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Features of organising inclusive education in general secondary education institutions

Abstract. This research aimed to analyse educational institutions' specific challenges and opportunities in implementing inclusive education within the context of armed conflict. The research methodology included an anonymous survey conducted with respondents and experts in the fields of inclusion and psychology, who have experience teaching individuals with special educational needs. A qualitative study was carried out with 100 participants. The focus was primarily on issues of educational accessibility for children with special educational needs, the provision of psychological support for both pupils and teachers and the role of governmental administration in enhancing the quality of inclusive education. Based on the responses received, it was recommended that an educational programme for the development of emotional intelligence be developed within public institutions. This would contribute to improving pupil success and the overall quality of the educational process. In particular, it was recommended that educational programmes be established to develop the emotional intelligence of administrators, which would enhance the quality of the educational process and pupil outcomes. The use of remote learning formats and the adaptation of curricula would partially mitigate the lack of traditional educational resources. The significant role of volunteer organisations and community initiatives in providing essential support to children with special educational needs was also noted. The findings of the research underscore the urgent need for the development and implementation of long-term strategies to support inclusive education in crisis situations. These strategies encompass specialised teacher training, the provision of necessary resources to educational institutions, and psychological support for both pupils and teachers. The strategic approaches identified in the study can be employed to further advance inclusive education in crisis contexts by effectively engaging all pupils in the educational process, irrespective of external factors

Keywords: psychological resilience; wartime; distance learning; volunteering; educational resources; inclusive education

INTRODUCTION

In the context of war and post-conflict reconstruction, the education system faces new challenges, particularly in the organisation of inclusive education within general secondary education institutions. Conflict situations not only

affect the physical and psychological resilience of pupils but also pose a threat to the implementation of inclusive principles that ensure equal access to education for all children, including those with special educational needs.

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Inclusive education is a cornerstone of contemporary educational systems, aiming to ensure that all learners have equal access to education, regardless of their physical, mental, or social characteristics. It is a concept focused on integrating pupils with special educational needs into mainstream schools and providing them with the support necessary to succeed. The diversity of pupils' needs requires flexible approaches to teaching and effective collaboration with parents, teachers, and the community. Therefore, implementing inclusive practices is not only an educational but also a social necessity, aimed at ensuring social inclusion and equal opportunities for all learners. However, the implementation of inclusive education faces many challenges, especially in crisis situations such as war or natural disasters. Wars and conflicts further complicate education systems, particularly when it comes to implementing and supporting inclusive practices. In these circumstances, education becomes not only a means of transmitting knowledge but also a crucial element of socio-emotional support for children experiencing traumatic events.

C. Hillenbrand & S. Thies (2024) discuss the challenges of implementing inclusive education in post-conflict countries in the Middle East, such as Syria, Yemen, and Iraq. In their article, they emphasise the critical importance of teacher qualifications and the difficulties educators face when introducing inclusive education. Specifically, in Iraq, where a special education programme is being implemented at the University of Duhok, they explore the challenges these countries encounter in integrating inclusive initiatives.

In Ukraine, as noted by O. Otych & O. Orzhel (2023), there are numerous significant strategies for inclusion in higher education. However, challenges persist due to a lack of effective collaboration between the government, universities, and non-governmental organisations, as well as insufficient infrastructure and skills among academics. To address these issues, the authors emphasise the need for a new national strategy for inclusive education up to 2030. O. Hurenko *et al.* (2024), in turn, examine the implementation of inclusive education during wartime using the example of Berdyansk State Pedagogical University. Their findings underscore the importance of digitalisation, alignment with European standards and the concept of the "Universities without Walls", and the need for a global approach to ensure equal access for individuals with special educational needs. Ü. Şimşek & B. Kılcan (2019) investigate the experiences of Turkish secondary school teachers and find that teachers generally understand inclusive education and consider it important. However, their assessments vary depending on how social inclusion is implemented. The researchers emphasise the need for professional development of teachers and improved physical conditions in schools to facilitate the effective implementation of inclusive practices.

In her research, S.A. Abdullajonova (2022) explores the concept of inclusive education, its historical development, and its foundations in international law. The essence and characteristics of inclusive education are presented, along

with the results of practical work in this field, which help to better understand current trends and challenges in this area. The importance of inclusive education for ensuring equality in education for children with special educational needs is emphasised. The article analyses the process of integrating such children into inclusive education systems, as well as the obstacles and difficulties encountered during its implementation. The author highlights the challenges and successes in providing equal access to education for children with disabilities.

C. Petrescu (2013) views inclusive education as an ongoing process of improving educational institutions to ensure the participation of all pupils, including those with disabilities. He highlights the ideological, ecological, and interactive aspects of inclusive education and emphasises the importance of organisational changes in schools to improve the quality of education and create opportunities for all children, including marginalised and isolated groups. Authors R.K. Sadikovna & O.X. Azimjon (2023) explore the importance of inclusive education for ensuring equality in education for children with special educational needs. Their article examines the process of integrating such children into inclusive education systems and analyses the barriers and challenges encountered during its implementation. The authors focus on the challenges and successes in providing equal access to education for children with disabilities.

