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**PROBLEMATIC ISSUES OF EDUCATIONAL MANAGEMENT  
IN THE PROCESS OF ORGANIZING THE IMPLEMENTATION  
OF INCLUSIVE EDUCATION IN UKRAINE**

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Analysis of provisions of international acts, Ukrainian legislation, a number of studies by national public and international organizations, works of Ukrainian and foreign scientists made it possible to identify problematic issues that need to be resolved. These questions include:

A wide range of legislative acts regulating issues of socialization of persons with special needs: lack of a clear mechanism for the implementation of inclusive education; lack of a unified approach to understanding the terms used in the process of obtaining an education by persons with special educational needs.

There is a need to introduce inclusive education at all levels of education in Ukraine. The development of a strategy and a National Action Plan for the implementation of inclusive education, starting with preschool education institutions (early diagnosis and correction of the problem), general secondary education, professional technical education, and higher education, is substantiated [1; 3; 4].

There are different subdepartments of educational institutions (special and general) and unsettled cooperation between relevant ministries. It is important to redistribute the powers of the ministries, where the Ministry of Education and Science of Ukraine should be identified as the leading responsible body for the organization of education of persons with special educational needs.

It is necessary to review the mechanism of state financing of educational institutions that provide inclusive educational services. There is a need to analyze the norms of the Budget Code of Ukraine, and to legislate a system of incentives for local budgets, to redistribute the subordination of educational and rehabilitation institutions [5].

It is important to implement broad educational work among the population regarding the necessity and positive nature of the implementation of inclusive education. Because one of the barriers on the way to the implementation of inclusive education is public opinion. It is necessary to «study the educational campaign» [2, p. 65].

There is a need to implement a unified national database of statistical electronic data on education for persons with special needs. In Ukraine, there is no unified system of accounting for persons, in particular children, who need special conditions for obtaining an education. It is necessary to develop a single national database of statistical electronic data in the mode of access of relevant ministries (Ministry of Education and Science of Ukraine, Ministry of Health of Ukraine, Ministry of Social Policy of Ukraine) and the State Statistics Service of Ukraine.

It is necessary to create a system of resource centers for material and technical support of inclusive education in Ukraine. Taking into account the principle of decentralization of power, it is expedient to foresee the creation of such a system of centers precisely in the regions, which will allow solving the issue of providing educational institutions with special equipment and technical means; adaptation of the architectural environment of educational institutions for the needs of persons with special needs; provision of transport services for persons with special needs; resource centers will be able to perform the functions of an information source of the real situation on the ground (in each individual school) [1; 2, p. 114].

The issue of reducing the network of special educational institutions and creating inclusive education resource centers on their basis is important. The implementation of inclusive education should not completely exclude the functioning of special educational institutions, which should be used as resource centers for personnel training.

In Ukraine, an effective system for evaluating the quality of education, including inclusive education, should be created. There are global systems for evaluating the quality of education, which are classified by the nature of management – into centralized and decentralized systems for determining the quality of education. Administrative legal support of the «quality of education» category in the Ukrainian educational space requires practical actions (acceleration of updating the educational legislation of Ukraine, revision of the organizational principles of educational management).

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