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H53; I23; I25UDC 376.013.42-
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3206.2020.2.3**SOCIO-ENTREPRENEURIAL APPROACH IN
HIGHER EDUCATION INSTITUTIONS ON
THE EXAMPLE OF INCLUSIVE EDUCATION****I. GRYSHCENKO¹, V. YATSENKO²**¹ *Kyiv National University of Technologies and
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council, Ukraine.*

Background and objectives. In Ukraine, until the mid-2000s, social policy with regard to people with disabilities was primarily compensatory in nature. Now the situation is gradually changing, the objectives of social policy are recognized to ensure equal rights and opportunities for people with and without disabilities. With the signing (2008) and ratification (2012) of the UN Convention on the Rights of Persons with Disabilities, our country has assumed the obligation to ensure the full social participation of people with disabilities in society. One of the resources that increase the chances of people with disabilities to master various spheres of life can be higher professional education, especially in an inclusive format.

Methods. The study used: biographical method and interview method – to collect and summarize the information obtained; statistical method – to process the results of the survey, predictive method – to summarize various aspects of the use of inclusive education format in the system of higher professional education.

Findings. The potential of the institute of higher professional education as a channel of social inclusion is proposed to use both at the macro level through the use of the model of socio-entrepreneurial approach of forming a system of higher professional inclusive education, and at the micro level through the identification and description of practices of forming an inclusive format of education in a particular university and tracing the life trajectories of people who received higher professional education in an inclusive format.

Conclusion. The analysis of the successes and difficulties of higher professional education for people with disabilities shows that there is an objective need to consolidate the efforts of the higher education community with regional public organizations, executive authorities, regional and city institutions of health, education and social protection to support young people with disabilities.

Keywords: inclusive education; higher professional education; people with disabilities.

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| 20 | 2 | 2 |

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СОЦІАЛЬНО-ПІДПРИЄМНИЦЬКИЙ ПІДХІД У ЗАКЛАДАХ ВИЩОЇ ОСВІТИ НА ПРИКЛАДІ ІНКЛЮЗИВНОЇ ОСВІТИ

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Постановка проблеми та завдання. В Україні до середини 2000-х рр. соціальна політика щодо людей з обмеженими можливостями носила переважно компенсаційний характер. В даний час ситуація поступово змінюється, завданнями соціальної політики визнається забезпечення рівних прав та можливостей для людей з інвалідністю та без. З підписанням (2008) і ратифікацією (2012) Конвенції ООН про права інвалідів наша країна взяла на себе зобов'язання щодо забезпечення повного соціального участі людей з інвалідністю в житті суспільства. Одним з ресурсів, що підвищують шанси людей з обмеженими можливостями на освоєння ними різних сфер життя, може виступити вищу професійну освіту, особливо – в інклюзивну форматі.

Методи. У дослідженні були використані: біографічний метод і метод інтерв'ю – для збору та узагальнення отриманої інформації; статистичний метод – для обробки результатів опитування, прогнозний метод – для узагальнення різних аспектів використання формату інклюзивного навчання в системі вищої професійної освіти.

Результати. Потенціал інституту вищої професійної освіти як каналу соціальної інклюзії запропоновано використовувати як на макrorівні через використання моделі соціально-підприємницького підходу формування системи вищої професійної інклюзивної освіти, так і на мікрорівні через виявлення і опис практик формування інклюзивного формату навчання в конкретному університеті і простеження життєвих траєкторій людей, які отримали вищу професійну освіту в інклюзивну форматі.

Висновки. Проведений аналіз успіхів і труднощів вищої професійної освіти людей з обмеженими можливостями показує, що об'єктивно існує необхідність консолідації зусиль спільноти організацій вищої освіти з регіональними громадськими організаціями, органами виконавчої влади, регіональними та міськими закладами охорони здоров'я, освіти і соціального захисту населення для підтримки молодих інвалідів.

Ключові слова: інклюзивна освіта; вищу професійну освіту; люди з обмеженими можливостями здоров'я.

