



INTERNATIONAL EXPERIENCE IN DEVELOPING THE INCLUSIVE COMPETENCE OF VOCATIONAL EDUCATION AND TRAINING STAFF

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Abstract

Relevance: The need to analyse and scientifically synthesise international experience regarding the development of inclusive competence among vocational education and training (VET) staff is driven by contemporary educational transformations, wartime challenges, and the increasing number of learners with special educational needs (SEN) within VET institutions; ensuring equal access to education and adhering to the principle of barrier-free learning requires educators capable of operating effectively within inclusive environments and collaborating in multidisciplinary support teams.

Purpose: This study aims to analyse international experience in fostering the inclusive competence of vocational educators and to identify prospects for its implementation within Ukrainian VET institutions.

Methods: The study employed an analysis of academic literature to examine international experiences in developing the inclusive competence of teaching staff and to identify effective models for their professional development; furthermore, a comparison and synthesis of international and national regulatory documents and inclusive education practices were conducted to identify global trends in inclusive education and to determine pathways for adapting international experience into Ukrainian educational practice.

Results: The study provides a systematic review of experiences from European and North American countries regarding the development of educators' inclusive competence; it identifies key trends, including a focus on human rights and equal access to education, continuous professional development for teachers, individualised instruction, interprofessional collaboration, and the establishment of barrier-free educational environments; moreover, the research synthesises models for preparing vocational staff for inclusive activities that integrate regulatory, organisational-methodological, and practice-oriented components; finally, it substantiates the possibilities for adapting these models to the Ukrainian context, accounting for the specificities of learner training in VET institutions and the requirements of post-war recovery.

Conclusions: International experience confirms that developing the inclusive competence of vocational educators constitutes a strategic condition for enhancing educational quality and the social integration of learners with special educational needs; for VET institutions, systemic professional development for educators, the cultivation of psychological and pedagogical support teams, the individualisation of learning trajectories, and the creation of barrier-free environments are of paramount importance; ultimately, adapting effective international practices can significantly increase the efficacy of inclusive training for future specialists in Ukraine.

Keywords: *inclusive competence, vocational educators, vocational education and training (VET) institutions, international experience, inclusive education, professional training.*

Introduction. Since the 1970s, numerous countries worldwide have actively developed and implemented projects aimed at advancing inclusive education. Within a relatively short timeframe, substantial experience has been accumulated

regarding the creation of teaching and learning resources, the refinement of legislative mechanisms, and the establishment of economic and technological conditions necessary to execute inclusive approaches. This article analyses international experience in the

legal regulation of inclusive education and the practices of its implementation in leading European nations (Belgium, Spain, Italy, Germany), Canada, and the USA. Data reveal that key developmental trends in modern European educational systems include an intensified humanistic focus, increased attention to the spiritual and cultural development of the individual, and the expansion of access to high-quality education for all learners. The study highlights the evolutionary stages of inclusion since the 1970s–1980s, a period marked by a gradual increase in attention toward learners with special educational needs (SEN) and the intensification of their social integration processes. As scientific approaches to understanding special educational needs evolved, inclusive education assumed a more systemic character. Collaborative learning has become an integral component of the European Higher Education Area, although its models vary by country: for instance, Spain, Italy, Greece, and Portugal have almost entirely phased out special education institutions by integrating learners with SEN into mainstream educational environments.

Despite the diversity of educational structures and levels, the general secondary education systems of Western European countries remain vital elements of the modern social model, setting standards for equality, non-discrimination, and support. For post-Soviet countries, this experience serves as a benchmark for addressing pedagogical and social challenges associated with implementing inclusion, particularly within the VET sector. It is within this sector that the tasks of educational integration and preparing learners with SEN for successful professional and social realisation converge.

At the current stage of innovative educational development in Ukraine, state policy imposes new, rigorous requirements on the professional activities of VET teaching staff. This is particularly relevant amidst the war and its attendant social challenges, as the demand grows for creating safe, supportive, and inclusive learning environments for learners with diverse life experiences, including internally displaced persons, youth with traumatic experiences, individuals with health impairments, or those facing learning losses.

