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FORMATION OF THE SYSTEM OF INCLUSIVE EDUCATION AT THE TRANSITION STAGE: SCHOOL-UNIVERSITY

A number of scientific research is devoted to the investigation of the problems of introduction of inclusive education. Special education system has become a hereditary post-Soviet country; it increases the segregation of children with special needs, deprives them of the opportunity to be surrounded by peers who do not have health problems. Most children with disabilities do not study or integrate into secondary schools but receive education in special institutions. In Ukraine, there have been significant changes in the direction of adaptation of children with special needs to the school environment. The government's care is aimed at children aged 2-18. However, children have almost no opportunity to receive higher education. Only 4 percent of parents are able to help their children get a higher education. Other children lose this opportunity. Understanding this problem has led to the study of inclusive education and finding ways to help parents and children get higher education.

The main research methods were the use of a constructivist and functional approach to the segmentation of the inclusive education market. The next stage of the study was the systematization of the legal framework of Ukraine and the EU, which revealed the lack of a regulatory mechanism at the level of higher education. The source materials for the analysis of the arrays of legislative documents obtained because of elaboration were collected through the traditional analysis of documents (decrees, resolutions, and laws governing legal relations in the field of inclusive education). Given the lack of statistical records in Ukraine of families raising children with special needs, an attempt was made to build a new subsystem based on logical tools.

The survey of parents raising children with special educational needs and teachers revealed a range of problems that exist today in the field of inclusive

education. When answering the question about the acceptable form of education for children, parents preferred the full-time form of education in the educational institution (58.1% of the total number of respondents). Almost every fifth respondent (18.9%) approves of the individual form, which involves a combination of homeschooling and attending individual classes and activities in the school; 7.6% of parents consider it appropriate to use distance learning, which involves individual distance learning without attending school. And only 4.0% of parents – 10,105 potential students have the opportunity to continue their studies in higher education.

The legislative base of Ukraine is analysed, and the lack of normative regulation of inclusive education at the level of higher education is revealed. It is too early to come up with a legislative initiative today. We need to move to the next stage of creating an inclusive environment. Cooperation with resource and information centres at the Ministry of Education and Science of Ukraine should serve as the basis for this stage. Today, 659 inclusive resource centres have been established; they are designed to determine the special educational needs of children not based on the international classification of diseases, as before, but on the basis of the international classification of functions of children with special needs. 252,634 applications were submitted to inclusive resource centres, and 7,612 institutions were established. However, these are children under 18 years. An initiative from universities will be able to build the next step in shaping the higher education system and give children the opportunity to obtain higher education.

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WASTE MANAGEMENT STRATEGY OF UKRAINE

Waste management is a key environmental concern across Europe, with many countries witnessing a significant increase in the amount of waste produced. The situation in the waste management sector of Ukraine is continuously defined as critical in recent market studies, official documents, reports, and analytics by NGOs / CSOs in terms of the status and trends in waste generation, accumulation, storage, processing, recycling, and disposal. The situation has already proven to be emergent in many cities and regions and in many waste subsectors due to the lack of proper waste management infrastructure and adequate government policy, a business approach and public response.

Waste generated in the process of extraction, enrichment, chemical-metallurgical processing, transportation, and storage of minerals is a secondary raw material reserve for the industrial, construction, and energy sectors. Secondary raw materials from remnants of final consumption products (e.g., waste paper, polymers, glass, worn tires, etc.) also have considerable resource potential. Low tariffs on waste disposal services do not create incentives for businesses and local authorities to