Introduction. Currently, the integration of people with disabilities into the everyday life of society is of great importance (Chambers, 2015), which is largely due to the increased awareness of the value of human diversity (Shved, 2015). Studying the history of the development of inclusive practices (Stentiford, 2020) in the system of Ukrainian education makes the process of socialization of a person (Barkas et al., 2020) with disabilities effective (Martínez et al., 2020), based on an individual approach to everyone (Kolupaeva, 2009). To date, the so-called "inclusion without borders" (Lorraine et al., 2017), which implies the widespread implementation of joint learning, which often has a negative impact on the educational process, has become widespread (Gunn, 2017). In recent years, the educational space of Ukraine has undergone significant changes (RFIE MESU, 2011), largely due to the need to bring the existing legislative framework in the country (LUE OIED, 2014; LUE PASEN, 2017) in line with international standards and requirements for ensuring equal rights to education for special categories of citizens (CIED, 2010). The values and principles of educational and social inclusion translated into varied educational environments (Brown, 2016) have significantly changed the landscape of education and defined the essence of the changes taking place at different levels of education (Osler, 2012). Applied to the level of higher education, the challenges (Agbenyega et al., 2014) came to the fore not only to create special conditions for students with disabilities (Outhred, 2012), but also to form in Ukrainian universities a system of resources (del Mar García-Vita et al., 2019) to ensure the accessibility of professional education (Barton, 1999), its quality and the possibility of further integration of young disabled people in the labor market, opening their own businesses (Forlin et al., 2014).

The purpose of the study is to propose a socio-entrepreneurial approach in higher education institutions on the example of inclusive. The study was conducted in 2020 on the basis of the data of universities in the "A" category of the Consolidated Rating of Higher Education Institutions of Ukraine TOP-2020 (CRUU, 2020).

Materials and methods.

Data description. The initial data for the research were students with disabilities (50 people) studying at institutions of higher education (HEIs); people under the age of 35 with disabilities (50 people). As a result of the survey the socio-economic characteristics of individuals with disabilities were differentiated. According to the results of the study, even with comparable disability groups and belonging to the same age group, differences in education of people with disabilities cause significant differences in socio-economic activity, material well-being, the breadth of social networks, family status – i.e. in the implementation of social needs of the individual (Table 1).

Table 1

**Characteristics of the professional situation of people with disabilities,
as a percentage of respondents**

| Indicators | Groups of people with disabilities with different levels of education | | | | | |
|--|---|------|-------------------------------|------|----------------------------|------|
| | Have no professional education | | Have a professional education | | Including higher education | |
| | 2019 | 2020 | 2019 | 2020 | 2019 | 2020 |
| Employment in the economy of people with disabilities | | | | | | |
| - employed in the economy | 7,8 | 9,0 | 21,9 | 23,5 | 33,5 | 32,2 |
| - not employed in the economy | 92,2 | 91,0 | 78,1 | 76,5 | 66,5 | 67,8 |
| Employed in the economy | | | | | | |
| According to the characteristics of employment | | | | | | |
| - employed | 60,0 | 85,0 | 79,3 | 91,9 | 88,8 | 90,1 |
| - are not employed | 40,0 | 15,0 | 20,7 | 8,1 | 11,2 | 9,9 |
| By class group | | | | | | |
| - managers | 5,2 | 0 | 7,6 | 1 | 16,0 | 2,5 |
| - specialists of the highest level of qualification | 0 | 0 | 25,7 | 18,7 | 54,0 | 45,5 |
| - mid-level specialists | 10,7 | 0 | 20,0 | 8,8 | 12,5 | 2,4 |
| - employees engaged in preparation of information and documents | 5,4 | 1,9 | 4,3 | 9,6 | 0 | 6,3 |
| - service sector workers, housing and utilities workers | 20,1 | 19,4 | 8,6 | 15,8 | 3,2 | 14,2 |
| - qualified agricultural and industrial workers | 21,1 | 16,6 | 3,0 | 19,5 | 0 | 7,8 |
| - operators, operators, machinists and operators of installations and machines | 7,2 | 12,8 | 6,4 | 9,5 | 0 | 13,5 |
| - unskilled workers | 30,4 | 49,5 | 24,5 | 17,1 | 14,3 | 7,8 |
| Not employed in the economy | | | | | | |
| By availability of paid work before the beginning of the survey year | | | | | | |
| - had a permanent job | 35,0 | 29,2 | 77,7 | 73,2 | 75,5 | 80,5 |
| - had a job, but not permanently | 14,1 | 16,0 | 7,1 | 13,4 | 4,5 | 7,9 |
| - never worked | 51,0 | 54,8 | 15,2 | 13,4 | 19,8 | 11,6 |

The higher the level of education of people with disabilities, the more frequently they are employed in the economy: among individuals with higher education a third are employed in the economy; compared to them the employment rate of people with any level of vocational education is 1.5 times lower, people without vocational education – lower by more than 3 times. Among those unemployed in the economy, people with vocational education,

