

RESEARCH ARTICLE

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Inclusive Approach in Higher Education: From the Experience of Pavlo Tychyna Uman State Pedagogical University

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Abstract

Purpose: The aim of the study is to summarise the experience of Pavlo Tychyna Uman State Pedagogical University in creating conditions for people with disabilities to obtain higher education. **Design / Methodology / Approach:** The following methods were used in the course of the study: analysis of regulatory acts, content analysis of websites, comparative analysis, scientific abstraction, etc. **Findings:** The article provides a thorough analysis of the educational and scientific activities of the Centre for Social and Pedagogical Integration, Inclusive Rehabilitation and Social Tourism “Barrier-Free”, which introduces new technologies of social and psychological rehabilitation in the context of expanding the life space of students with disabilities, in particular through inclusive social and rehabilitation tourism, volunteering, social and pedagogical practice, etc. The principles of the Centre’s activities are defined, including respect and perception of individual characteristics of a person, observance of his or her best interests, prevention of discrimination and violation of human rights, confidentiality, accessibility of educational services, and interagency cooperation. The main activities of Pavlo Tychyna Uman State Pedagogical University in the context of inclusive higher education are highlighted. **Originality / Value:** It is proved that the greatest social effect is achieved by involving students with disabilities in the university community and educational activities, creating conditions for their social integration, and professional assistance in overcoming their social exclusion and isolation. **Practical Meaning:** The practical aspects of inclusion in the educational activities of Pavlo Tychyna Uman State Pedagogical University are as follows: ensuring compliance with the requirements for accessibility to educational facilities for persons with disabilities and other low-mobility groups; Adaptation of the official university website and the website of the Faculty of Social and Psychological Education for people with visual impairments in accordance with WCAG 2.0 global standards; creation of 5 inclusive groups in accordance with the current legislation; introduction of psychological support for applicants under martial law; launching project activities; completion of the research project of young scientists “Social and Psychological Rehabilitation of Children and Youth with Special Educational Needs through Inclusive Tourism”. **Further Research:** Development of methodological support for social and natural resource assessment of inclusive tourism facilities.

Keywords

higher education, students with disabilities, inclusion, educational process, project activity.

JEL Classification: J14, H75, I28.

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ДОСЛІДНИЦЬКА СТАТТЯ

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Інклюзивний підхід у вищій освіті: з досвіду Уманського державного педагогічного університету імені Павла Тичини

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Анотація

Мета. Метою дослідження є узагальнення досвіду Уманського державного педагогічного університету імені Павла Тичини у створенні умов для здобуття вищої освіти особами з інвалідністю. **Дизайн / методи / підходи.** У ході дослідження використано такі методи: аналіз нормативно-правових актів, контент-аналіз веб-сайтів, порівняльний аналіз, наукове абстрагування тощо. **Результати.** У статті проведено ґрунтовний аналіз освітньо-наукової діяльності Центру соціально-педагогічної інтеграції та інклюзивної реабілітації і соціального туризму «Безбар'єрність», який впроваджує нові технології соціально-психологічної реабілітації в контексті розширення життєвого простору студентів з інвалідністю, зокрема засобами інклюзивного соціально-реабілітаційного туризму, волонтерства, соціально-педагогічної практики тощо. Визначено принципи діяльності Центру, зокрема повага та сприйняття індивідуальних особливостей людини, дотримання її найкращих інтересів, запобігання дискримінації та порушенню прав людини, конфіденційність, доступність освітніх послуг, міжвідомча співпраця. Висвітлено основні напрями діяльності Уманського державного педагогічного університету імені Павла Тичини в умовах інклюзивної вищої освіти. **Оригінальність / цінність / наукова новизна.** Доведено, що найбільший соціальний ефект досягається шляхом залучення студентів з інвалідністю до університетської спільноти та освітньої діяльності, створення умов для їх соціальної інтеграції, фахова допомога у подоланні їх соціального відчуження та ізоляції. **Практичне значення.** Практичними аспектами інклюзії у освітній діяльності Уманського державного педагогічного університету імені Павла Тичини є: забезпечення виконання вимог щодо доступності до об'єктів освіти осіб з інвалідністю та інших маломобільних груп населення; адаптація офіційного веб-сайту університету та веб-сайту факультету соціальної та психологічної освіти для людей з порушеннями зору відповідно до світових стандартів WCAG 2.0; створення 5 інклюзивних груп відповідно до чинного законодавства; запроваджені психологічний супровід абітурієнтів в умовах воєнного стану; започатковано проектну діяльність; завершено науково-дослідну тему молодих учених «Соціально-психологічна реабілітація дітей та молоді з особливими освітніми потребами засобами інклюзивного туризму». **Подальші дослідження.** Розроблення методичного забезпечення соціальної та природно-ресурсної оцінки об'єктів інклюзивного туризму.