Vocational educators must be capable of implementing the core principles of state educational policy—namely the prioritisation of education,

democratisation, humanisation, equal access to quality learning, and the openness and flexibility of the educational system—while ensuring an unbreakable link between instruction and upbringing. In this context, developing an educator's inclusive competence becomes not merely a professional requirement but a critical condition for preserving the educational trajectory of every learner and supporting their personal and professional growth.

Contemporary transformation processes within Ukrainian society place heightened demands on the educational level, culture, and professional mastery of VET teaching staff. Notably, their activities largely determine the ability of the education system to provide not only vocational qualifications but also the personal development of youth, their social integration, and their readiness for life amidst constant challenges, specifically those related to the war.

Under these conditions, implementing the concepts of integrative and, primarily, inclusive education into the practical work of vocational institutions becomes exceptionally urgent. Simultaneously, a lack of readiness persists among some educators regarding work with learners who have special educational needs, have experienced loss or forced displacement, or possess health impairments and educational gaps. Identified difficulties include a deficit of necessary professional competencies, the presence of psychological barriers, and stereotypical perceptions regarding the potential of such learners.

In this light, the challenge of developing the inclusive competence of vocational education and training staff emerges as a pivotal condition for ensuring equal access to quality education and the successful socio-professional realisation of every learner.

In our view, one of the factors hindering the development of inclusive practice in vocational education and training (VET) institutions is the insufficient processing and systematisation of domestic and international experience regarding the preparation of teaching staff to work with learners with diverse educational needs, including those affected by war, forced displacement, or health impairments. The absence of synthesised approaches complicates the implementation of effective models for the support and professional development of educators.

Purpose of the article: To analyse international experience in fostering the inclusive

competence of vocational educators and to determine the prospects for its application within Ukrainian VET institutions.

Sources. The study draws upon a wide range of academic and regulatory works highlighting the establishment and evolution of inclusive education in Ukraine and abroad. Analytical reports and monographs (Alyokhina, 2011; Boychuk, Borodina, & Mykytyuk, 2015; Kolupayeva & Taranchenko, 2016; Fihol, 2020) outline the theoretical foundations of developing educators' inclusive competence. The works of N. Andriychuk (2017), T. Krystopchuk (2013), T. Pyatakova (2014), and L. Nakonechna (2021) reveal international experiences (Scandinavia, the EU, Switzerland, and Canada) that carry practical significance for preparing educators to work in inclusive environments. Research by M. Zakharchuk (2013) analyses the establishment of inclusive education in the USA, while I. Kalinichenko (2017) examines the specificities of professional training for teaching assistants. The regulatory framework is provided by the Law of Ukraine "On General Secondary Education" (1999), which defines the legal foundations for inclusive practice. Collectively, these sources facilitate the integration of national and international experience, which is pivotal for developing the inclusive competence of VET staff. The study establishes that particular attention is paid to how international approaches can enhance teacher preparation for working amidst war conditions, educational migration, and increasing learner diversity. Within the practice of European and North American countries, several key directions for working with diverse learner categories are identified:

1. Widening participation: Policies aimed at involving persons with disabilities, ethnic minorities, and socially vulnerable groups in education, implemented through agreements with educational institutions and financial incentives for programme participation.

2. Mainstreaming: Focuses on creating conditions for joint interaction among individuals with diverse needs, particularly within educational and extracurricular environments.

3. Integration: Involves including all learners in the instructional process while accounting for their individual capacities and needs.

4. Inclusion: Guarantees non-discriminatory education for individuals with diverse educational

needs alongside their peers, achieved through the modernisation of the educational space, curriculum improvement, and the application of flexible pedagogical approaches.

Results and Discussion. In the USA, the establishment of inclusive education is grounded in a series of legislative acts that ensured funding for special education and introduced individualised education plans (IEPs). The core principles include educating learners with special needs in the least restrictive environment (LRE); multi-vector support (assistants, consultants, support specialists); universal access to educational services and subsequent employment; and the adaptation of infrastructure and environments. Research indicates that implementing inclusion is a complex process requiring shifts in societal attitudes, teacher preparation, and the development of interprofessional collaboration (Zakharchuk, 2013).