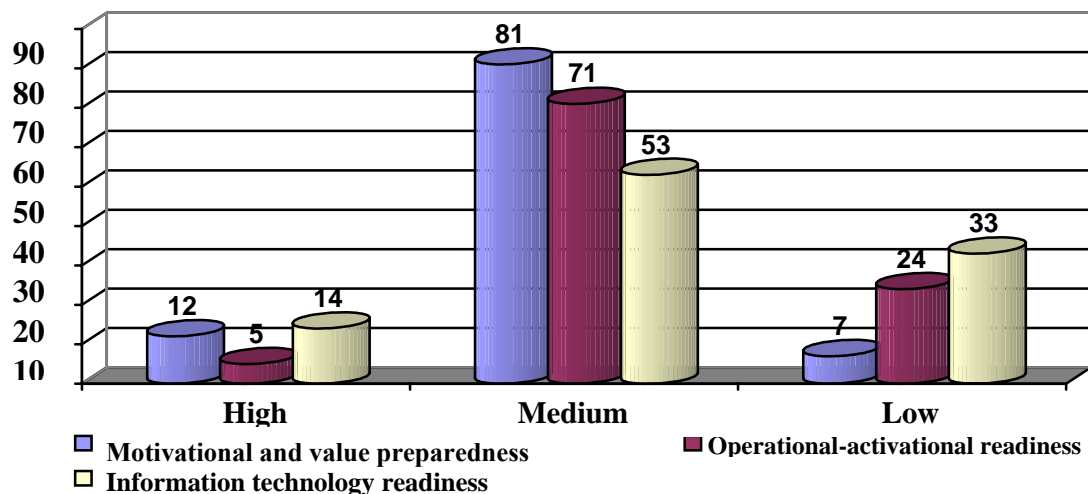
including higher education, have had work experience in the past in the vast majority (over 80%), while the majority of people with disabilities and without vocational education have never worked. People with disabilities who are employed in the economy are mostly employed and occupy positions that correspond to their level of education: the higher the level of education, the higher the professional position. Most people with higher education in the workplace occupy positions that correspond to their level of qualification, and only a small fraction are employed in unskilled labor. A large part of employees with disabilities without vocational education are employed in unskilled labor. Differences in education of people with disabilities contribute to the differentiation of their income – the higher the level of education, the smaller the proportion of poor people with disabilities, whose average per capita income is less than the regional subsistence minimum for the able-bodied population. More than 50% of people without vocational education live below the poverty line, while this indicator among those with higher education does not exceed 30%.

Method description. The following methods were used for the research: biographical method; interview method; statistical method; predictive method.

Biographical method and interview method were used to analyze the data obtained, a scheme was developed including the following key elements: 1) the result of overcoming (getting higher professional education, work, entrepreneurial activity, social activity, hobby); 2) the agents and resources involved in obtaining the result; 3) the way of access to external resources (participation in competition on general grounds or use of state benefits for people with disabilities); 4) the form of overcoming activity (inclusive or exclusive); 5) the subject of initiative to launch the overcoming process (the respondent himself, members of his close social environment or All the strategies of our respondents were divided according to their main sphere of implementation: labor/business activity, social activity, and getting higher professional education.

The statistical method allowed us to process the results of the survey, while the predictive method allowed us to draw appropriate conclusions.