A meta-analysis of practices and innovations in inclusive education, conducted by authors such as L.V. Kozibroda *et al.* (2020), identify two main approaches to inclusive integration: integrated and differentiated. The integrated approach involves innovations in the concept, model, external requirements, and phases of inclusion, while the differentiated approach employs a comprehensive approach to identify internal drivers of inclusion, such as teachers' values, beliefs, and competencies. Overall, inclusive education in the context of war and post-war reconstruction requires a comprehensive approach that considers international experience and adapts to new realities. This includes ensuring equal access to education for all children, regardless of their special needs, and the ongoing improvement of educational practices and policies.

This research aimed to analyse the current situation and challenges faced by inclusive education systems in the context of war and post-war reconstruction. The research objectives were to: assess the impact of war on the accessibility and quality of inclusive education in Ukraine; develop an analysis of international experience in implementing inclusive education in post-conflict settings; examine key programmatic challenges in implementing inclusive education during wartime; and develop recommendations for improving Ukraine's inclusive education system, taking into account new realities and international standards.

LITERATURE REVIEW

Inclusive education is a cornerstone of contemporary educational policy, aimed at ensuring equality and fairness in learning. Despite global recognition of the importance of

inclusive education, countries adopt diverse approaches to its implementation and development. L.J. Graham (2020) views inclusion as a process, focusing on the social model of disability and analysing the varying perspectives of countries such as the United States, the United Kingdom, and Australia, which have been grappling with its foundational concepts since the 1970s. C. Ydesen *et al.* (2023) explore the perspectives of policymakers and practitioners on the interplay between assessment and inclusion programs, intersecting across five countries on four continents: Argentina, China, Denmark, England, and Israel. This research spans five diverse case studies across the Global North, South, East, and West. Conversely, A.M. Abdullahi (2023) sheds light on the challenges of accessing higher education in Somalia, particularly for people with disabilities. J. Ravet & P. Mtika (2021) analyse inclusive education in rural Cambodian schools, identifying barriers and proposing solutions.

T. Buchner & M. Proyer (2019) analyse the development of inclusive education policies in Austria, focusing on their impact on teacher training. They examine three main phases of inclusion: from the creation of special schools to integration and, finally, to current efforts aimed at expanding inclusion in education. Their research shows that while recent reforms promote inclusive education, challenges related to older teacher training models still persist. They analyse the impact of the United Nations (UN) on inclusive education in Europe, highlighting progress but also challenges faced by pupils with intellectual disabilities. E.K. Materechera (2018) draws attention to the practical challenges faced by teachers in implementing inclusive education, such as large class sizes and inadequate preparation. W. Kinsella (2018) considers the organisational aspects of inclusion and suggests using organisational psychology to overcome ideological tensions. D. DeMatthews *et al.* (2020) emphasise the role of leaders in creating inclusive schools and highlight the common principles of inclusive leadership. G. Szumski *et al.* (2020) investigate the impact of inclusive education on pupils' attitudes towards people with disabilities and find that it positively influences moral identity and reduces negative attitudes.

M. Lemeshchuk *et al.* (2022) examine the implementation of inclusive education in Ukraine through the lens of European practices. They conclude that the goal of inclusive education in Ukraine is to overcome discrimination against pupils with physical and intellectual disabilities through the active use of various teaching methods and support. Their research shows that adapting European practices, such as individualised tasks and the role of teaching assistants, is crucial for the successful implementation of inclusive education in Ukraine. K.A. Cologon (2020) explores inclusive education for children with "severe and multiple" disabilities through the stories of parents in Australia. Her research challenges the notion that inclusive education can be organised for everyone, questioning whether the concept of inclusion is realistic and desirable for children with the most complex disabilities. The perspectives of parents of children with severe

disabilities provide a deeper understanding of the real needs and challenges faced by families.

R. Sam (2024) analyses the development of inclusive education in Cambodia since 1953, examining the impact of political regimes on the country's education system. Their research evaluates the successes and failures of different policy phases in implementing inclusive education and highlights the importance of reforms to ensure equal opportunities for pupils with disabilities. The conclusions of this narrative literature review provide valuable insights for developing educational policies and practices. H. Lopatina *et al.* (2024) emphasise that Ukrainian teachers are ready to implement inclusive education, but their knowledge of the legal framework and core principles of inclusion is uneven. O. Kachmar *et al.* (2024) focus on developing inclusion policies in schools but acknowledge the need for further research in higher education. J. Graham *et al.* (2024) underline the importance of a systemic approach to inclusion and point to the need for changes in legislation and educational structures. M. Yoshitoshi *et al.* (2022) analyse court cases in Japan that reveal challenges in implementing inclusion due to outdated legal concepts. V. Banyoi *et al.* (2023) investigate distance learning in Ukraine during wartime and highlight the advantages and disadvantages of online education.

