there are alternatives suitable for students with disabilities or special needs in place. (13)	30,8%	15,4%	38,5%	15,4%	0%
9.Psychosocial environment is positive (attitudinal accessibility). (14)	7,1%	28,6%	42,9%	14,3%	7,1%
10.There are accessible transport options for students to reach the institutions. (12)	25%	58,3%	8,3%	8,3%	0%
11.The use of information technology (IT) is accessible . (14)	0%	28,6%	21,4%	42,9%	7,1%
12.Information and communication on the VET institutions in print or on websites are inclusive and accessible. (14)	14,3%	14,3%	35,7%	35,7%	0%
13.The extracurricular and school-sponsored activities are accessible. (14)	14,3%	14,3%	35,7%	35,7%	0%
14. The VET institutions' pedagogical staff is able to identify students with disabilities other than physical disability, learning barriers, and needs for special education. (12)	16,7%	8,3%	41,7%	33,3%	0%
15. The VET institutions' pedagogical staff is able to take into account the diversity of students, such as their individual needs, strengths, and situations in life in their pedagogical solutions. (13)	15,4%	15,4%	23,1%	30,8%	15,4%
16. The VET institutions' pedagogical staff is able able to plan individualized learning plans according to the special needs of the students. (14)	7,1%	14,3%	35,7%	35,7%	7,1%
17. The VET institutions' pedagogical staff is competent in using differentiated and student-centered pedagogical methods and teaching aids suitable for students with special needs and in using fair, differentiated, and accessible evaluation methods in learning assessments. (14)	7,1%	28,6%	28,6%	35,7%	0%
18. The VET institutions' pedagogical staff is able to create a respectful and psychologically safe environment among the students in our classrooms and workshops (non-discriminatory). (14)	0%	14,3%	14,3%	64,3%	7,1%
19. The VET institutions pedagogical staff is aware of social services and actively collaborates with them. (13)	0%	15,4%	23,1%	46,2%	15,4%
20. The VET institutions pedagogical staff collaborates with other teachers in sharing good practices in inclusion. (13)	0%	7,7%	46,2%	30,8%	15,4%
21. The VET institutions Pedagogical staff receives regular, relevant to their tasks, and up-to-date training to implement inclusivity and accessibility. (12)	0%	33,3%	16,7%	33,3%	16,7%
22. All students study in mixed groups. (11)	9,1%	18,2%	36,4%	18,2%	18,2%
23. All students have access to special educators (e.g. sign language interpreter) (13)	46,2%	23,1%	15,4%	15,4%	0%
24. Students with learning difficulties have access to additional classes. (12)	8,3%	25%	41,7%	25%	0%

What works well already? What are the strengths of the current situation? (7)

1. ???

2. The institutions have ensured architectural accessibility; the organization of the educational process takes into account the individual needs of each learner.
3. Quality training of pedagogical staff for the implementation of inclusivity and accessibility has been established.
4. If a child has been admitted to the institution, educators try to adapt the educational process.
5. The number of ramps at the entrances to educational institutions has increased, and that's all.
6. Individuals with disabilities attend classes according to the general schedule; a favourable psychosocial environment has been created, contributing to better socialization and communication.
7. Continuity from secondary education institutions regarding the education of people with special educational needs

What are the main challenges or bottlenecks in the current situation? (9)

1. Start implementing inclusive education
2. -
3. There is a lack of special equipment for training people with physical and functional educational difficulties, and there are also not enough specialists (for example, sign language teachers).
4. Development of an individual curriculum, individual development program.
5. 1. It is difficult to attract specialists who would help during the educational process or carry out correctional work. 2. Teachers do not have enough knowledge about the organization of education for people with special educational needs
6. On the territory of our community there are no children who study on inclusion in V(VT)ET institutions
7. There is no systematization and coherence at the level of government institutions in addressing inclusivity issues.
8. The educational institution does not consider the needs of persons with disabilities in providing transportation to the educational institution, as well as inclusivity and accessibility of information in printed materials or on websites.
9. Teamwork

What kind of solutions or best practices do you wish to suggest for improving the current situation? (8)

1. Take the experience of secondary schools in implementing inclusive education and adapting educational material
2. -
3. Establishing cooperation with international charitable organizations to support and develop inclusion, financial support at the community level for young people who are ready to develop in the field of inclusive education and correctional pedagogy.
4. Cooperation between V(VT)ET institution + secondary education institution + inclusive resource centre
5. Professional development, exchange of experience, motivation of teachers for self-development, improvement of the regulatory framework
6. Exchange of experience with V(VT)ET institution where inclusion is already organized
7. I've only heard that money follows a child, but I've never seen it spent.
8. The need for additional training in the development of an individual curriculum, taking into account the characteristics of persons with special educational needs. Involvement of special teachers (rehabilitation teacher, special education teacher)

DOMAIN 3: Linkages to the community and working life.

Please answer according to your knowledge or opinion if you agree with the statement. 1= strongly disagree, 2= Disagree, 3= neither agree or disagree, 4= agree or 5= strongly agree. Please choose only 1 option per each question. If you don't know or don't have opinion, leave the line empty.