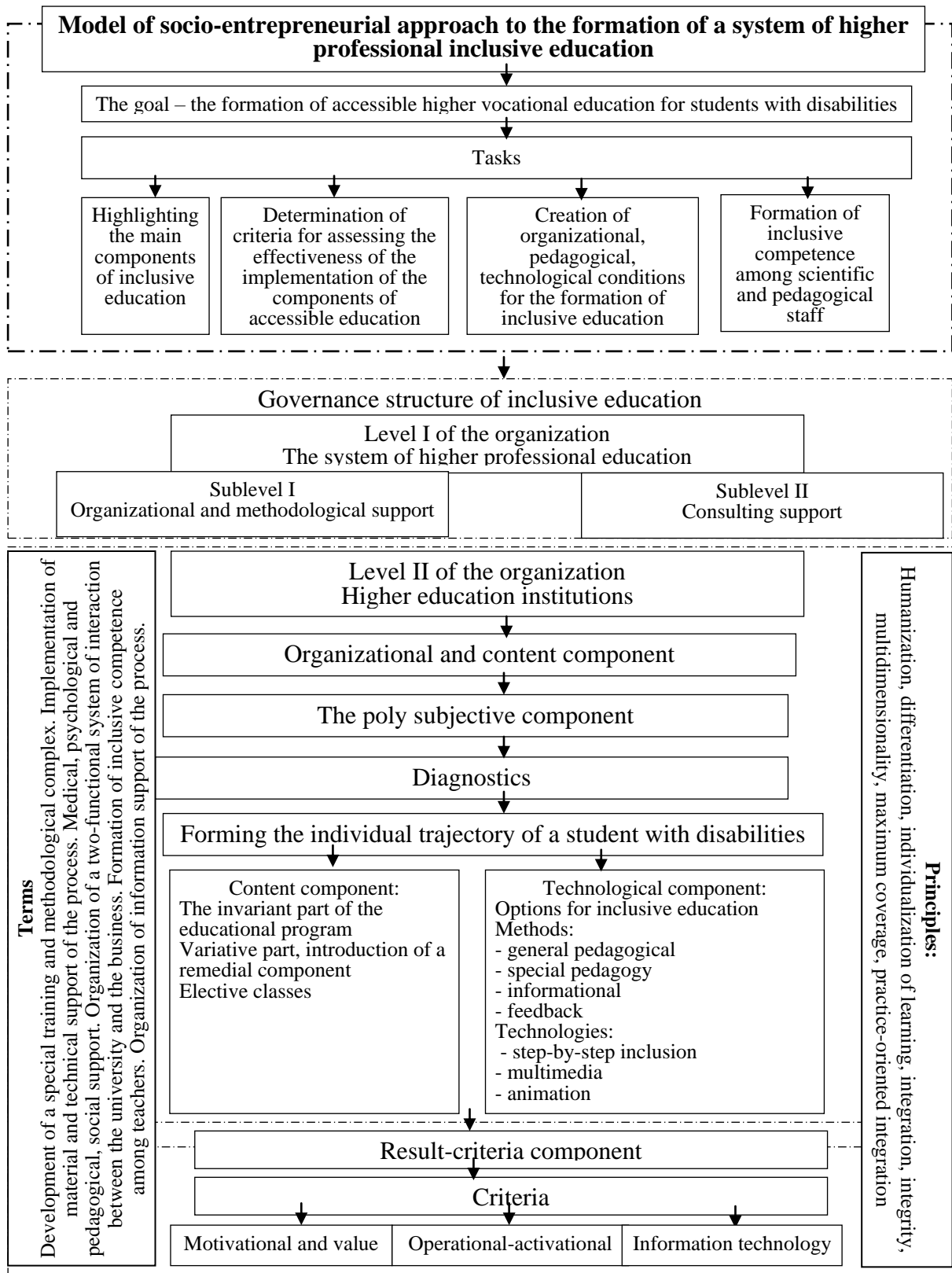
Results and discussion. Inclusive higher education is a resource that most increases the chances of people with disabilities for professional fulfillment, to open their own businesses, to improve their financial situation, to expand social networks, creative and spiritual growth. The studies made it possible to assess the relationship between the format in which people with disabilities received higher professional education and their social achievements. Figure 1 shows the degree of preparedness of HEI to educate people with disabilities in an inclusive format.



Source: calculated by the authors.

Fig. 1. The level of motivational-value, operational-activational, information-technological readiness of HEI to work in the conditions of inclusive education

Analysis of the data in Fig. 1 allows us to draw the following conclusions: the readiness of HEI to work in inclusive education conditions is formed insufficiently. This is confirmed by the presence of significant indicators of average and low levels for each of the considered criteria. The presence of predominantly average, as well as low level of motivational and value readiness for the work in conditions of inclusive education is explained by the lack of special knowledge of scientific and pedagogical staff (SPS) about the features of students with disabilities, their special educational needs and rates of progress in the educational process, low material interest in working individually with this category of students. The state of the operational-activational criterion for the preparedness to work in the conditions of inclusion is characterized as developed at an insufficient level. It is conditioned by the inability to design corrective and educational process taking into account heterogeneous composition of the group, ignorance of technologies of inclusive education organization and possibilities of its integration with practice, inability to provide personalized support to each student with disabilities in inclusive educational environment, its integration into society. Information and technological readiness of HEI to work in an inclusive education environment is also at a low level. This is due to significant difficulties in solving professional problems associated with the organization of information and distance learning of students with disabilities. However, the experience of HEI in the conditions of quarantine demonstrated a sufficient level of competence of SPS in the use of existing information and technological resources and opportunities for the organization of inclusive online practice, adequate assessment of their own educational activities in the aspect of the organization of distance learning for students with disabilities.



Source: proposed by the authors.

Fig. 2. Model of socio-entrepreneurial approach of forming a system of higher professional inclusive education

The analysis made it possible to develop a model of socio-entrepreneurial approach in institutions of higher inclusive education.