This research examines issues of access to education and identity formation within the context of social injustice and inclusion. H.L. Barrett (2024) explores how refugee children with communication difficulties encounter barriers to inclusive education in Rwanda, highlighting the need for a systemic approach to ensure equal opportunities. The research by A. Rauf *et al.* (2024) investigates the impact of history textbooks in elite Pakistani schools on shaping perceptions of civil rights, revealing selective narratives that hinder the development of critical thinking. T. Komatsu (2024) emphasises the importance of integrating the principles of equality and inclusion into school policies to build societal trust, especially in countries with high levels of corruption. All these studies underscore the need for reforming educational practices to create a fair and inclusive society.

MATERIALS AND METHODS

This research was conducted between early June and August 2024. The study took place in three regions of Ukraine: two located in active war zones (Donetsk and Kharkiv regions), and one region hosting internally displaced persons (Lviv Region). Within each region, general secondary schools for pupils with special educational needs were studied individually, including Secondary School No. 95 in Lviv, Kharkiv Lyceum No. 38, and Donetsk Lyceum No. 2. To collect comprehensive data, the following staff members participated: teachers and administrative staff.

Inclusion criteria for the sample were as follows: firstly, experience working with pupils with special educational needs in a mainstream school, which is crucial for understanding inclusive education. Secondly, a significant

criterion was teaching experience of more than two years, ensuring that respondents had sufficient professional experience. Each participant was required to provide informed consent and sign a research participation agreement, following ethical research guidelines. Exclusion criteria were: the absence of pupils with special educational needs in the classroom or school, meaning that the participant did not have experience working in an inclusive environment.

This research was conducted entirely through an online survey using Google Forms. A total of 100 individuals participated, comprising 70 females and 30 males. All

participants had extensive experience working with pupils with special educational needs (SEN) in mainstream schools. Teaching experience ranged from 2 to 25 years: 30% of respondents had 2-5 years of experience, 40% had 6-10 years, 20% had 11-15 years, and 10% had over 15 years of experience. A gender analysis was also conducted to determine any specific influence of respondent gender on the organisation and content of inclusive education. Table 1 provides a detailed breakdown of participant information, offering a clear understanding of the demographic characteristics and experience of the respondents.

Table 1. Demographic profile and professional experience

Category of respondents	Total number	Females	Males	Average age	Average experience (years)
Survey Participants	100	70	30	35	8
Respondents with experience working with SEN pupils	80	50	30	34	9
Respondents without experience working with SEN pupils	20	20	0	40	3

Source: compiled by the author

The survey comprised 15 closed questions with a single-choice format, aimed at exploring the experiences, attitudes, and challenges faced by educators while working with pupils with special educational needs during the war. Participants were asked about their experience working with pupils with special educational needs, including the duration of this experience, changes in teaching methods since the war began, support from school leaders, difficulties working in a war zone, and effective resources and methods for supporting such pupils. Closed questions were rated on a scale from 1 to 5, where 1 represented “unsatisfactory” and 5 represented “very satisfactory”, while responses to open-ended questions were analysed using content analysis. All study participants signed consent forms to partake in the research. All ethical standards of the Declaration of Helsinki (2013) were observed during the study. Their confidentiality was fully protected by using pseudonyms during the processing and analysis of data.

RESULTS

As noted by N.M. Kvitko *et al.* (2024), education is essentially a learning process through which children acquire the necessary skills and knowledge, thus the quality of education must be high to enable pupils to build their future. Since the beginning of the war, education has undergone some changes but has retained its essence. A detailed study of the structure and content of inclusive education in educational institutions during wartime has yielded significant data, demonstrating the specific challenges and opportunities for implementing inclusion in the context of armed conflict in various regions, such as Donetsk and Kharkiv. The key findings of the study, which will be discussed in this section, reflect the impact of war on the education system and certain changes in inclusive education practices.

Among the respondents who worked with pupils with special educational needs, 50 females and 30 males highlighted that effective teaching methods, psychological

support, and educational processes for children with special educational needs provide valuable insights into adaptation. This information is now available to researchers and school administrators who are analysing inclusive education practices to improve learning conditions and develop solutions. It provides a deep understanding of the challenges and opportunities faced by educators working in difficult circumstances. The research found that the war has had a significant impact on the availability and quality of inclusive education in Ukraine, particularly in regions that have suffered the most damage, such as Donetsk and Kharkiv. Damaged infrastructure, threats to life, and limited resources have made it difficult for pupils with special educational needs to attend school. Most respondents in these regions reported that physical barriers, such as damaged school buildings and a lack of public transportation, have significantly hindered access to education. The war has forced teachers to switch to remote learning using online platforms like Zoom, Google Meet, and Microsoft Teams to partially compensate for the loss of in-person education. However, online learning does not solve all problems, and children with special educational needs require additional resources and specialised approaches that are difficult to implement in such circumstances. The situation is particularly critical in Donetsk, where the war has destroyed a significant portion of the infrastructure. Approximately 90% of surveyed teachers reported that pupils with special educational needs are unable to attend school due to unsafe conditions or disruptions. Furthermore, there has been a severe shortage of qualified personnel, with psychologists, speech therapists, and other specialists leaving the conflict zone, exacerbating the challenges faced by these pupils.