Contemporary trends in inclusive education necessitate a readiness among VET staff for rapid and significant changes in approaches to organising instruction and learner support. This is particularly crucial during wartime, as the diversity of educational needs increases – including those related to traumatic experiences, forced displacement, or health impairments. Consequently, academic research focused on exploring professional development opportunities for educators, enhancing their qualifications, and building inclusive competence acquires special significance. The theoretical foundations and practical developments in inclusive education are presented in the works of domestic and international scholars (Fihol, 2020), who analyse teacher preparation for working with diverse learner categories, the organisation of supportive educational environments, and the overcoming of professional barriers and stereotypes (notably research by L. Idol, A. Bell, M. Winzer, J. Gallagher, N. Anastasion, Ch. Forlin, and D. Chambers, alongside Ukrainian scholars such as N. Nychkalo, V. Kremen, L. Pukhovska, O. Pryshlyak, and others).

The synthesis of competency-based, person-centred, activity-based, environmental, and partnership approaches allows for the conceptualisation of the inclusive competence of a VET educator as a vital component of professional mastery and the foundation for the high-quality

integration of learners into educational and social environments.

Studies by M. Zakharchuk (2013) and Kolupayeva (2016) on the preparation of US specialists for working in inclusive educational environments emphasise several characteristic features of this process. Primarily, these include the existence of clearly defined national qualification standards for educators and their alignment with the main directions of state educational policy. Professional training aims to enhance teachers' practical activities, increase instructional effectiveness, and ensure the accessibility of educational services for all learners. A significant role is assigned to the use of diverse teaching forms and methods, the implementation of modern information and communication technologies, the organisation of learning within innovative environments, and systemic support for the development of teacher professional autonomy. Particular attention is paid to cultivating teamwork skills and establishing partnership interactions with colleagues, parents, social service representatives, and employers – elements that are exceptionally vital for VET institutions.

Thus, the American experience demonstrates that developing educators' inclusive competence results from combining standardised requirements, practice-oriented training, and robust professional support mechanisms throughout the entirety of a teaching career.

An analysis of M. Zakharchuk's (2013) scholarly work indicates that American researchers devote significant attention to interprofessional collaboration in inclusive education. They emphasise the necessity of close interaction between general and special education teachers to ensure effective instruction and the individualisation of learning for students with special educational needs. The works of numerous scholars, including C. Bos, S. Vaughn, A. Gartner, D. Lipsky, and J. Schumm, highlight that superior outcomes are achieved when educators have the opportunity to systematically refine their skills through engagement in practice-oriented forms of professional development and mentorship.

The experience of Canada is illustrative, as teacher support within the inclusive classroom is institutionalised. Educators have access to high-quality methodological resources, diverse training sessions, and professional development programmes, as well as

the services of assistants and consultants. Consultative assistance addresses instructional organisation, communication, learners' physical and sensory development, and the creation of barrier-free, psychologically safe environments. Notably, such support is often provided directly within the educational process, allowing for the alignment of individual learner needs with educator capacities. For VET institutions, this experience is valuable as it demonstrates how systemic specialist collaboration and organised teacher support facilitate the development of inclusive competence and enhance the effectiveness of the educational process (Nakonechna, 2021).

In several Canadian provinces (Alberta, Manitoba, Nova Scotia), significant attention is devoted to the training of teaching assistants who work with children and youth with special educational needs (Boychuk, 2015). These courses are organised directly within educational institutions and aim to develop practical skills for supporting inclusive education. The curriculum covers issues of inclusive environment organisation, understanding learners' individual characteristics, ensuring a positive psycho-emotional climate, behaviour management, and adherence to professional ethics and team interaction standards. These provisions align with the findings of I. Kalinichenko's (2017) study, which analyses the specificities of training for teaching staff holding assistant positions in Canada. The researcher emphasises that such training must include the study of core inclusive education issues, familiarisation with the regulatory frameworks ensuring the right to education for children with disabilities and other learner categories, and an examination of the assistant's role, functions, and the development of individualised education plans. Issues of support, communication, and partnership among all participants in the educational process also constitute a critical component. The presented experience demonstrates that teaching assistant training is a vital element in building an inclusive educational environment, including within VET institutions, where team-based interaction determines the quality of learner support.