In the course of the study organizational-educational, informational-technological, motivational-valuable conditions, the implementation of which contributes to a more effective process of forming an accessible process of higher professional inclusive education, were substantiated. The formation of the system of organizational-educational, informational-technological, motivational-valuable conditions is carried out sequentially. At the first, diagnostic, stage the analysis of existing conditions, preparation for the organization and implementation of inclusive education, as well as the forecast of possible risks are carried out. At the second, information-technological, stage the implementation of activities is carried out, at the third, generalizing, – verification of the effectiveness of the model implementation is carried out. The structure of the developed model of formation of higher professional inclusive education is determined by the purpose of research and allows to trace the dynamics and different sides of the studied phenomenon. Based on the above, the system of criteria, indicators, formation of accessible education for students with special educational needs in the conditions of higher professional educational system is developed (Table 2).

Table 2

Criteria, indicators, levels of formation of the model of inclusive education in the higher professional educational system

| Criteria | Indicators | Levels |
|---|---|---|
| Organizational conditions | | |
| Multi-subject (teachers, parents, students, staff, and representatives of institutions and organizations) | - Tolerance of subjects of the integrated educational process | B – tolerant attitude to the whole process of inclusion C – partial acceptance, values at the level of legal attitudes H – non-acceptance |
| | - Formation of a territorial data bank of teachers who have been retrained in the area of "Inclusive Education» | B – the database is updated annually C – the databank is not updated H – no databank |
| | - Holding training seminars on inclusive education | B – takes place regularly C – is held occasionally H – is not held |
| Methodological and educational conditions | | |
| Normative and legal support | - Availability of normative materials on the problem of inclusive education at the regional, municipal, institutional level | B – available C – insignificant amount of information H – not available |
| Interagency cooperation | - Interaction with organizations and institutions of other agencies, public associations | B – close cooperation C – there are fragments of insignificant H – is not conducted |

Continuation of table 2

| Criteria | Indicators | Levels |
|--------------------------------------|--|---|
| Methodological support | - Provision of reference and information publications, educational and methodical manuals | B – full collateral C – provision is partial H – is not provided |
| | - Availability of diagnostic tools, special correctional methods, multimedia materials | B – constantly updated H – database is not updated C – database is not available |
| Material and technical resources | - Completeness of the material and technical base | B – fully formed C – partially formed H – not formed |
| Information technology support | - Number of modules, educational programs, placed on the university server | B – full information support C – partial information support H – no information support |
| Diagnostics | | |
| Organizational and content component | - The presence of a two-level diagnostic system (university – enterprise) | B – the system is fully functional C – presence of one of the system components H – the absence of the diagnostic system |
| | Didactic system | |
| | - Availability of medical-psychological and pedagogical support | B – availability of support with a full complement of specialists C – availability of accompaniment with partial staffing of specialists N – no accompaniment |
| | - The use of technologies of stage-by-stage inclusion of students with disabilities in the educational process | B – mastery of technology C – partial use of technology H – no use of technology |
| | - The variable component of inclusive education | B – introduction of a corrective component C – partial introduction of the correctional component H – no correctional component |
| | - Organization of optional integrative activities | B – the plan of activities is complete, meeting modern requirements for the inclusion of students with disabilities C – the plan is superficial H – no plan |

Summarizing all the components, we can conclude that the model of the formation of higher professional inclusive education, based on the integrity of its constituent components – target, subject, content-organizational and effective-criterial, includes a system of organizational and methodological conditions, a

two-level management structure, a complex organizational and methodological conditions for the implementation of the management system of inclusive education, reveals the features of the implementation of the socio-entrepreneurial approach in higher education institutions.

Conclusion. The creation of conditions and the implementation of an inclusive educational format in higher education institutions is a serious challenge for all participants in the educational process. In the case of systematic problem solving and scaling up of successful practices, in the socio-humanistic sense, everyone benefits, not just people with disabilities. The receipt by an individual with a disability of higher professional education in an inclusive format in itself is a multiple overcoming of social exclusion, and also lays the foundation for further successful social inclusion.

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Conflict of interest. I. Gryshchenko substantiated the research methodology, validation, conceptualization and control. V. Yatsenko collected and analyzed data, processed and provided the results.

Abbreviations:

| | |
|-------------------|--|
| <i>CIED</i> | Concept of development of inclusive products |
| <i>DH</i> | Disabled health |
| <i>HEI</i> | Institutions of higher education |
| <i>LUE OIED</i> | On Amendments to Legislative Acts of Ukraine on the Consecration of the Body of Exclusive Education |
| <i>LUE PAPSEN</i> | About modification of the Law of Ukraine "About education" concerning features of access of persons with special educational needs to educational services |
| <i>RFIE MESU</i> | Regulatory framework for inclusive education: materials from the official website of the Ministry of Education and Science of Ukraine |
| <i>SPS</i> | Knowledge of scientific and pedagogical staff |

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