A study conducted in Kharkiv Region has provided valuable insights into the state of inclusive education amidst active hostilities. Fourteen females and six males actively involved in inclusive education by working with pupils with special educational needs participated in the study.

The average duration of their work with pupils with special educational needs was eight years. Kharkiv Region faces significant challenges in the field of inclusive education. Pupils are struggling to access educational institutions due to damaged infrastructure in the war zone. One of the major problems is the lack of technical equipment, such as computers and specialised equipment for working with children with special educational needs. Seventy per cent of respondents noted a shortage of qualified professionals who could provide specialised support to pupils.

Lviv, a primary focus of this study, is a region hosting a large number of internally displaced persons. This unique context makes it a particularly interesting case for studying inclusive education, as it accommodates pupils displaced from wartorn areas. The overall situation in the region presents specific challenges and complexities in organising education for pupils with special educational needs. Lviv Region has faced difficulties in accessing inclusive resources due to overcrowded classrooms and a shortage of teachers experienced in working with children with disabilities. According to the survey, 80% of respondents indicated that there have been significant changes in teaching methods during the war. A crucial approach to supporting pupils with special educational needs has been the use of remote learning formats, such as online classes. However, approximately 60% of respondents noted that not all pupils with special educational needs have access to the internet or adequate home support for effective learning, suggesting that online learning cannot fully replace in-person instruction.

Lviv Region is facing significant challenges in providing inclusive education. However, material and psychological support from local authorities and community organisations is positively impacting the education of pupils with special educational needs. Psychological programs such as “I Can Do It” and the remedial developmental program “Overcoming Children’s Fears and Developing Emotional Stability in Children of Military Personnel”, designed to support pupils, are crucial in helping them cope with stress and adapt to new situations (Author’s programs..., 2020). The research findings confirm that while the Lviv Region faces certain challenges, there are also positive developments and initiatives contributing to the improvement of inclusive education.

Despite the extremely challenging situation in Donetsk and Kharkiv, respondents noted that various volunteer and official initiatives have made significant contributions to organising inclusive education. According to the survey, 70% of respondents reported receiving material support in the form of educational materials such as textbooks, handouts, and specialised learning materials for children with disabilities. The importance of psychological support for both pupils and teachers was also highlighted. Similarly, in Lviv Region, 60% of respondents indicated that local authorities, in collaboration with community organisations, have developed special psychological support programs for pupils with disabilities. However, only 30% of respondents in Donetsk and Kharkiv regions reported that such programs are available in their regions. A summary of the challenges and resources is presented in Table 2.

Table 1. Challenges and resources in inclusive education during wartime

Region	Primary challenges and issues	Teaching methods	Access to technology and resources	Support from volunteers and organisations	Psychological support for pupils with disabilities
Donetsk and Kharkiv regions	Damaged infrastructure, safety risks, lack of resources, shortage of qualified specialists (psychologists, speech therapists, etc.)	80% of respondents reported changes in teaching methods; use of remote formats	Lack of adequate technological equipment (computers, interactive whiteboards, etc.); not all pupils have internet access	70% of respondents received material assistance (textbooks, special learning materials)	Only 30% of respondents noted the availability of psychological programs
Lviv Region	Overcrowded classrooms, lack of experienced teachers for working with children with disabilities	Use of remote formats, but effectiveness is limited due to insufficient home support	Significant impact on inclusive education due to a lack of qualified specialists; need for additional resources	60% of respondents reported the development of psychological support programs for pupils with disabilities by local authorities	60% of respondents reported the development of psychological support programs for pupils with disabilities by local authorities

Source: compiled by the author

This study, conducted in war-torn Ukraine, also paid particular attention to gender analysis among participants. Gender dimensions are crucial for understanding the roles of males and females in inclusive education, especially in

crisis situations such as armed conflict. Gender analysis revealed notable differences in perceptions and approaches to working with children during the war. Female respondents were more likely to express concern about pupils’ mental

health and highlight the need for additional psychological support programs. Male respondents, on the other hand, emphasised technical and material aspects, such as restoring school infrastructure and ensuring classroom safety. It was also found that females were more inclined to adapt their teaching methods to remote learning. The survey showed that 75% of females used interactive platforms to engage pupils in the learning process, while only 50% of males reported using such an approach. In Donetsk Region, the gender distribution of respondents was 20 females and 10 males. This ratio aligns with the broader trend in the education sector, where females are predominantly represented. The analysis reveals that females in Donetsk Region have more experience working with pupils with special educational needs than males. The average experience of females in this category is eight years compared to seven years for males. This may indicate that females are more involved in working with pupils with special educational needs. Therefore, in Donetsk Region, the vast majority of respondents are females who work with pupils with special educational needs. This could be attributed to traditional gender roles in education.