At The VET institutions we cooperate with	1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree
1. The VET institutions ensure the accessibility of community events, including the VET provision recruitment events. (14)	7,1%	21,4%	50%	21,4%	0%
2. The VET institutions systematically cooperate (e.g., consultation or active involvement) with organizations of persons with disabilities, inclusion resource centers, social partners, social protection services, or other service providers on disability or special needs specific issues. (15)	0%	26,7%	53,3%	20%	0%
3. The VET institutions actively promote that the community and parents welcome all students from the community in the VET institutions, also those with disabilities and special needs and other risks of exclusion. (14)	7,1%	14,3%	50%	28,6%	0%
4. The VET institutions address disability in advertising, promotion, fundraising, and communication of VET provisions in oblast level. (12)	8,3%	33,3%	58,3%	0%	0%
5. The VET institutions guideline(s)/procedures are in place to ensure that internal and external communication is respectful of persons with disabilities. (14%)	0%	7,1%	57,1%	21,4%	14,3%
6. The VET institutions interact with methodologists of resource centers supporting inclusive education and pedagogical workers of inclusive resource centers regarding the organization of inclusive education. (14)	0%	28,6%	50%	7,1%	14,3%
7. The VET institutions support the employers to offer on-the-job workplaces, support the orientation of workplace instructors, support reasonable workplace adjustments, and support for students with special needs or disabilities in on-the-job training. (11)	0%	18,2%	36,4%	36,4%	9,1%
8. The VET institutions support for disability inclusion in the labor market. (13)	0%	23,1%	46,2%	23,1%	7,7%
9. The VET institutions communication on labour market information (e.g. on the website or prints) is accessible. (13)	7,7%	7,7%	46,2%	38,5%	0%
10. The VET institutions implement career guidance services to support job seekers with special needs, including disabilities. (13)	0%	15,4%	38,5%	46,2%	0%
11. The VET institutions support the transitions of graduates with disabilities or special needs from VET to the labor market and job placements. (13)	0%	15,4%	46,2%	38,5%	0%

What works well already? What are the strengths of the current situation? (5)

1. ???
2. -

3. Cooperation has been established with methodologists of resource centres supporting inclusive education and pedagogical workers of inclusive resource centres regarding the organization of inclusive education.
4. Pay more attention to career guidance for children with special educational needs
5. Cooperation has been established with specialists of the inclusive resource centre for organizing inclusive education.

What are the main challenges or bottlenecks in current situation? (5)

1. ???
2. -
3. Cooperation between the inclusive resource centre and V(VT)ET institutions is not yet sufficiently established
4. Industrial training at enterprises.
5. Employment

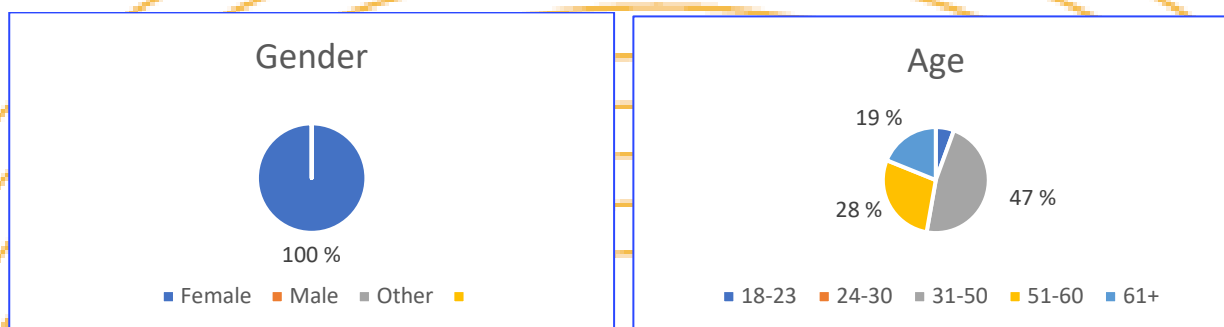
What kind of solutions or best practices do you wish to suggest for improving the current situation? (5)

1. ???
2. -
3. Organizing joint events involving representatives from organizations of people with disabilities, inclusive resource centres, social partners, social services, or other service providers.
4. Meetings with employers who are ready to provide employment opportunities for persons with special educational needs.
5. Establishing better collaboration with enterprises, organizations, institutions, and employment centre to monitor the demand for professionals in the labour market and anticipate opportunities/provision of employment for individuals with disabilities and special educational needs.

