

CONCEPTUAL FRAMEWORK OF DISABLED PEOPLE'S SOCIAL INCLUSION IN THE CONTEXT OF CREATING A HARMONIOUSLY DEVELOPED SOCIETY

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Abstract

The essence of the concept "social inclusion" is investigated and defined. Its content covers various aspects of life, including economic, social, political and psychological. It has been proved that today social inclusion is more than just education, it is a type of public environment organization that can be provided both in education, in a workplace, in cultural consumption, and at a crossroad. But inclusive education is the most important channel for introducing the practices and values of social inclusion, because a person enters the educational system almost immediately after birth and is there until graduation. Social inclusion is considered from the standpoint of economic, sociological and philosophical approaches. The process of social inclusion should take place simultaneously in all spheres of society; otherwise it will not be possible to ensure equal rights, equal opportunities and non-discrimination.

Keywords: social inclusion, society, disabled people, social justice, social policy, economic approach.

INTRODUCTION

Modern society is characterized by enhancing of humanistic tendencies, the desire to achieve equality of all citizens' categories. An important aspect of creating a harmoniously developed society is the full inclusion into the social life of vulnerable population groups, who act as subjects unable to enter into the social ties and relationships that are important for their socialization in the conditions formed in society.

The social inclusion concept emerged in Western European countries in response to the growing social injustice resulting from new conditions in the labour market and the inadequacy of the existing social protection system, which could not meet the needs of different population strata. The mentioned concept is of relatively recent origin and has been studied for the last three decades. In view of the above-mentioned social inclusion can be defined as a desirable situation in which all members of society have sufficient opportunities and resources for sovereign and full participation in all spheres of public life, and in terms of providing social security they are within the limits considered normal for a certain society.

The intentions to build a social state in Ukraine have determined new approaches to the social protection of disabled people, which implies the holistic system creation of social security, adherence to international norms of law, which are respected by highly developed civilized countries. Changing of moral stereotypes has led to the realization that it is the society that should adapt to the disabled people's needs, and not vice versa. This is how social inclusion emerged – as a result of society's transition to social policy based on the social model of disability. In fact, it is a process of changes in political, economic, social spheres, aimed at promoting social equality, by providing such conditions under which all children and adults can

participate in social life as equal members, who are respected and who contribute to social development. Social inclusion is important for the establishment of a democratic state and the development of social standards. Understanding and recognizing that people differ in their social, economic and cultural background; that community leaders are responsible for creating unity and harmony in the social environment; understanding the dynamics of the relationship between minority and majority are the main components of this standard.

PREVIOUS RELATED RESEARCH

The definition of the concept and essence of social inclusion is most widely represented in the researches of foreign scientists, based on the theories of stratification and social exclusion of K. Marks and M. Weber, the social structuration of E. Giddens and the concept of social changes of P. Shtompka. Foreign scientists such as R. Atkinson, R. Dimenstein, G. Endruweit, R. Levitas, E. Marlier, L. Wilson, E. Felpsta devoted their studies to define the concept of social inclusion. Among national scientists who investigate the nature and problems of social inclusion, one can name O. Davydiuk, H. Likhonosova, O. Makarova, S. Oksamytna, O. Rievnivtseva, N. Tolstykh, V. Khmelko.

Significant contribution to the development of theoretical and practical foundations of disabled people's social adaptation has been made by such well-known Western and national scientists as N. Avramenko, S. Bohdanova, N. Boretska, I. Bezsonova, N. Hauzner, N. Dementieva, K. Myched, S. Leonova, A. Ipatova, T. Voitchak, A. Nahorna, M. Pozdniakova, O. Prodius, N. Tarasova, A. Shevtsov, L. Shumna.

The theoretical and methodological foundations of integration of people with special needs in the context of the recovery problem of labour potential have been investigated in the studies of O. Andrieieva, Yu. Blynkova, S. Vasin, O. Kolesnykova, A. Konovalov, N. Klushyn, T. Malieiev, O. Malyshev, A. Makarian, D. Nekypelov, D. Riazanov, V. Safonov, I. Syrnikov, V. Tkachenko, Yu. Khaustov, S. Rykka.

Despite the numerous ground works and achievements of national and foreign scholars, the problem of improving the effectiveness of social inclusion mechanisms as an actionable and effective means of eliminating social exclusion of disabled people remains insufficiently studied.

Formulation the aims of the article. Research and generalization of conceptual approaches are dedicated to define the concept and essence of social inclusion, form directions for eliminating social exclusion of disabled people in the context of creating a harmoniously developed society.