Ключові слова

вища освіта, студенти з інвалідністю, інклюзія, навчальний процес, проектна діяльність.

Introduction / Вступ

Education is assigned a priority role and tasks are assigned to comprehensive development of a human as a person, their talents, intellectual, creative and physical abilities, as well as assistance in successful socialization and self-realization.

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декан факультету соціальної та психологічної освіти; професор кафедри соціальної педагогіки та соціальної роботи, доктор педагогічних наук, професор, Уманський державний педагогічний університет імені Павла Тичини, вул. Садова, 2, м. Умань, Черкаська область, 20300 (Україна)

Having ratified the main international documents in the field of providing for children and youth with social protection and health care according to the world standards of education, Ukraine has started the way of formation an inclusive society. First of all, we are talking about Article 24 of the UN Convention on the Rights of Persons with Disabilities, which stipulates the state's obligation to implement an inclusive model of education, that is, to create such a subject a spatial special environment that would enable all children to be equally equal participants in the educational process in a single educational environment according to their characteristics, needs and capabilities.

Other international documents ratified by Ukraine include the UN Standard Rules, the UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities, the UN Declaration of the Rights of the Child, the Salamanca Statement and Framework for Action on Special Needs Education, the International Consultation on Early Childhood Education and Special Educational Needs.

It is necessary to focus on the Rule 6 of the Standard Rules on the Equalization of Opportunities (1994), which recognizes the principle of equal primary, secondary and tertiary educational opportunities for children, youth and adults with disabilities, in integrated settings.

Literature Review / Огляд літератури

The issues of implementation of the teaching improvement paradigm in higher education as one of priorities of the development of the European area of higher education, to which the higher education of Ukraine also belongs, are covered in works of S. Kalashnikova (2010), O. Harashchuk, V. Kutsenko, & I. Sodol (2013), H. Besarabchuk (2023), O. Otych, & O. Orzhel (2023) and others.

Such scientists as S. Kalashnikova, & O. Orzhel (Eds.) (2022), highlighted the leading domestic and foreign experience of policy formation and implementation of social responsibility of universities during conflicts, military operations and post-war reconstruction, substantiated the social responsibility of universities in the context of increasing the social role of higher education in the era of knowledge society and knowledge economy, in the conditions of European integration, increased global competition, protection of Ukraine's national interests and national self-assertion.

Inclusive approaches in higher education, implementation of foreign learning experience of student youth with disabilities, the best Ukrainian practices of social inclusion are studied by: A. Shevtsov (2009), A. Kolupaieva, & O. Taranchenko (2016), V. Panok (2017), M. Chaikovskiy (Ed.) (2019), M. Poroshenko (2019) and others. It should also be noted that this study builds on the author's previous works (Kravchenko, 2021; Kravchenko et al., 2021; Kravchenko, Mishchenko, & Skochko, 2021; Kravchenko, Saphin, & Chupina, 2022).

At the same time, Ukrainian higher education institutions are increasing positive trends in the development of higher education that is accessible to people with disabilities, carrying out scientific research and practical activities that are distinguished by regional features, innovative technologies and European integration guidelines.

Problem Statement / Постановка завдання

The aim of the article is to summarize local experience of Pavlo Tychyna Uman State Pedagogical University in creating conditions for acquiring a higher education for people with disabilities.

Materials and Methods / Матеріали та методи

The following methods were used for research: study of the legal framework for observance of human rights; analysis of the official website of Pavlo Tychyna Uman State Pedagogical University, namely the rubrics of structural departments: the Faculty of Social and Psychological Education (<https://fspou.edu.ua>) and the Center for Social and Educational Integration and Inclusive Rehabilitation and Social Tourism "Barriers-Free" (<http://surl.li/ospah>); highlighting the main directions of activity of Pavlo Tychyna Uman State Pedagogical University in inclusive higher education; study of the report of the research topic of young scientists "Social and psychological rehabilitation of children and youth with special education needs by means of inclusive tourism" (<http://surl.li/byqqa>).