Any further comments on inclusive VET in Ukraine? (6)

1. It is necessary to encourage the implementation of inclusive education in VET, because when graduating from secondary schools, children with special educational needs often feel restricted in access to education.
2. The issue of introducing the position of an assistant of master of industrial training remains unresolved due to the absence of this position in the classifier of occupations.
3. There is no clear legal framework for resolving issues related to the organization of inclusive education in V(VT)ET institutions. There is no clear understanding of the correspondence of a person's capabilities to the requirements of professional ability.
4. To implement inclusion in V(VT)ET, establish cooperation between V(VT)ET and specialists of inclusive resource centres
5. Has any region of Ukraine already introduced inclusive education in V(VT)ET institutions? We need to look at real examples and for which children it has been established
6. Lack of appropriate funding, insufficient accessibility, insufficient knowledge among educational staff regarding the development of inclusive education, and understanding/incorporating the specifics of individuals with special educational needs in the educational process. insufficient support for regional vocational education centres, lack of understanding regarding the inclusion of individuals with special educational needs in the vocational education process.

4.1.6. Questionnaire for NGO representatives



10 respondents

DOMAIN 1: Governance, management, leadership, and strategic planning
 Please answer according to your knowledge or opinion if you agree with the statement. 1= strongly disagree, 2= Disagree, 3= neither agree or disagree, 4= agree or 5= strongly agree. Please choose only 1 option per each question. If you don't know or don't have opinion, leave the line empty.

At the VET institutions we cooperate with, according to my understanding	1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree
1. The policies of inclusive VET are in place. (7)	14,3%	28,6%	42,9%	14,3%	0%
2. The staff is trained in inclusive VET policy development. (6)	16,7%	50%	16,7%	16,7%	0%
3. Key performance indicators for inclusive VET are in place. (6)	16,7%	26,7%	66,7%	0%	0%
4. The data collection, monitoring, and evaluation system for Inclusion measures are in place. (7)	0%	71,4%	14,3%	14,3%	0%
5. VET institutions involve persons with special educational needs, including those with disabilities, in our policy formulation. (7)	28,6%	57,1%	14,3%	0%	0%
6. VET institutions' employment policy/strategy and other human resources-related policies/strategies include provisions to attract, recruit, retain, and promote the career development of employees with disabilities, including the decision-making positions. (7)	28,6%	42,9%	28,6%	0%	0%
7. The VET institutions target financial and other resources to implement the inclusive VET. (7)	0%	57,1%	28,6%	0%	14,3%
8. The VET institutions interact vertically and horizontally with different governmental bodies on issues of ensuring inclusive education and special education. (7)	14,3%	42,9%	28,6%	0%	14,3%
9. The management of The VET institutions are committed to promoting inclusive VET in practice. (7)	14,3%	28,6%	28,6%	14,3%	14,3%
10. TVET institutions have a team/committee for inclusion support. (6)	16,7%	16,7%	33,3%	33,3%	0%

What works well already? What are the strengths of the current situation? (6)

1. Inclusive resource centre, partial accessibility, inclusive classes, teacher's assistant (child's assistant)

2. I don't quite understand what has been created; all that we have now is the commitment of parents and the enthusiasm of individual teachers. One of the strengths is the ability to study remotely
3. I don't know
4. Referral for Inclusive education. Creating an IRC
5. Currently, the Kyiv College of Applied Sciences effectively operates in the inclusive education direction, particularly regarding children with hearing impairments. The college has accumulated 65 years of experience in this field. In this college, there is a large group of sign language interpreters, and the instructors have undergone training and workshops on working with deaf students. There is also experience in working with special groups for individuals with hearing impairments in some vocational schools in Kyiv (No. 33 and others), Mykolayiv, Kharkiv, Odesa, Lviv, Poltava, and others.
6. Cooperation with medical institutions, sign language translation, training in using social messengers

What are the main challenges or bottlenecks in the current situation? (6)

1. Extra workload on teachers, insufficient and limited funding for accessibility, awareness and competence of educators on this matter, insufficient interaction between local educational authorities, social welfare offices, healthcare services, and parents regarding information about inclusive practices, and cooperation with parents
2. Teachers do not understand or share the philosophy of an inclusive society
3. Institutions are not trained and are not ready to accept students in a wheelchair, with intellectual disabilities
4. Learning in an inclusive class. They don't know how to work with children sometimes they are afraid of children with special educational needs. The non-acceptance of children with disabilities in the school.
5. With the onset of full-scale war and the escaping of young people abroad, the number of graduates has decreased. Consequently, it has become more challenging to form groups and, due to a lack of specialists (interpreters), to ensure their effective education.
6. Live communication

What kind of solutions or best practices do you wish to suggest for improving the current situation? (6)

1. To not centralize state budget funds at the end of the year but rather leave them in the institution's account
2. Firstly, it is necessary to communicate with people in a usual language. Teachers do not know how to communicate with students with disabilities, especially with mental disorders. Also, the majority of young people with disabilities are left without further education because there are no specialists and an inclusive environment has not been created.
3. To equip institutions for students with educational needs and intellectual disabilities
4. Educational activities. Equal - to the equal. Events, seminars, and trainings for both parents and children. Advanced training for teachers in relation to inclusion.
5. Make the most of distance and blended learning. Recall the experience of workplace training with mentors (especially utilizing the potential of training-production enterprises of the Ukrainian Society of the Deaf), where all conditions are provided for the work of people with disabilities
6. Collaboration with government agencies, reduction of bureaucratic issues, instead of bouncing individuals from one specialist to another...