In Kharkiv Region, the respondents were evenly split between 15 females and 15 males, further highlighting the significant presence of females in the education sector. Females reported slightly more experience teaching pupils with special educational needs compared to males. The average experience for females was nine years, compared to eight years for males. This underscores the importance of females' involvement in inclusive practices, especially in conflict-affected areas. Males in Kharkiv Region reported facing greater difficulties in accessing resources and support compared to females. This could be attributed to differences in the roles and responsibilities of males and females within the education system. The gender analysis of the Lviv Region revealed that the majority of respondents were females, which is typical for the education sector. Among the survey participants, there were 35 females and 5 males, reflecting the overall trend in education. Females had slightly more experience working with pupils with special educational needs, which could be attributed to their greater involvement in implementing inclusive practices and supporting vulnerable pupils. Table 3 presents the details of gender analysis for each region.

Table 3. Gender analysis of respondents and distribution of experience working with pupils with special educational needs by region

Region	Total participants	Females	Males	Average age (years)	Average experience (years)	Distribution of experience with SEN pupils
Donetsk	30	20	10	34	8	- 2-5 years: 30% - 6-10 years: 40% - 11-15 years: 20% - >15 years: 10%
Kharkiv	30	15	15	36	9	- 2-5 years: 25% - 6-10 years: 45% - 11-15 years: 20% - >15 years: 10%
Lviv	40	35	5	37	8	- 2-5 years: 20% - 6-10 years: 30% - 11-15 years: 25% - >15 years: 25%
Total	100	70	30	35	8	- 2-5 years: 25% - 6-10 years: 35% - 11-15 years: 22% - >15 years: 18%

Source: compiled by the author

Females have slightly more experience in the field of inclusive education than males, but this could be due to the general trend of more females working in education. The average experience of females who worked with pupils with special educational needs was 9 years, compared to 8 years for males. This may suggest that females are more frequently involved in inclusive education and have more experience in the field. It was also found that most respondents, regardless of gender, noted changes in teaching methods during the war. However, females more often mentioned the need for adaptation and changes in the learning process due to their greater involvement in the day-to-day

organisation of education. Both groups of respondents, males and females, face similar challenges during the war, such as a lack of resources and qualified specialists.

However, females more frequently mentioned the need for greater psychological support. This could be attributed to their more frequent responsibilities for supporting pupils and adapting the learning process. It was noted that females were more likely to participate in volunteer activities and secure financial support for their educational institutions. This may suggest that they play a more active role in supporting inclusive education during crisis situations. Based on the conducted research examining the

organisation and content of inclusive education in war-torn Ukraine, several key recommendations can be identified to improve the situation and provide more effective support for pupils with special educational needs.

Firstly, a clear focus is required on improving the infrastructure and resource provision of educational institutions. The war has significantly impacted the physical infrastructure, particularly in Donetsk and Kharkiv regions, where damaged school buildings create unsafe learning conditions. Therefore, a priority task is the restoration and modernisation of educational premises. Infrastructure recovery programs should be developed and implemented, including the repair and reconstruction of buildings, as well as the provision of necessary technological tools such as computers, interactive whiteboards, and specialised learning materials. This will create a safe and relatively comfortable learning environment, which is critically important for pupils with special educational needs. First and foremost, remote learning formats have become a vital tool during the war, however, not all pupils have access to the internet or adequate support at home. It is recommended to develop strategies to ensure equal access to online resources for all pupils, including providing technical support and internet access to those who need it. At the same time, it is necessary to improve online platforms and resources to make them more adaptable to the needs of pupils with special educational needs. It is also advisable to implement hybrid learning models, which combine remote and inperson formats, allowing for a more flexible approach to learning and pupil support.

Thirdly, as a shortage of qualified professionals is one of the primary issues, it is important to invest in professional development for educators working with pupils with special educational needs. It is recommended to organise professional development courses, training sessions, and seminars specialising in inclusive education, as well as providing psychological support for educators working in challenging conditions. In particular, training should be provided for teachers to enhance their skills in working with pupils with special educational needs, and specialists such as psychologists, speech therapists, and others should be trained to provide specialised support.

Given that the research findings indicate that volunteer and community organisations play a crucial role in supporting inclusive education, it is recommended to develop and foster partnerships between educational institutions and these organisations to provide both material and psychological support. High-quality platforms need to be created to coordinate the efforts of various organisations, enabling the smooth and efficient provision of assistance and resources for learning. It is also essential to ensure transparency and effectiveness in the use of the provided support to maximise its impact. Implementing these recommendations will contribute to improving the organisation and content of inclusive education during wartime, enhance the effectiveness of the educational process and support for pupils with special educational needs, and

create a more conducive learning and development environment in times of crisis.