RESEARCH RESULTS AND DISCUSSION

The emergence of the concept of "social inclusion" is connected with the most serious problem solving of modern times – the rejection of an increasing number of people from full participation in public life, so in scientific publications and socio-political discourse there is a complete subordination of the conceptualization of social exclusion. The social inclusion concept is inextricably connected with the theory of

social exclusion, which was formed in the early 70's of the XX century in France. The condition for a new theory creation was the transition to a post-industrial society, which contributed to the development of new forms of social stratification. The formation of social exclusion theory is an attempt to explain was an attempt to explain the problems of poverty and marginalization by Western European scholars. Later, the theory of social exclusion covered broader issues and was regarded as reflecting the gap between social and symbolic ties between individuals and society and the inability of the state to establish solidarity. The author of such approach is Hilary Silver [13, p. 538], who believes that solidarity is a key component in understanding the processes of social exclusion and securing social inclusion. It is such a “paradigm” of social exclusion that became most widespread in the 1980s in Europe, when the concept of social exclusion/inclusion in response to the crisis of the welfare state and the fear of disintegration of society caused by socio-economic problems began to emerge directly.

Subsequently, in the mid-1990s, it was formed a different view of social exclusion: unlike class stratification, which involves dividing people into vertical layers, exclusion reflects horizontal differentiation into “insiders” and “outsiders” [1, p. 158]. Such approach becomes as the basis for the concept of social inclusion, which replaced the concept of social protection in the EU. The EU countries, which had previously tried to fight poverty, switched to overcoming social exclusion, and in mid-1990s and early 2000 there was a transition from the state of “passive social protection”, which contributed to the dependence and lack of initiatives, to the state of “active social protection” or social attraction, which gives an opportunity and forms personal responsibility [6, p. 35]. At the time when the first serious theoretical attempts to formulate comprehensive definitions of the terms “social inclusion” and “social exclusion” began to emerge, to identify possible consequences of social exclusion, to identify a set of key its indicator, and to develop optimal ways of overcoming this condition.

In many developed countries, social inclusion is a common practice aimed at solving many social problems, including income inequality, inequalities in the health care, education sector, housing difficulties etc. Accordingly, there are different interpretations to determine the essence of social inclusion from the standpoint of economic, sociological and philosophical approaches. Due to the economic approach, social involvement is a way of removing barriers (poverty and economic inequality) in the way to participation and access to resources and opportunities. According to the sociological approach, the phenomenon under investigation is a process aimed at overcoming restrictions on generally recognized rights and discrimination from institutions of integration. The philosophical approach considers social involvement as an opportunity to return a social subject to active social activity.

The analysis of numerous publications and studies shows that the essence of the concept of “social inclusion” is significant and its content covers various aspects of life, including economic, social, political and psychological. Despite certain differences in interpretations, there is a certain unity of them: firstly, social inclusion is defined as a phenomenon opposite to social exclusion, and secondly, these interpretations imply a common goal – the fight against social exclusion (Table 1).

Table 1. Definition of the term “social inclusion”

Authors	Definition
Social inclusion in the United States	We support initiatives and strategies that result in, for example, more equal income, better employment opportunities, improved skills, health, and better housing quality. Social inclusion allows us to focus on research and strategic solutions that take into account the fact that simply getting a job may not be enough to ensure full participation in the economic and social life of people’s community emerging from difficult situations where they have found themselves
State Department of Health, Victoria (Australia)	The social inclusion is based on the following values: everyone is ready, none of us need to be “tested” or tested to determine whether we meet a set of criteria and decide whether we can be “involved” or whether we should be “removed”, everyone can learn. As rational beings, we all grow, change, and make mistakes, but we all are able to learn. Everyone needs support. Sometimes some of us need more support than others. Everyone can communicate. The fact that someone does not use words does not mean that he has nothing to say. Everyone can make a contribution. We must recognize, support and evaluate the contributions of each person about the world where everyone is like us – our differences are the most important recovery resource
National Assembly of Disabled People of Ukraine	Social inclusion is a policy and process that ensure full participation of all members of society in all spheres of life
European Union	Social inclusion as a process that provides those at risk of poverty and social exclusion with the opportunities and resources needed to fully participate in economic, social and cultural life, to achieve standards of living and well-being that meet normal standards in the society where they live.
British economists A. Atkinson and E. Marlier	Social inclusion as a process directed by society to fight poverty and social exclusion
By the definition of the European Commission	Social inclusion is a process that provides those at risk of poverty and social exclusion with the opportunities and resources needed to participate fully in economic, social and cultural life, to achieve standards of living and welfare that meet normal standards in the society in which they live.
An American economist E. Phelps	Identifies the concept of social inclusion with overcoming the threshold of poverty and understands it as the presence of paid work in the formal economy, gives the earnings necessary to be self-sufficient.
Ukrainian economists N. Ilchenko and R. Zhylenko	Social inclusion can occur, firstly, by increasing the social status of a person or a group of people, provided that the new status will give them greater influence on all aspects of life of the community and society as a whole, secondly, by returning a person or a group of people to a generally recognized social hierarchy.
Nobel Prize winner, a British economist Amartya Kumar Sen	The social inclusion process is characterized by the presence of social experience, which is used by all groups of people, the equality of conditions for success in life, which are given to each person to achieve the basic level of welfare. In compliance with the social inclusion principles, state strategies in the fields of education, health care, economy, employment, migration, construction, public works, etc. should be developed. But they should be applied in education in priority – first of all because the educational system is a reflection of a society’s position and at the same time an important means of its restructuring