Results and Discussion / Результати та обговорення

In 2021 The government approved the National Action Plan for the Implementation of the Convention on the Rights of Persons with Disabilities for the period until 2025 (2021), which helps to coordinate the work of central and local executive authorities, local self-government bodies, enterprises,

institutions and organizations regarding the further implementation and realization of the UN Convention on the Rights of Persons with Disabilities and increase the effectiveness of actions to protect and ensure full and equal use of all human rights and fundamental freedoms by persons with disabilities. The National Action Plan for the Implementation of the Convention on the Rights of Persons with Disabilities for the period until 2025 is based on the recommendations outlined in the Strategy of the Council of Europe on the Rights of Persons with Disabilities for 2017–2023, the annual report of the Commissioner for Human Rights of the Verkhovna Rada of Ukraine, the report of the public associations of people with disabilities “Inclusion and equality” prepared by the public union “All-Ukrainian Association National Assembly of People with Disabilities of Ukraine” with support of the Embassy of Great Britain in Ukraine.

The Decree of the President of Ukraine No. 225/2021 dated June 2, 2021 approved “Strategy of Human Development” (2021) which determines the goals and main tasks facing the state in the field of human development as a direction of ensuring the national security of Ukraine, as well as indicators of the achievement of goals which ensures the possibility of monitoring, effective planning, proper evaluation of social investments in human potential. The purpose of the Strategy is to create conditions for person’s comprehensive development during his/her life, to expand the possibilities of realizing the potential and freedom of the individual, his/her civic activity for the forming a cohesive community of citizens capable of active creative participation in the harmonious, balanced and sustainable development of the state. Achieving this goal involves improving such key human development indicators as life expectancy, access to high-quality physical and sport services, access to quality education throughout life, decent standard of living, optimization of link between economic growth and human development, in particular by increasing investment in quality renewal of infrastructure of key areas of human development, development of the social sphere and fair distribution of economic resources. Strategic objective 2 is important. “Building an educated, virtuous, inclusive and innovative society in which every citizen has equal opportunities for learning and development, and science is a component of economic development”.

In April 2021, the National Strategy for Creating Barrier-Free Environment in Ukraine until 2030 (2021) was approved. The goal of strategy is to create a barrier-free environment for all groups of population, to ensure equal opportunities for each person to exercise their rights, to receive services on an equal basis with others by integrating physical, informational, digital, social and civil, economic and educational barrier-free.

The Law of Ukraine “On Higher Education” (2014) declares that a person with special education needs is a person with disability who needs additional support to ensure obtaining higher education; in particular, therefore, educational institutions are obliged to create and ensure equal conditions of access to higher education, in particular, to provide persons with special education needs with special learning and rehabilitation support and to create for them free access to infrastructure of higher education institutions, taking into account their life activity restrictions caused by the health condition.

Inclusive education in higher education institutions is organized in accordance with the Resolution of the Cabinet of Ministers of Ukraine “On Approval of the Procedure for Organization of Inclusive Education of Persons with Special Education Needs in Higher Education Institutions” No. 635 (2019).

In view of the above, the priority for Pavlo Tychyna Uman State Pedagogical University is to create conditions and develop effective technologies for education of young people with special education needs, taking into account individual needs, opportunities, abilities and interests, with the aim of their successful socialization and self-realization.

The Center for Social and Educational Integration and Inclusive Rehabilitation and Social Tourism “Barriers-Free” (<http://surl.li/ospah>) operates at the university for the purpose of social and educational integration of student youth with disabilities. It introduces new technologies of social and psychological rehabilitation in expanding living space of students with disabilities, in particular by means of inclusive social and rehabilitation tourism, volunteering, social and educational practice, etc. The Center carries out its activities taking into account such principles as respect and perception of individual characteristics of a person, observance of their best interests, prevention of discrimination and human rights violation, confidentiality, availability of educational services, interdepartmental cooperation.