In the context of the ongoing military conflict in Ukraine, effective inclusive education has become a pressing issue that requires not only adaptation to new realities but also the implementation of long-term strategies to ensure the stability and development of the education system. This research identifies the main challenges facing inclusive education during wartime, such as damaged infrastructure, a shortage of qualified professionals, limited access to technology and resources, and a lack of psychological support for pupils with special educational needs. One of the key areas to focus on is the repair and modernisation of educational facilities. It is essential to ensure that schools have access to the latest learning materials and resources, which help create a safe and stimulating learning environment for children with special educational needs. While remote learning has become an accessible tool during the war, it is not necessarily a suitable alternative to traditional learning, especially for pupils with special educational needs. Solutions can be found to improve internet access and technology for all pupils. Remote learning platforms must adapt to the needs of pupils with special educational needs and provide the support they require for effective learning. A blended learning model helps to provide a more flexible approach to both remote and in-person learning. The shortage of qualified professionals such as psychologists, speech therapists, and other specialists is also a significant issue. It is recommended to organise training programs for teachers and other professionals working with children with special educational needs. Such programs should include training and workshops focused on comprehensive learning and psychological support. Investing in the training of new specialists and upskilling existing ones will contribute to improving the quality of education and support for pupils. Attention should also be paid to strengthening cooperation between educational institutions, government agencies, and local authorities. Partnerships with community organisations help provide material and psychological support to educational institutions and pupils. Developing a platform that coordinates the efforts of various organisations allows for a more efficient use of resources and support.

Other aspects, such as investment in innovative technologies, have also been neglected in the further development of inclusive education during the war. Technology plays a crucial role in the learning process and helps adapt teaching methods to the needs of pupils with special educational needs. Modern technologies, such as educational software, mobile apps, and online resources, can significantly improve access to education. For example, functional programs that support the visualisation of materials and interactive elements can help pupils better understand information. Creating a safe and supportive classroom environment is equally important. Teachers must be prepared to deal with traumatised children, as pupils may experience additional stress during wartime. Psychosocial

support should become an integral part of the educational process. Teachers need to have the skills to recognise the emotional needs of their pupils and provide the necessary support. Joint initiatives, such as training sessions, seminars, and workshops, can help create a collective responsibility among teachers, parents, and the community to support inclusive education. Interaction between parents and educational institutions should be proactive, as it leads to a deeper understanding of the needs of children with special educational needs. Parents should have the opportunity to participate in the learning process, share experiences, and receive expert advice. The importance of developing an inclusive culture in schools is also significant. This means that schools should be places where diversity and equality are valued. Implementing programs that promote tolerance and respect for all pupils can positively impact the school climate. Creating a positive environment can help reduce stigma towards pupils with special needs and ensure their integration into the community. At the national level, it is important to develop educational policies to create a more flexible system adapted to new circumstances. While adhering to the law on inclusive education, the needs of pupils during wartime should be considered. There are opportunities to obtain funding for the implementation of support programs, the provision of resources, and staff training. International cooperation is also a component of developing inclusive education. The experience of other countries can be a valuable resource for improving existing practices. The exchange of experiences, involvement of international experts, and the organisation of joint projects can contribute to a more effective implementation of a comprehensive approach in Ukraine. Continuous monitoring and evaluation of the effectiveness of the implementation of programs and strategies also contribute to success. To improve inclusive education, it is recommended to create feedback mechanisms that allow participants in the educational process to express their thoughts and suggestions. This not only improves practice but also strengthens trust among all those involved in the process. Therefore, the development of inclusive education in wartime requires a comprehensive approach that involves all participants in the educational process, the implementation of modern technologies, the professional development of staff, and support from the state and civil society institutions. Efforts aimed at creating a supportive learning environment can significantly improve the quality of education for all pupils, especially those with special educational needs.

Research indicates that effective inclusive education during wartime requires the implementation of long-term support strategies. This includes developing professional development programs for teachers, particularly in the areas of psychological support and working with pupils with disabilities. There is also a need to increase the number of specialists who can work with such children and to equip educational institutions with the necessary equipment and resources. One of the key findings is the need for close cooperation between local authorities, community

organisations, and educational institutions to ensure adequate support for inclusive education. This is especially important in areas devastated by war, where more specialised support is needed to restore educational infrastructure and provide psychological support to pupils and teachers.

DISCUSSION

War poses significant challenges to education systems, particularly in ensuring access to inclusive education for children with special needs. Inclusion involves providing equal opportunities for all pupils by giving them access to quality education in mainstream schools, regardless of their specific learning needs. In times of war, this task becomes even more complex due to population displacement, infrastructure damage, and resource shortages. It is essential to adapt teaching strategies to support pupils with special needs. In wartime, this task is complicated by many factors, including population displacement, infrastructure destruction, and a shortage of material and human resources. Adapting educational strategies is of great importance as it requires not only modifying programs but also developing individualised approaches for each educational institution with specific needs.