N. Andriyчук (2017) analysed the experience of Scandinavian countries regarding teacher preparation for inclusive classrooms and outlined general approaches to the organisation of teacher

vocational education within these systems. The researcher emphasises that Northern European countries occupy leading positions in international education quality rankings, a trend largely attributed to a sophisticated system of training and support for teaching staff. In her view, the Scandinavian model can serve as a benchmark for developing inclusive education and fostering the professional competencies of educators, including those operating within the VET system. An orientation towards equality of educational opportunity, partnership, and trust in the educator creates conducive conditions for integrating inclusive approaches into instructional practice. We concur with the position of N. Andriychuk (2017), who maintains that the professional preparation of educators for inclusive environments must ensure not only the mastery of methodologies but also the development of an ability to accurately determine educational priorities. This entails the capacity to perceive the specifics of instructional organisation both within and beyond the educational institution, timely identify potential difficulties an educator might face, and make informed decisions regarding the needs of the group as a whole and each individual learner. According to the researcher, working in an inclusive environment necessitates advanced communication and partnership skills; specifically, the teacher must establish constructive interaction among peers while maintaining contact with parents (or legal representatives), assistants, support specialists, and other participants in the educational process. Precisely such team interaction creates the conditions for the successful socialisation and professional development of learners, including those within VET institutions.

For over two decades, Scandinavian countries have implemented support programmes for learners with attention and behavioural disorders. In Norway, the right to an individual education plan is legally enshrined, thereby ensuring targeted support for every individual. Practice includes: informing parents and specialists; providing inclusive instructional forms for learners with various impairments; individualising tasks, pace, and work content; ensuring constant feedback and positive reinforcement; and fostering teacher partnerships with specialised professionals. Such an approach creates conditions for balanced support and the prevention of social isolation.

The study by T. Krystopchuk (2013) synthesises the experience of European Union

countries (Italy, Austria, Belgium, the Netherlands, Sweden, Germany, Poland, Slovakia, Hungary, etc.) regarding teacher preparation for working with various categories of learners requiring additional support. The training of such specialists is organised in academies of special pedagogy, professional improvement centres, special pedagogy centres, universities, and higher education institutions, which ensures the integrity and continuity of the educational process. Educators working with learners with SEN are required to hold relevant pedagogical or special pedagogical qualifications. Briefing and training on the organisation of the educational process, accounting for diverse individual needs and learning styles, constitute a mandatory stage. Several European countries maintain a differentiation of institutions by support profiles, which allows for the purposeful satisfaction of the educational needs of specific learner groups. This experience demonstrates that the development of educators' inclusive competence is grounded in clearly defined training standards and continuous professional improvement—approaches that remain highly relevant to the Ukrainian VET system.

According to T. Pyatakova (2013), the Swiss Confederation has accumulated significant theoretical and practical experience in preparing educators for inclusive educational environments. Primarily, these issues fall within the remit of university structures and postgraduate education institutes, which provide both basic and advanced specialist training. For instance, the Faculty of Education at the University of Bern implements Master's programmes aimed at managing educational processes in contexts of diversity. The University of Teacher Education Northwestern Switzerland offers a course dedicated to the integrated instruction of high-ability learners and those requiring additional support. The Federal University for Vocational Education and Training proposes a specialisation focused on instruments for implementing integration and inclusion within the VET system, complementing the educational management programme. According to Swiss professor P. Sieber, one of the most effective programmes for developing educators' inclusive competence is the Master of Advanced Studies in Inclusive Education (MAS), implemented by the University of Teacher Education Central Switzerland (Luzern). The programme is long-term and content-