In order to implement the determined goal by the members of the Center:

- scientific and practical conferences, round tables, seminars at the All-Ukrainian and international levels on the organization of a common educational and educational environment for persons with special needs were held;
- 6 student competitions of scientific social projects on the issues of inclusive rehabilitation and social tourism "Travel without barriers" were organized and held;
- program of interdisciplinary team approach was developed for implementation of medical and social and psychological and pedagogical support in the conditions of educational institution;
- individual adaptation and rehabilitation programs in higher education have been developed for freshers and senior students;
- surveys are regularly conducted regarding the needs and difficulties of students with special needs;
- the training courses "Inclusive tourism" and "Psychology of inclusion" were prepared and implemented, which made it possible to justify theoretically the feasibility of studying this issue in the field of social work;
- the system of training volunteers for practical activities has been improved; use of educational measures with students with disabilities as elements of social worker activity has been further developed.

Considerable attention is paid at the university to ensuring implementation of requirements regarding accessibility to education facilities for persons with disabilities and other groups of population with limited mobility: ramps are installed in all educational buildings in accordance with the requirements of building regulations and standards; specialized sanitary and hygienic rooms are equipped in accordance with the requirements of accessibility and Universal design; desks for wheelchair students were purchased; Braille plates with the name of each faculty, department, and structural units of the university were purchased; Braille alphabets were purchased for students - future psychologists, social workers, teachers - future specialists who are ready to work in the conditions of inclusive education; reading rooms and computer classrooms are equipped with Braille computer keyboards for students with visual impairment; geographic maps of Europe in Braille were purchased for the needs of the Center for Educational Integration and Inclusive Rehabilitation and Social Tourism "Barriers-Free"; dormitories have equipped for students with disabilities and ramps are available there.

In this regard, it is important to ensure availability of official websites of educational institutions, in particular, for people with visual impairment and severe musculoskeletal disorders. Today, official website of the university and website of the Faculty of Social and Psychological Education are adapted for people with visual impairment in accordance with WCAG 2.0 World Standards.

5 inclusive groups have been created at the faculty of social and psychological education (according to the Resolution of the Cabinet of Ministers of Ukraine "On Approval of the Procedure for Organization of Inclusive Education in Higher Education Institutions" No. 635 (2019). "Regulations on the team of psychological and pedagogical support of students with special educational needs of Pavlo Tychyna Uman State Pedagogical University" was developed and approved for functioning of the interdisciplinary team of specialists. "Individual development program for student with special educational needs" has been developed for convenience during the educational process for students with special educational needs."

Meetings of team of psychological and pedagogical support are held twice a year to discuss issues regarding implementation of individual curriculum by students studying in inclusive groups, psychological and pedagogical support of students with special educational needs, areas of work of practical psychologist within the framework of psychological support of students, questionnaires are regular for students with special educational needs, the results of which help to adjust individual rehabilitation programs and determine priority areas in work with students with special educational needs. Special attention is paid to distance learning organization at the faculties.

Prerequisites for creation of such groups were the latest trends in the educational space, because today considerable attention is paid to providing equal access to education and inclusion of people with special needs in the educational environment and in the public life of society.

The challenge of this year was the war, which opened up a new direction of work, namely a psychological support of applicants in the conditions of martial law. The university psychologist conducted individual consultations for applicants with special educational needs. Questionnaires and testing of students are conducted within this direction; art therapy techniques, body-oriented and other methods of work are applied to improve psychological and moral state of participants in the educational process; training programs "Overcoming stress positively" and "Preparation of youth with disabilities

for family life”, “I am a media” and “Way to success” were conducted; individual consultations of students with disabilities were conducted using the method of positive psychotherapy; work of creative workshop, hand-made classes; psychodrama with elements of training.

The university has a system of support centers for students of higher education: Center for Social and Educational Integration and Inclusive Rehabilitation and Social Tourism “Barriers-Free”, Youth Center “Start”, Student Social and Psychological Service, Center for Family Education, etc.

At the same time, during the reporting period, Pavlo Tychyna Uman State Pedagogical University (Faculty of Social and Psychological Education) received grant funding from the Ukrainian Cultural Fund for implementation of the project “Cultural, recreational and touristic Cherkasy region: inclusive and social 3D map” (<https://fspu.udpu.edu.ua/inklyuzyvno-sotsial%ca%b9na-3D-karta/?fbc>). The project has been implemented – a web-site with available content for online travel in the region has been created to create barrier-free access to the historical and cultural heritage of Cherkasy region. Uniqueness of the project lies in the integrative approach to simultaneous solution of urgent tasks complex: increasing the tourist attractiveness of Cherkasy region; social and cultural rehabilitation of people with disabilities; promotion of intersectoral cooperation of government representatives, higher education institutions, civil society and people with disabilities directly; ensuring barrier-free access to historical, cultural and natural objects; national and patriotic education of children and youth; development of digitalization and formation of IT skills in all categories of the population; achieving a high level of tolerance for otherness in society.