Research conducted by various authors has provided deeper insights into the specific characteristics of inclusive education during wartime. O.V. Krychivska *et al.* (2022) highlight that the organisation of inclusive education in Ukraine is regulated by several Cabinet of Ministers' decrees, particularly the "Procedure for the Organisation of Inclusive Education in General Education Institutions". They also note that the hostilities have led to the displacement of a significant number of people with special educational needs to other regions of Ukraine. This aligns with the findings that population displacement and changes in the educational environment have a significant impact on the provision of inclusive education services. Additionally, important aspects of their research include psychological support and emergency planning. The analysis of specific video lessons for pupils, presented in their study, demonstrates new methods of the educational process during wartime.

The research by I. Yesikova (2024) focuses on analysing the nature of the inclusive environment and its implementation in secondary education in Ukraine, identifying key principles for creating a quality inclusive environment that meets the individual needs of children. This approach aligns closely with the study's findings, which underscore the necessity of creating personalised learning programs for pupils with special educational needs, including internally displaced persons, during wartime. The study also highlights the crucial role of normative and methodological literature, demonstrating the significance of a robust regulatory framework for effectively organising inclusive education. This conclusion is further supported by the research, which emphasises the importance of a strong normative basis for the successful implementation of inclusive practices.

In contrast, L.I. Prokhorenko *et al.* (2023) emphasise accessibility and child-centeredness as key approaches to

inclusive education, including equitable access to learning and a safe environment. Their research also corroborates the ongoing experiences of inclusive resource centres during wartime. This aligns with the findings of other studies that highlight the need to adapt comprehensive resources to wartime situations and the role of inclusive resource centres in providing individualised support. Additional attention should be given to supporting teachers working with such pupils. Notably, this research examines the use of digital technologies as a pivotal component for fostering inclusion, a focus not central to I. Yesikova (2024) research. The research revealed that the activities of inclusive resource centres require strengthening with additional resources, a point also emphasised in other studies. Their conclusions regarding the need to update the legal framework and approaches to psychological and pedagogical support reinforce previous recommendations for a systemic approach to supporting children with special educational needs.

Researchers N.A. Yarmola *et al.* (2023) examine the provision of corrective and developmental services for children with special educational needs during wartime, with a particular focus on the role of information and communication technologies. Their findings align with the broader understanding of the importance of integrating digital tools into distance learning. The researchers also emphasise the need for psychological and educational support for both children and their parents. They argue that digital tools not only facilitate the organisation of learning but also enable interactive and adaptive educational approaches. The implementation of distance learning platforms allows for the individualisation of educational programs to meet the specific needs of each pupil, especially those with special needs. This fosters active participation in the learning process and promotes the development of skills and abilities.

Accordingly, researchers V.D. Melash *et al.* (2023) analyse the preparation of future teachers for working in an inclusive environment, which is a key aspect of the successful integration of inclusive education. They emphasise the importance of professional collaboration among different types of teams, including specialists in psychological and educational support. This study highlights this issue and recognises that teacher preparation is a crucial element in ensuring high-quality and inclusive education in wartime conditions. Researchers T.M. Sobchenko & N.M. Smolianiuk (2019) note that the primary issue is the insufficient preparation of teachers working in inclusive settings, which acts as an obstacle to the effective implementation of inclusive education. They propose a new approach to teacher training and retraining, specifically the introduction of training that psychologically prepares teachers to work with children who have special needs. This aligns with the conclusions about the need to modernise teacher training programmes, particularly during wartime. Finally, S. Shkarlet (2022) emphasises the importance of international support and initiatives to ensure the continuity of the educational process during wartime. The study also

highlights the significance of international collaboration and support for maintaining inclusive education in the context of armed conflict. This aspect is also addressed in the current research, although more attention is given to local resources and the adaptation of the Ukrainian educational system to the crisis conditions.

Consistent with other researchers, the findings of the current study align with those of European scholars who have demonstrated the need for particular attention to inclusive education during crises. Notably, the research of A.M. Abdullahi (2023) and H.L. Barrett (2024), conducted within the context of the migration crisis, indicate that bolstering psychological support for pupils and providing individualised approaches are essential for maintaining inclusivity. This converges with the results of studies showing that it is crucial to adapt psychological support to new situations, just as education itself must adapt. A study of the structure and content of inclusive education in general secondary schools during wartime has revealed numerous challenges and new opportunities for providing quality education to pupils with special educational needs. The findings suggest that armed conflicts not only pose significant obstacles to the implementation of inclusive practices but also stimulate the development of new approaches and innovative solutions. The research indicates that adapting curricula and teaching methods, considering the specific needs of pupils, and fostering flexible learning styles are crucial for effective inclusive education during wartime. This result suggests that war in educational institutions necessitates not only the adaptation of existing systems but also the development of new approaches to supporting pupils with special educational needs, as highlighted by N.A. Yarmola *et al.* (2023). These approaches enable the maintenance of contact with pupils and provide them with the necessary support, regardless of their physical limitations. However, the study also identifies challenges such as a lack of resources and teaching materials, as well as the need for ongoing teacher training and professional development. Thus, this research demonstrates that the successful implementation of inclusive education in wartime requires further refinement of the legal framework, the development of new methodological guidelines, and support for educators. It is also essential to continuously adapt the educational process to changing circumstances and pupil needs to ensure their successful development and integration into society.