DOMAIN 2: Accessibility

Please answer according to your knowledge or opinion if you agree with the statement. 1= strongly disagree, 2= Disagree, 3= neither agree or disagree, 4= agree or 5= strongly agree. Please choose only 1 option per each question. If you don't know or don't have opinion, leave the line empty.

At the VET institutions we cooperate with	1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree
1.The institution are architecturally accessible to all participants. (9)	11,1%	44,4%	33,3%	11,1%	0%
2.The premises and the infrastructure are accessible for people with hearing, seeing, moving impairments, and social and economic participation. (9)	11,1%	33,3%	44,4%	11,1%	0%
3.Applicants who require individual arrangements are taken into account in the application process, e.g. when communicating on intakes or organizing entrance exams. (9)	0%	11,1%	55,6%	11,1%	22,2%
4.Curricula are inclusive (pedagogical accessibility): they have a diversity of content, material, ideas, and methods of assessment as well as inclusive language. (7)	0%	42,9%	14,3%	28,6%	14,3%
5. Students are systematically included in the development of curricula. (8)	12,5%	50%	25%	12,5%	0%
6.The opinions of students and staff in inclusion are heard, and they are encouraged to be active. (8)	12,5%	25%	25%	0%	37,5%
7.Students receive individual arrangements all throughout their studies. (8)	0%	25%	37,5%	12,5%	25%
8.Learning material and teaching aids are inclusive or there are alternatives suitable for students with disabilities or special needs in place. (8)	12,5%	50%	37,5%	0%	0%
9.Psychosocial environment is positive (attitudinal accessibility). (8)	12,5%	25%	37,5%	25%	0%
10.There are accessible transport options for students to reach the institutions. (8)	25%	50%	12,5%	12,5%	0%
11.The use of information technology (IT) is accessible. (8)	12,5%	25%	25%	25%	12,5%
12.Information and communication on the VET institutions in print or on websites are inclusive and accessible. (8)	0%	37,5%	25%	37,5%	0%
13.The extracurricular and school-sponsored activities are accessible. (8)	0%	27,5%	25%	25%	12,5%
14. The VET institutions' pedagogical staff is able to identify students with disabilities other than physical disability, learning barriers, and needs for special education. (8)	0%	25%	50%	25%	0%
15. The VET institutions' pedagogical staff is able to take into account the diversity of students, such as their individual needs, strengths, and situations in life in their pedagogical solutions. (8)	0%	37,5%	37,5%	12,5%	12,5%
16. The VET institutions' pedagogical staff is able able to plan individualized learning plans according to the special needs of the students. (8)	0%	25%	62,5%	0%	12,5%
17. The VET institutions' pedagogical staff is competent in using differentiated and student-centered pedagogical methods and teaching aids suitable for students with special needs and in using fair, differentiated,	0%	37,5%	25%	37,5%	0%

and accessible evaluation methods in learning assessments. (8)					
18. The VET institutions' pedagogical staff is able to create a respectful and psychologically safe environment among the students in our classrooms and workshops (non-discriminatory). (8)	25%	12,5%	25%	12,5%	25%
19. The VET institutions pedagogical staff is aware of social services and actively collaborates with them. (8)	12,5%	12,5%	25%	37,5%	12,5%
20. The VET institutions pedagogical staff collaborates with other teachers in sharing good practices in inclusion. (8)	0%	12,5%	50%	37,5%	0%
21. The VET institutions Pedagogical staff receives regular, relevant to their tasks, and up-to-date training to implement inclusivity and accessibility. (8)	12,5%	12,5%	37,5%	25%	12,5%
22. All students study in mixed groups. (7)	14,3%	28,6%	14,3%	14,3%	28,6%
23. All students have access to special educators (e.g. sign language interpreter). (8)	12,5%	50%	12,5%	12,5%	12,5%
24. Students with learning difficulties have access to additional classes. (8)	0%	25%	37,5%	0%	37,5%

What works well already? What are the strengths of the current situation? (6)

1. Inclusive resource centre, inclusive classes are operating; there is teacher's assistant (child's assistant)
2. Distance education works well, especially during air alarms
3. I don't know
4. There is an accessibility committee. There are advanced training for teachers, there are chats for teachers to communicate.
5. The answer is given in the previous domain
6. Sign language translation that allows to get an education

What are the main challenges or bottlenecks in the current situation? (6)

1. Lack of accessibility, available transportation
2. Inability of young people with disabilities to get into an educational institution
3. Accessibility to the institution and workshops
4. Non-involvement of children with disabilities in educational programs,
5. There are not enough sign language translators who can work in V(VT)ET. Their remuneration is extremely low.
6. Constant translation, psychological atmosphere

What kind of solutions or best practices do you wish to suggest for improving the current situation? (6)

1. Create inclusive not only education, but the whole country
2. more information on regular schools, cooperation (informing) with public organizations, cooperation with territorial institutions for comprehensive rehabilitation of children with disabilities under 18 years of age
3. Improve accessibility to institutions, classes, and workshops.
4. Involve parents of children with special educational needs into the discussion of educational programs
5. It is necessary to make a decision at the level of the Ministry of Education and Science that sign language translators are also educators and should have an appropriate salary. Moreover, they not only translate lectures, but also perform the functions of group leaders and educators
6. Support for deaf people

DOMAIN 3: Linkages to the community and working life.