rich, as it involves a significant volume of instructional and practical work (Pyatakova, 2013). This experience demonstrates that systemic, multi-level training and postgraduate education for teachers play a key role in fostering their inclusive competence, specifically within the VET context. The MAS programme in inclusive education is primarily oriented towards experienced educators seeking to become specialists in implementing inclusive approaches within mainstream educational institutions. Cantons play a vital role in its functioning, as independent educational structures that financially support teachers, create favourable conditions for their further education, and encourage the implementation of innovative practices. In addition to Master's programmes, numerous certification courses for teacher professional development operate in Switzerland. These provide varying credit volumes and cover areas such as mediation and consultancy, the organisation of integrated learning, didactic improvement, and teaching innovations. Postgraduate programmes in human rights have also gained significant traction, training educators to recognise cases of violence and discrimination, counteract racism and xenophobia, and cultivate a tolerant and safe educational environment. Synthesising this experience provides grounds to assert that in Switzerland, the inclusive competence of both prospective and practising educators is formed through the combination of innovative approaches to inclusive environment organisation with principles of collaborative pedagogy, tolerance, and multiculturalism. Updated educational programmes focus on person-centred and facilitative learning, which serves as a vital benchmark for the vocational education and training system in Ukraine.

Within the analysis of experience from countries transforming their educational systems following the collapse of the USSR, researchers emphasise the importance of the phased formation of national inclusive education models. Specifically, the works of T. Pyatakova, I. Kalinichenko, and N. Andriychuk focus on the developments in Armenia and Lithuania, where preparing teaching staff for inclusive environments combines national traditions with modern international approaches. Armenia implements state and partnership initiatives aimed at developing flexible educational programmes and preparing educators for inclusive learning, while Lithuania is gradually building a system of

professional development and special support for educators working with learners with special educational needs (Pyatakova, 2013; Kalinichenko, 2016; Andriychuk, 2018).

Scholars T. Pyatakova, I. Kalinichenko, and N. Andriychuk further highlight that particular attention is devoted to improving the activities of institutions responsible for teacher professional training, notably the National Institute of Education and the State Pedagogical University. Training is oriented towards fostering the capacity to work with diverse learner categories and providing them with individualised support. Lithuania, in turn, consistently develops a teacher professional improvement system focused on inclusion, accentuating regulatory provision, the training of support specialists, and the integration of inclusive approaches into teacher education programmes. Such experience is valuable for Ukraine, as it demonstrates the possibility of modernising teacher training without sacrificing national educational identity. In Armenia, professional development courses for educators already working in educational institutions necessarily account for inclusive education requirements. The National Institute of Education, subordinated to the Ministry of Education, organises this work. Significant attention is paid to training educators in the use of interactive methods and technologies that promote active learner participation and individualisation. Experience suggests that educators who neglect interactive approaches more frequently encounter difficulties in inclusive groups, whereas young specialists trained with inclusion in mind demonstrate greater flexibility and readiness for change. Specialised courses on inclusive education have been introduced in the country's higher pedagogical institutions, ensuring the formation of basic inclusive competence in future educators. In Lithuania, Siauliai University coordinates the staffing of inclusive and special education, where studying the "Special Pedagogy" course is mandatory across all pedagogical faculties. This approach ensures that educators working with diverse learner categories receive holistic knowledge regarding support organisation, partnership interaction, and the adaptation of educational programmes. The presented experience of Armenia and Lithuania demonstrates that inclusion is becoming an integral component of both basic teacher training and the system of their postgraduate development—a

factor that is exceedingly vital for Ukrainian VET institutions as well.

Simultaneously, instructors at Siauliai University emphasise that the limited number of classroom hours dedicated to special pedagogy—even when combined with practical sessions—does not ensure the full readiness of an educator to work with learners who have special educational needs (Pyatakova, 2012). Consequently, Lithuania actively maintains a robust system of postgraduate education, including various courses, seminars, and professional development programmes aimed at the continuous updating of educators' professional knowledge and skills. Furthermore, the country has introduced clear regulations regarding the staffing of inclusive education, where the number of support specialists depends on the total count of learners with special educational needs within the institution. Specifically, a certain threshold of such learners necessitates the employment of a special educator, while a larger cohort requires the involvement of speech therapists, tiflopedagogues, surdopedagogues, social educators, psychologists, and other specialists.