The problem of social and psychological rehabilitation of student youth with disabilities is the topic of scientific research by university employees, and in this aspect the Ministry of Education and Science of Ukraine finances research topic of young scientists “Social and psychological rehabilitation of children and youth with special educational needs by means of inclusive tourism” (<http://surl.li/byqqqa>).

According to the results of the conducted research, the following scientific services were provided: “Development of educational and methodological support for activities of the inclusive camp” on the order of the Department of labor and social protection of the population of the Uman City Council (letter of the head of the Department of labor and social protection of the population of the Uman City Council No. 790/01-20 dated February 17, 2021).

During the reporting period, the following works were prepared and printed:

– foreign monograph: “Social and Educational Services for Children with Disabilities: History, Theory and Practice.” Drukarnia HARIT, Częstochowa (Poland), 2021. 346 p.;

– individual monographs: “Educational and Rehabilitation and Health Potential of Inclusive Tourism in the Conditions of Inclusive Education” by Oksana Kravchenko; “Social and Psychological Rehabilitation of People with Disabilities by Means of Inclusive Tourism” by Kateryna Chupina);

– training manuals and reference books: “Children’s Health and Recreation Facilities: Experience of Uman: educational and methodological manual” by O. O. Kravchenko, H. M. Kucher, I. H. Reznichenko; “Inclusive Historical and Cultural Tourist Routes: Educational and methodological manual” by O. O. Kravchenko, M. P. Mishchenko, M. O. Skochko [and others]; “Travel together: Methodological recommendations” by O. O. Kravchenko, M. P. Mishchenko, M. O. Skochko [and others]; “Cultural and recreational and social Cherkasy region” by O. O. Kravchenko, M. S. Mishchenko, N. V. Bielousova [and others]; “Inclusive health summer camp: Educational and methodological manual” by O. O. Kravchenko, M. P. Mishchenko, I. H. Reznichenko [and others].

Defended dissertation studies:

– Inna Zherebko on the topic “Organizational and Substantive Principles of Providing Social Services to People with Disabilities by Means of Inclusive Tourism” in specialty 231 Social work. Research supervisor – doctor of pedagogical sciences, professor, professor of the Department of Social Pedagogy and Social Work, dean of Faculty of Social and Psychological Education Oksana Oleksiivna Kravchenko;

– Kateryna Chupina on the topic “Social and Psychological Rehabilitation of Students with Disabilities by Means of Inclusive Tourism” in specialty 053 Psychology. Scientific supervisor – doctor of psychological sciences, professor, head of the Department of Psychology Safin Oleksandr Dzhamilovych.

The regional scientific and methodical seminar “Activities of Inclusive and Resource Centers in the Light of New Normative Documents: Regional Experience” (<http://surl.li/bpneh>) was organized and held, participants: Oleksandr Pityk – specialist (consultant) of the Uman Inclusive Resource Center of Cherkasy region. Topic of speech: “Peculiarities of Determining the Educational Difficulties Categories of Children with Special Educational Needs”; Daria Rafaienko – deputy director for educational work of

Uman secondary school I–III grades No. 9 of Cherkasy region. Topic of speech: “Activities of Teams of Psychological and Pedagogical Support for Children with Special Educational Needs in Educational Institution”; Iryna Bilokin – practical psychologist of Teplyk Inclusive Resource Center of Vinnytsia region. Topic of speech: “From the Work Experience of Teplyk Inclusive Resource Center of Vinnytsia region”; Inna Vdovychenko – director of Talne Inclusive Resource Center of Cherkasy region. Topic of speech: “Activity of Talne Inclusive Resource Center of Talne City Council: best practices and development prospects”; Marharyta Bepalko – director of Inclusive Resource Center of Dobroslav Village Council of Odesa region. Topic of speech: “Determination of Content of the Level of Support for a Child with Special Educational Needs: Role of the Inclusive Resource Center and the Educational Institution”; Tetiana Shvets – director of Moloha Inclusive Resource Center of Bilhorod-Dnister district of Odesa region. Topic of speech: “From the Experience of Municipal Institution “Moloha Inclusive Resource Center” of Odesa region: from the Origins to the Present”; Dina Tymoshenko-Ushakova – director of Inclusive Resource Center of Irpin City Council of Kyiv region. Topic of speech: “From the Experience of Inclusive Resource Center of Irpin City Council of Kyiv region.”