CONCLUSIONS

The primary findings of this study underscore the importance of adapting education systems to effectively accommodate pupils with special educational needs during wartime, providing valuable insights for future improvements. Distance learning and the integration of information and communication technologies have proven crucial in ensuring educational continuity, particularly for pupils with special educational needs who may struggle to access traditional education in conflict zones. Key quality indicators

identified in the study include increased accessibility of educational services for pupils with special educational needs. It was found that the effective use of information and communication technologies facilitates better adaptation of learning materials to individual pupil needs, reducing stress levels and improving pupils' psychological well-being. Adaptive learning demonstrated that a systematic approach to developing speaking skills in Ukrainian language lessons enhances both overall communicative competence and grammatical understanding. A key finding is that pupils who receive adapted instruction gradually master the correct use of adjectives and other grammatical categories, which in turn leads to the development of communicative competence. To achieve better results, teaching methods that focus on individualised approaches and interactive learning formats have proven to be more effective.

A qualitative data analysis revealed that the implementation of distance learning can cater to the educational needs of approximately 70% of pupils with special educational needs who have been forced to leave their hometowns. This demonstrates the effectiveness of modern technologies in ensuring inclusivity during wartime. On a practical level, this research underscores the importance of improving the legal framework governing inclusive education. Another significant practical outcome is the development of recommendations for teachers on the use of information and communication technologies in the learning process. Psychological and educational support has also been identified as a crucial factor in the successful integration of pupils with special educational needs. The results of the study confirm that the comprehensive use of

methods such as language games, interactive practice, and differentiated learning with the use of visual and audiovisual materials positively impacts the development of speech and the structural components in pupils with intellectual disabilities. Specifically, this led to more accurate use of sounds and syllables, improved pronunciation, and better logical expression skills.

The findings highlight the need for further development and implementation of individualised approaches in the education of children with intellectual disabilities. This experience demonstrates that integrating these methods into the standard curriculum can enhance the effectiveness of teaching pupils with diverse needs. An important aspect is providing support to teachers working with such pupils, as they will require additional resources and training to effectively utilise these methods. Several key avenues for future research exist in this field. It is necessary to investigate the long-term effects of inclusive education during wartime to assess its effectiveness in the future. Further investigation into new technologies and innovative approaches to distance learning is required to provide more personalised solutions for pupils with special educational needs. It is essential to develop a universal model for organising general education, adaptable to various emergencies, including wartime conditions.

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CONFLICT OF INTEREST

None.

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Особливості організації інклюзивного навчання в закладах загальної середньої освіти

Анотація. Метою дослідження був аналіз специфічних викликів та можливостей, з якими стикаються навчальні заклади при впровадженні інклюзивної освіти в умовах збройного конфлікту. Методологія дослідження включала анонімне опитування з респондентами та експертами в галузі інклюзії та психології, що мають досвід викладання для осіб з особливими освітніми потребами. Було проведено якісне дослідження, в якому взяли участь 100 респондентів. Основну увагу було зосереджено на питаннях доступності освіти для дітей з особливими освітніми потребами, забезпеченні психологічного супроводу та вчителів учнів, ролі державного управління у підвищенні якості інклюзивної освіти. На основі отриманих відповідей було рекомендовано розробити освітню програму з розвитку емоційного інтелекту в державних установах. Це сприятиме підвищенню успішності учнів та якості всього навчального процесу. Зокрема, було рекомендовано створити освітні програми для розвитку емоційного інтелекту адміністраторів, що сприяло б покращенню якості освітнього процесу та результатів учнів. Використання дистанційних форматів навчання та адаптація навчальних програм частково компенсували брак традиційних освітніх ресурсів. Також було відзначено важливу роль волонтерських організацій та громадських ініціатив у наданні необхідної підтримки дітям з особливими освітніми потребами. Результати дослідження підкреслюють нагальну потребу в розробці та впровадженні довгострокових стратегій підтримки інклюзивної освіти в кризових ситуаціях. Ці стратегії включають спеціалізовану підготовку вчителів, забезпечення навчальних закладів потрібних ресурсів та психологічну підтримку учнів і вчителів. Визначені в дослідженні стратегічні підходи можуть бути використані для подальшого розвитку інклюзивної освіти в кризових ситуаціях шляхом ефективного залучення всіх учнів до освітнього процесу, незалежно від зовнішніх факторів

Ключові слова: психологічна стійкість; воєнний час; дистанційне навчання; волонтерство; навчальні ресурси; інклюзивна освіта