Thus, nowadays, both in scientific and political discourse, an economic approach to determining social inclusion have become particularly widespread. Therefore, the current social inclusion practices in the EU are limited to fighting poverty, social exclusion and unemployment. This is due to the search for ways to eliminate poverty and overcome social exclusion, as well as to build a model for the EU's future development, which would contribute to the achievement of the EU's strategic goal of economic growth, increasing the number of workplaces, greater social cohesion, ensuring the well-being of citizens, increasing the level of human development.

It should be noted that the limits of social inclusion are difficult to define because each country has its own peculiarities in understanding this concept. However, it is widely recognized that social inclusion concerns the interests and rights of all people, including those living in social institutions, and socially inclusive society is where all people feel their value, where the difference and particularity of individuals are respected, and basic needs are met in order to make a decent life possible.

Social inclusion covers a wide range of strategies and resources that are targeted at those groups in an unfavorable environment. The concept of social inclusion is based on the following principles:

- Appreciation, recognition and respect for individuals and the relevant social group. This includes, in particular, the recognizing differences in people's development, spreading the belief that all people are the same in that, despite individual differences, everyone is of value.

- Human development – providing opportunities for learning and development, creative intellectual growth of personality, choice for children and adults to live a meaningful life that deserves support.

- Involvement and participation – availability of support in making decisions that are relevant to each individual in matters of a family and life in society. It means that young people make decisions on their own, can control the services they provide; parents participate in decision-making about the choice of an educational institution and in addressing other issues that affect their children's lives; citizens are involved in the participation and decision-making concerning policies and participation in the political life of society.

- Territorial proximity is the joint use of physical and social space, for example, public places – libraries, theatres, parks etc.

- Material welfare – availability of material resources and, in particular, financial support for social programs.

In our opinion, one of the most developed and successful studies of social inclusion can be considered inclusive education, which is an integral part of social policy. But social inclusion is not limited to education, so it is necessary to change the emphasis on inclusive education and to pay more attention to the problems of the society's inclusive education as a whole. Only inclusive education will allow changing the attitude of society towards people with disabilities, which in turn will allow them to become full members of that society.

It should be noted that taking into account Ukraine's European integration aspirations, it is necessary to develop and implement social policies aimed at social inclusion, according to existing practices in the EU countries. To achieve this, it is necessary to form one's own theoretical base on these issues (taking into account the peculiarities of national policies and the state system) and to develop appropriate practical tools for implementation of the social involvement process. Thus, social involvement is nowadays used both as a scientific term and as a social policy tool reflecting an active approach to social welfare aimed at human development, which involves not just eliminating barriers and risks, but in general changing the social policy concept.

Under the conditions of a multicultural society, attention to different kinds of cultural, ideological, behavioral, symbolic grounds for social exclusion should be even more exhaustive, while at the same time requiring minorities' active participation in realizing the benefits of cultural diversity and, therefore, in enhancing a society's social cohesion on the basis of principles inclusions. Then social institutions that do not have sufficient own resources to move to social inclusion positions will receive from the agents the necessary nourishment in the form of new initiatives, additional loyalty to innovation, trust, openness, dialogue and active focus on social changes. In our opinion, in order to learn how to see in the social inclusion the common good, the state and the various social institutions need to overcome not only the mental inertia in terms of seeing social policy as the basis of a society based on the integration of its members, but also to become more receptive to new demands in terms of competencies of government employees and social workers, teachers, teachers and staff of preschool institutions, stop to be afraid of open dialogue with citizens and gradually transform the practices of social inclusion into a common norm of the whole society.

CONCLUSION

Summarizing all above-mentioned information, we should note that social inclusion will only be possible if the international standards of barrier-free space, reasonable accommodation and universal design, as defined by the Convention on the Rights of Persons with Disabilities and the Optional Protocol thereto, will be provided at the state level both in everyday life and in infrastructure, education, culture etc. The social inclusion process should take place simultaneously in all spheres of society; otherwise it will not be possible to guarantee equal rights, equal opportunities and non-discrimination. Only under this condition can we achieve both a real process of inclusive education and society's inclusion as a whole. Today, social inclusion is more than just education but it is a type of social environment organization that can be provided in education, in the workplace, in cultural consumption, and at the crossroad. But inclusive education is the most important channel for introducing the practices and values of social inclusion, because one enters the education system almost immediately after birth and is there until graduation. Inclusive education is the basis thanks to which special needs individuals can escape poverty, fully participate in the lives of their local communities and political and social life.

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