Analysis of international experience demonstrates that successful inclusive education relies upon: a clear regulatory framework, systemic teacher training and support, individualised instruction, partnerships with families and specialists, and the creation of a barrier-free environment. These provisions are particularly valuable for Ukrainian VET institutions, where inclusion converges with preparation for future professional activity and the social integration of learners.

This model of systemic inclusion highlights that success depends not only on the professional training of an individual educator but on the coordinated effort of a multidisciplinary team—an approach that should be considered when modernising the Ukrainian VET system. Despite the significant positive experience in developing educators' inclusive competence across various countries, its implementation within the Ukrainian reality faces several objective difficulties. Ukraine cannot mechanically replicate international models due to differences in economic capacities, cultural traditions, demographic situations, and the challenges precipitated by the war. Therefore, the national education system is forging its own path for developing inclusive learning and teacher training,

gradually adapting international approaches to domestic conditions.

As S. Alyokhina (2011) emphasises, the current state of specialist training for inclusive environments does not yet fully meet societal demand. Many institutions lack qualified support specialists – such as psychologists, speech therapists, and defectologists – while teaching assistant positions are often non-existent or lack financial backing. Educators are frequently overloaded, which reduces their readiness to engage with innovations and implement inclusive approaches. Additional barriers include the methodological and psychological unreadiness of some teaching staff, insufficient motivation, and limited opportunities for systemic professional development. For VET institutions, these challenges are even more pronounced, as they must integrate the tasks of vocational training, social adaptation, and support for learners with diverse educational needs, including those affected by the war. This necessitates a targeted development of vocational educators' inclusive competence, aligned with both national priorities and international benchmarks.

Inclusive education in Ukraine received systemic legislative support in 2010, when amendments to the Law of Ukraine "On General Secondary Education" granted educational institutions the right to officially establish inclusive and special classes for learners with special educational needs. Since this period, inclusion has been regarded as an integral component of state educational policy.

The further development of the legal foundations for inclusive education was ensured by the new Law of Ukraine "On Education" (05.09.2017 № 2145-VIII). Its final provisions clarified the requirements for the professional development of teaching staff: the total volume of training over a five-year period must not be less than 150 academic hours, with a mandatory portion specifically dedicated to improving the knowledge, skills, and practical techniques for working with learners with special educational needs. Thus, it is now legally established that effective inclusion is impossible without the targeted development of professional competence among educators – including those operating in vocational education and training institutions, where individual learner support is coupled with preparation for future professional careers.

At the current stage, Ukraine is gradually expanding its network of higher education institutions that provide specialist training under Specialty 016 "Special Education" and organise the retraining of teaching staff for integrated and inclusive learning environments. This expansion creates opportunities for the targeted formation of inclusive competence in both prospective educators and those already active in educational institutions.

The implementation of several training courses developed by scholars and practitioners into the postgraduate pedagogical education system represents a significant step forward. These include "Introduction to Inclusive Education" (A. Kolupayeva, S. Yefymenko), "Differentiated Instruction in the Inclusive Classroom" (O. Taranchenko, Yu. Nayda; edited by A. Kolupayeva), and "Professional Collaboration in an Inclusive Educational Institution" (A. Kolupayeva, E. Danilaviciute, S. Lytovchenko). These programmes focus on developing the ability to work with various learner categories, establishing effective interaction within a multidisciplinary team, and applying differentiated teaching methods—knowledge and skills that are particularly critical for VET educators.

Future educators in domestic higher education institutions now complete the "Basics of Inclusive Education" course, the teaching and learning resources for which were developed under the general editorship of A. Kolupayeva. This facilitates the acquisition of foundational knowledge regarding the organisation of an inclusive environment and the specifics of supporting learners with diverse educational needs.

Conclusions. As a result of this study, international experience regarding the development of the inclusive competence of teaching staff has been synthesised, revealing that it is grounded in a combination of a rights-based approach, continuous professional teacher training, the individualisation of

learning, and interprofessional interaction. Systemic analysis indicates that a key condition for successful inclusion is consistent support for educators at the institutional level, particularly through professional development, the functioning of support teams, and the creation of a barrier-free educational environment.