Please answer according to your knowledge or opinion if you agree with the statement. 1= strongly disagree, 2= Disagree, 3= neither agree or disagree, 4= agree or 5= strongly agree. Please choose only 1 option per each question. If you don't know or don't have opinion, leave the line empty.

At the VET institutions we cooperate with	1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree
1. The VET institutions ensure the accessibility of community events, including the VET provision recruitment events. (6)	0%	50%	33,3%	16,7%	0%
2. The VET institutions systematically cooperate (e.g., consultation or active involvement) with organizations of persons with disabilities, inclusion resource centers, social partners, social protection services, or other service providers on disability or special needs specific issues. (7)	14,3%	28,6%	28,6%	14,3%	14,3%
3. The VET institutions actively promote that the community and parents welcome all students from the community in the VET institutions, also those with disabilities and special needs and other risks of exclusion. (7)	0%	42,9%	42,9%	0%	14,3%
4. The VET institutions address disability in advertising, promotion, fundraising, and communication of VET provisions in oblast level. (7)	14,3%	42,9%	42,9%	0%	0%
5. The VET institutions guideline(s)/procedures are in place to ensure that internal and external communication is respectful of persons with disabilities. (6)	0%	16,7%	50%	0%	33,3%
6. The VET institutions interact with methodologists of resource centers supporting inclusive education and pedagogical workers of inclusive resource centers regarding the organization of inclusive education. (6)	0%	33,3%	50%	16,7%	0%
7. The VET institutions support the employers to offer on-the-job workplaces, support the orientation of workplace instructors, support reasonable workplace adjustments, and support for students with special needs or disabilities in on-the-job training. (6)	33,3%	16,7%	50%	0%	0%
8. The VET institutions support for disability inclusion in the labor market. (7)	14,3%	14,3%	42,9%	14,3%	14,3%
9. The VET institutions communication on labour market information (e.g. on the website or prints) is accessible. (6)	0%	33,3%	33,3%	16,7%	16,7%
10. The VET institutions implement career guidance services to support job seekers with special needs, including disabilities. (7)	0%	57,1%	14,3%	14,3%	14,3%
11. The VET institutions support the transitions of graduates with disabilities or special needs from VET to	14,3%	42,9%	28,6%	14,3%	0%

the labor market and job placements.
(7)

What works well already? What are the strengths of the current situation? (5)

1. Informing, partial accessibility, use of communication tools
2. I don't know
3. Penalty sanctions due to the legislation if people with disabilities are not employed at industry
4. This works in the non-governmental organization "Ukrainian Society of the Deaf", at the educational and production enterprises of Ukrainian Society of the Deaf
5. Unknown

What are the main challenges or bottlenecks in current situation? (5)

1. It is very difficult to employ people with disabilities
2. After graduation, most people with intellectual disabilities do not work and stay at home
3. There is no support
4. The main problem is the lack of requests at Ukrainian Society of the Deaf enterprises and the low level of remuneration due to this
5. Society

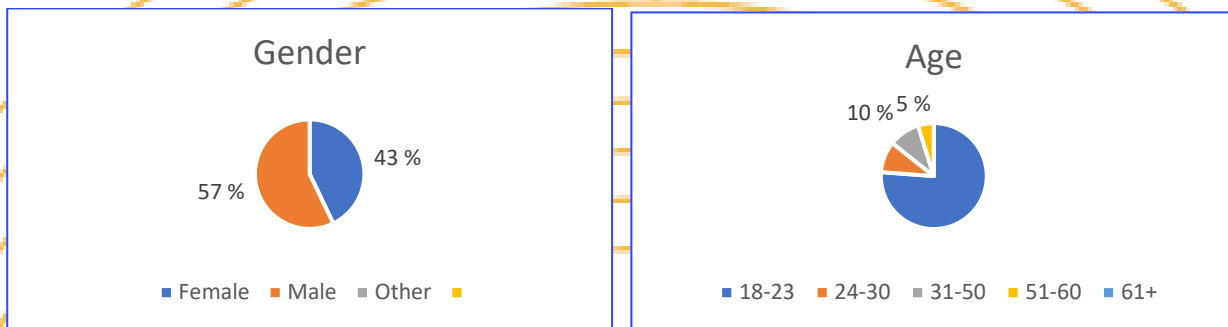
What kind of solutions or best practices do you wish to suggest for improving the current situation?
(4)