The synthesised models of teacher preparation in European and North American countries demonstrate the effectiveness of integrating regulatory, organisational-methodological, and practice-oriented components. Their adaptation to the Ukrainian context represents a promising direction for modernising the VET system, as it allows for the convergence of inclusive education with the preparation of learners for their future professional careers.

The findings confirm that developing the inclusive competence of vocational educators is a strategic condition for ensuring equal access to quality education and the social integration of learners with SEN. Further research should focus on developing assessment tools to measure the inclusive competence of VET staff and piloting models for its formation within the context of the post-war recovery of the Ukrainian educational system.

The development of the inclusive competence of teaching staff in Ukraine is a pivotal condition for the modernisation of the national education system. Given current challenges, notably the consequences of the war and the increasing diversity of learners, the need to prepare educators for inclusive environments has acquired exceptional urgency.

The implementation of proven international approaches, adapted to the Ukrainian context, can substantially enhance the quality of secondary, vocational, and postgraduate education, promote the professional growth of educators, and ensure more equitable and accessible educational opportunities for all learners, including those within the VET system.

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ЗАРУБІЖНИЙ ДОСВІД РОЗВИТКУ ІНКЛЮЗИВНОЇ КОМПЕТЕНТНОСТІ ПЕДАГОГІЧНИХ ПРАЦІВНИКІВ ЗАКЛАДІВ ПРОФЕСІЙНОЇ (ПРОФЕСІЙНО-ТЕХНІЧНОЇ) ОСВІТИ

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Реферат:

Актуальність: необхідність аналізу та наукового осмислення зарубіжного досвіду розвитку інклюзивної компетентності педагогічних працівників зумовлена трансформаціями сучасної освіти, воєнними викликами та зростанням кількості здобувачів освіти з особливими освітніми потребами у закладах професійної (професійно-технічної) освіти (далі: П(ПТ)О); забезпечення рівного доступу до освіти та дотримання принципу безбар'єрності в освіті потребує педагогів, здатних ефективно працювати в інклюзивному середовищі та взаємодіяти в мультидисциплінарних командах підтримки.

Мета: проаналізувати зарубіжний досвід формування інклюзивної компетентності педагогічних працівників та визначити перспективи його використання у закладах П(ПТ)О України.

Методи: аналіз наукових джерел – для вивчення зарубіжного досвіду формування інклюзивної компетентності педагогічних працівників і виявлення ефективних моделей їх професійного розвитку; порівняння й узагальнення міжнародних та вітчизняних нормативних документів і практик інклюзивної освіти – для виявлення зарубіжних тенденцій розвитку інклюзивної освіти та пошуку шляхів адаптації зарубіжного досвіду в освітній практиці України.

Результати: здійснено системний огляд досвіду країн Європи та Північної Америки щодо розвитку інклюзивної компетентності педагогів; визначено ключові тенденції (орієнтація на права людини та рівний доступ до освіти, безперервний професійний розвиток педагогів, індивідуалізація навчання, міжпрофесійна взаємодія, створення безбар'єрного освітнього середовища); узагальнено моделі підготовки педагогічних працівників до інклюзивної діяльності, що поєднують нормативно-правову, організаційно-методичну й практико-орієнтовану складові; обґрунтовано можливості їх адаптації до українського контексту з урахуванням специфіки підготовки здобувачів освіти у закладах П(ПТ)О та потреб повоєнного відновлення.

Висновки: зарубіжний досвід підтверджує, що розвиток інклюзивної компетентності педагогічних працівників є стратегічною умовою підвищення якості освіти й соціальної інтеграції здобувачів освіти з особливими освітніми потребами; для закладів П(ПТ)О особливо важливими є системне підвищення кваліфікації педагогів, розбудова команд психолого-педагогічного супроводу, індивідуалізація освітніх траєкторій та створення безбар'єрного середовища; адаптація ефективних міжнародних практик може суттєво підвищити результативність інклюзивної підготовки майбутніх фахівців в Україні.

Ключові слова: *інклюзивна компетентність, педагогічні працівники, заклади професійної (професійно-технічної) освіти, зарубіжний досвід, інклюзивна освіта, професійна підготовка.*

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