1. First of all, ensuring accessibility. A person with a disability should be able to reach any place on their own. The possibility to work as many hours (time) for as long as there are enough physical, mental and mental capabilities - 1 or 2 or 4 hours with hourly pay and at a convenient time. Grant the right to the employer at the expense of the state budget (administrative and economic sanctions) to create a workplace for people with disabilities, all those who applied for a job, and not just those who are registered in the state employment service.
2. Introduce support at the workplace.
3. Establishing close cooperation with Ukrainian Society of the Deaf enterprises in the sewing, metalworking, and woodworking industries
4. Work and inform people about disabilities, and that after the war there will continue to be a lot of hearing problems

Any further comments on inclusive VET in Ukraine? (3)

1. Infrastructure development - accessibility of transport and buildings for independent transition of people with disabilities - that is first of all
2. There is a proposal to bring the dialogue on the inclusivity of V(VT)ET to the level of public organizations and educational institutions, more collaboration and cooperation.
3. I don't know, there are too many questions for the questionnaire, they should be more specific and there are should be less of them.

4.1.7. Questionnaire for VET students



21 respondents

DOMAIN 1: Governance, management, leadership, and strategic planning
Please answer according to your knowledge or opinion if you agree with the statement. 1= strongly disagree, 2= Disagree, 3= neither agree or disagree, 4= agree or 5= strongly agree. Please choose only 1 option per each question. If you don't know or don't have opinion, leave the line empty.

At the VET institution where I study, according to my understanding	1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree
1. The institution has policies of inclusive VET in place. (21)	0%	4,8%	19%	52,4%	23,8%
2. The institution staff is trained in inclusive VET policy development. (19)	0%	10,5%	15,8%	42,1%	31,6%
3. Key performance indicators for inclusive VET are in place. (19)	5,3%	19,5%	5,3%	47,4%	31,6%
4. The institution has data collection, monitoring, and evaluation system for Inclusion measures in place. (21)	4,8%	0%	19%	38,1%	38,1%
5. The institution involve persons with special educational needs, including those with disabilities, in our policy formulation. (20)	5%	10%	15%	30%	40%
6. The institution's employment policy/strategy and other human resources-related policies/strategies include provisions to attract, recruit, retain, and promote the career development of employees with disabilities, including the decision-making positions. (17)	0%	11,8%	23,5%	47,1%	17,6%
7. The institution targets financial and other resources to implement the inclusive VET. (19)	5,3%	5,3%	21,2%	36,8%	31,6%
8. The institution interacts vertically and horizontally with different governmental bodies on issues of ensuring inclusive education and special education. (18)	11,1%	5,6%	11,1%	33,3%	38,9%
9. The management is committed to promoting inclusive VET in practice. (20)	5%	0%	15%	40%	40%
10. The institution has a team or committee for inclusion support. (18)	0%	0%	16,7%	38,9%	44,4%

What works well already? What are the strengths of the current situation? (14)

1. I agree
2. There is a team of pedagogical and psychological support

3. In my opinion it works well and not bad
4. Individual approach and psychological service work well
5. The enterprise's strengths are designed to ensure its accelerated progress towards achieving strategic goals, while its "weaknesses" cause a slowdown
6. Strong situations are not only in supporting the training of students, but also in preventing all kinds of bullying, masters keep in touch with their graduates for a long time (5-13 years)
7. A support team has been created, a safe environment, and a positive attitude of teachers
8. -
9. All sides
10. Mastering professional skills and abilities on an equal basis with others.
11. Knowledge
12. Children from low-income families and families of parents of military operations, war veterans have benefits for training and food. They are involved in all learning processes and help them grow professionally.
13. Work with children with special educational needs, orphans, IDPs, participants of the military operations, low-income and families of dependent children....
14. Specialists are already working with me

What are the main challenges or bottlenecks in the current situation? (11)

1. Today there is no teacher's assistant and an assistant of Master of Industrial Training
2. Different for everyone
3. There is no additional funding for the work of assistants, professional training of assistants of Master of Industrial Training, incentives for teachers, resources for creating unloading rooms
4. ?
5. In my opinion, the difficulty lies in the fact that the sports hall, in most cases, is constantly in dust, so you can easily slide there, and this is like a big minus for me
6. Lack of an assistant
7. In the institution the professions are taught that people with inclusion cannot study for
8. No problem
9. The buildings of the institution are unequipped for unhindered access by students with different disabilities
10. No
11. Availability of specialized specialists and funding

What kind of solutions or best practices do you wish to suggest for improving the current situation? (11)

1. Financing, improving the legislative framework for inclusive education in V(VT)ET institution
2. Conduct some meetings and surveys
3. Permanent courses for teachers on inclusive education, mandatory cooperation with employers at the legislative level, internships abroad
4. ?
5. I would like the gym to be washed during every break. Make learning a little easier, and that teachers give more grades
6. -
7. Nothing
8. Practice is better for me
9. I don't know
10. I would suggest groups with inclusive children, so that they can also study and work in their profession. Professional development of employees of V(VT)ET institutions with inclusive children. Separate programs for better assimilation of the material. Assistance

with employment in appropriate positions, with appropriate working conditions and with appropriate remuneration.

11. Providing specialists with special training and adaptation programs

DOMAIN 2: Accessibility

Please answer according to your knowledge or opinion if you agree with the statement. 1= strongly disagree, 2= Disagree, 3= neither agree or disagree, 4= agree or 5= strongly agree. Please choose only 1 option per each question. If you don't know or don't have opinion, leave the line empty.

At the VET institution where I study, according to my understanding	1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree
1.Our institution is architecturally accessible to all participants. (21)	0%	4,8%	23,8%	38,1%	33,3%
2.The premises and the infrastructure are accessible for people with hearing, seeing, moving impairments, and social and economic participation. (21)	4,8%	9,5%	42,9%	23,8%	19%
3.Applicants who require individual arrangements are taken into account in the application process, e.g. when communicating on intakes or organizing entrance exams. (21)	4,8%	4,8%	14,3%	38,1%	38,1%
4.Curricula are inclusive (pedagogical accessibility): they have a diversity of content, material, ideas, and methods of assessment as well as inclusive language. (20)	10%	10%	20%	45%	15%
5.Students are systematically included in the development of curricula. (19)	21,1%	0%	21,1%	36,8%	21,1%
6.The opinions of students and staff in inclusion are heard, and they are encouraged to be active. (21)	9,5%	4,8%	28,6%	28,6%	28,6%
7.Students receive individual arrangements throughout their studies. (21)	4,8%	9,5%	14,3%	38,1%	33,3%
8.Learning material and teaching aids are inclusive or there are alternatives suitable for students with disabilities or special needs in place. (21)	19%	14,3%	28,6%	28,6%	9,5%
9.Psychosocial environment is positive (attitudinal accessibility). (21)	0%	4,8%	19%	33,3%	42,9%
10.There are accessible transport options for students to reach the institution. (18)	0%	16,7%	38,9%	27,8%	16,7%
11.The use of information technology (IT) is accessible. (21)	0%	4,8%	19%	42,9%	33,3%
12.Information and communication on the VET institutions in print or on websites are inclusive and accessible. (20)	20%	5%	10%	30%	35%
13.The extracurricular and school-sponsored activities are accessible. (21)	0%	9,5%	0%	42,9%	47,6%
14.Our pedagogical staff is able to identify students with disabilities other than physical disability, learning barriers, and needs for special education. (20)	0%	0%	10%	50%	40%
15.Our pedagogical staff is able to take into account the diversity of students, such as their individual needs, strengths, and situations in life in their pedagogical solutions. (21)	4,8%	0%	9,5%	57,1%	28,6%
16.Our pedagogical staff is able able to plan individualized learning plans according to the special needs of the students. (19)	5,3%	0%	10,5%	47,4%	36,8%

17. Our pedagogical staff is competent in using differentiated and student-centered pedagogical methods and teaching aids suitable for students with special needs and in using fair, differentiated, and accessible evaluation methods in learning assessments. (19)	0%	0%	26,3%	42,1%	31,6%
18. Our pedagogical staff is able to create a respectful and psychologically safe environment among the students in our classrooms and workshops (non-discriminatory). (21)	4,8%	4,8%	0%	38,1%	52,4%
19. Our pedagogical staff is aware of social services and actively collaborates with them. (20)	5%	0%	5%	35%	55%
20. Our pedagogical staff collaborates with other teachers in sharing good practices in inclusion. (19)	0%	5,3%	10,5%	63,2%	21,1%
21. Pedagogical staff receives regular, relevant to their tasks, and up-to-date training to implement inclusivity and accessibility. (18)	0%	5,6%	16,7%	44,4%	33,3%
22. All students study in mixed groups. (21)	14,3%	4,8%	19%	14,3%	47,6%
23. All students have access to special educators (e.g. sign language interpreter). (21)	23,8%	9,5%	38,1%	14,3%	14,3%
24. Students with learning difficulties have access to additional classes. (21)	9,5%	9,5%	9,5%	33,3%	38,1%

What works well already? What are the strengths of the current situation? (12)

1. I agree
2. The psychological climate is positive
3. In my opinion it works well and not bad
4. psychological and pedagogical support
5. ?
6. One can come after school for a consultation with a teacher
7. exchange of experience, up-to-date training for the introduction of inclusivity
8. Teachers are ready to learn
9. Positive psychosocial environment
10. Knowledge
11. Education and socialization of children with special educational needs
12. Education is accessible

What are the main challenges or bottlenecks in the current situation? (11)

1. Educational materials are not inclusive
2. Different for everyone
3. there are no clear algorithms for creating programs and trainings
4. ?
5. Hard learning for children with disabilities
6. lack of funding, lack of a speech therapist, rehabilitation specialist
7. There is no equipment for training people with disabilities

8. There are not
9. No
10. Insufficient number of specialists and funding
11. I don't know

What kind of solutions or best practices you wish to suggest for improving the current situation?
(9)

1. Provide the necessary educational materials by the state
2. Conduct a survey meeting
3. Continuous training of teachers, international cooperation, the second labour market is for people with special educational needs (retraining, lifelong learning)
4. ?
5. Facilitate learning for children with disabilities, avoid treating them harshly, and improve communication with learners
6. Train teaching staff
License new professions
7. Nothing
8. I don't know
9. I would like to improve the accessibility for children with physical or auditory disabilities to study. Also ensure psychological balance of children in the group. Create more mixed groups so that children can cooperate and support each other in any professional matters

DOMAIN 3: Linkages to the community and working life.

Please answer according to your knowledge or opinion if you agree with the statement. 1= strongly disagree, 2= Disagree, 3= neither agree or disagree, 4= agree or 5= strongly agree. Please choose only 1 option per each question. If you don't know or don't have opinion, leave the line empty.

At the VET institution where I study, according to my understanding	1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree
1. The institution ensures the accessibility of community events, including the VET provision recruitment events. (17)	0%	5,9%	29,4%	41,2%	23,5%
2. The institution systematically cooperates (e.g., consultation or active involvement) with organizations of persons with disabilities, resource centres, social partners, social protection services, or other service providers on disability or special needs specific issues. (19)	0%	0%	26,3%	47,4%	26,3%
3. The institution actively promote that the community and parents welcome all students from the community in the VET institutions, also those with disabilities and special needs and other risks of exclusion. (20)	0%	10%	10%	55%	25%
4. The institution address disability in advertising, promotion, fundraising, and communication of VET provisions in oblast level. (7)	0%	23,5%	17,6%	35,3%	23,5%
5. Our guideline(s)/procedures are in place to ensure that internal and external communication is respectful of persons with disabilities. (21)	0%	0%	9,5%	38,1%	52,4%

6. The institution interacts with methodologists of resource centres supporting inclusive education and pedagogical workers of inclusive resource centres regarding the organization of inclusive education. (19)	0%	5,3%	26,3%	42,1%	26,3%
7. The institution organizes the availability of suitable on-the-job workplaces, the orientation of workplace instructors, support in reasonable workplace adjustments, and support for students with special needs or disabilities in on-the-job training. (19)	10,5%	10,5%	15,8%	36,8%	26,3%
8. The institution advocates for disability inclusion in the labor market. (21)	9,5%	0%	19%	33,3%	38,1%
9. The institution's communication on labour market information (e.g. on the website or prints) is accessible. (19)	5,3%	5,3%	10,5%	36,8%	42,1%
10. The institution implement career guidance services to support job seekers with special needs, including disabilities. (19)	0%	5,3%	15,8%	36,8%	42,1%
11. The institution supports the transitions of graduates with disabilities or special needs from VET to the labor market and job placements. (21)	0%	4,8%	14,3%	23,8%	57,1%

What works well already? What are the strengths of the current situation? (9)

1. I agree
2. In my opinion it works well and not bad
3. Cooperation with regular partners
4. Class teacher, masters keep in touch with learners who have already graduated
5. Cooperation with inclusive resource centre
6. -
7. Employment of students with disabilities
8. Knowledge
9. People from IRC come to us to provide activities

What are the main challenges or bottlenecks in current situation? (10)

1. The problem of employment, practical training
2. Different for everyone
3. There is no clear vision of the state regarding the employment of people with special educational needs
4. The difficulty lies only in hard learning for children with disabilities
5. Lack of activities in the community
6. -
7. There are not
8. No
9. Employment
10. I don't know

What kind of solutions or best practices do you wish to suggest for improving the current situation?
(8)

1. Legislative regulation of the problem
2. Conduct meetings and surveys
3. Review the legislation on inclusion, employment of people with special educational needs, financing of assistants and mentors
4. I would be glad if teachers are more generous in putting grades; if a child is disabled, and he can not learn a particular topic, then this does not mean that they have to get 2, not everyone can know everything, you just need to take it as a fact
5. -
6. Nothing
7. I don't know
8. More jobs for people with disabilities, helping them with adequate employment with appropriate conditions and wages.

Any further comments on inclusive VET in Ukraine? (9)

1. Regulate by law the issue of employment and training of persons with special educational needs and disabilities
2. No
3. It is terrible, almost everywhere, everything is kept on teachers
4. Yes
5. There are not
6. It is very important to teach professions to people with special educational needs. To do this, teachers should be trained, and new equipment should be bought
7. There are not
8. There are not
9. Why are there such strong restrictions for people with physical disabilities to study in certain areas? Why not develop special programs for such people and give them the opportunity to try themselves in a particular field? Is it possible to provide such people with access to normal work and give them a perspective for life?

4.2. Focus Group Discussions

	Domain 1 Governance, management, leadership, and strategic planning	Domain 2 Pedagogical and physical accessibility	Domain 3 Linkage with the communities and working life
What works well already? What are the strengths of the current situation?			
What are the main challenges or bottlenecks in the current situation?			
What kind of solutions, best practices or recommendations do you wish to suggest for improving the current situation?			

Two focus group discussions were organized, one for the IRC staff and another for the students with hearing impairment.



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