Events of various levels took place:

– On January 14, 2022, a working meeting of the national expert team was held with Daria Herasymchuk, the adviser to the President of Ukraine on child rights and child rehabilitation, the heads of the Resource Centers for support of inclusive education, directors of Inclusive Resource Center. The National Expert Team is a project of the Ministry of Education and Science of Ukraine to provide expert support to specialists of inclusive resource centers (<http://surl.li/bsffi>);

– On January 21, 2021, the Ministry of Education and Science held an informational event “Barrier-free hour” which united workers in the field of education to discuss the importance of forming barrier-free communication (<http://surl.li/bsffm>);

– participation in the training “Helping children and youth with special needs in emergency situations”. The speakers are Israeli specialists in this field with extensive work experience in emergency situations. The following topics were discussed at the “Helping children and youth with special needs in emergency situations” training:

1) Tools and principles for providing educational and therapeutic support to students with special needs and their families in emergency situations.

2) Possible measures and algorithms for providing assistance.

3) Different features of the work according to the type of specific needs of a child.

This educational program for Ukrainian psychologists and psychotherapists was implemented with the help of the educational center METC Mashav, the Department of Special Education of the Ministry of Education of Israel. The training is conducted within the framework of the project “Defense of children of Ukraine” which is implemented by the Scientific Lyceum named after Churiumov together with All-Ukrainian public organization “Poruch”. Partners: The Ministry of Education and Science of Ukraine and the Institute of Social and Political Psychology of the Ukrainian Academy of Sciences (<http://surl.li/bsfhu>).

Implementation of the research project on writing a collective monograph “Social and Psychological Rehabilitation of Vulnerable Categories of Citizens of the Consequences of War” has been started. Directions of research: the following directions: theoretical and practical principles of social and psychological rehabilitation of children and youth, including with special educational needs, as a result of the war; psychological and medical and social rehabilitation of combatants; content of the work and recommendations for families raising children with disabilities; adaptation of displaced children and their families to the educational environment; digital resources for organization of social and psychological rehabilitation; intersectoral cooperation in the implementation of rehabilitation measures in the community; development of author’s methods, programs, trainings in working with children and youth.

According to the request of the Research Institute of Labor and Population Employment (letter No. 73/05 dated February 22, 2021), university’s employees are part of working groups for development of professional standards for professions in the social sphere, namely: professional standard for the profession 2351.2 Methodist of educational and methodological work on the provision of social services; professional standard for the profession 2340 Social educator working with children with disabilities.

Pavlo Tychyna Uman State Pedagogical University received thanks for participating in the contest of stories about the best joint projects (practices of cooperation) of civil society organizations and government within the framework of the information campaign “Civil Society and Government – the

Best Practices of Cooperation” for the project “International Art Symposium Plein-Air of People with Disabilities “Art Without Limitations”.

Conclusions / Висновки

Thus, the tendency to increase the contingent of students with disabilities made the need to solve the problem of education and social development of such persons among the priorities of the activities of Pavlo Tychyna Uman State Pedagogical University: compliance with the requirements of regulatory framework for the observance of human rights (National Action Plan for Implementation of the Convention on the Rights of Persons with Disabilities for the period until 2025 (2021); Strategy of Human Development (2021); National Strategy for Creating Barrier-Free Environment in Ukraine until 2030 (2021) etc.); activities of the Center for Social and Educational Integration and Inclusive Rehabilitation and Social Tourism “Barriers-Free” (which implements new technologies of social and psychological rehabilitation in the context of expanding the living space of students with disabilities, in particular by means of inclusive social and rehabilitation tourism, volunteering, social and educational practice etc. The Center carries out its activities taking into account such principles as respect and perception of human’s individual characteristics, observance of human’s best interests, prevention of discrimination and violation of human rights, confidentiality, availability of educational services, inter-agency cooperation); highlighting the main directions of activity of Pavlo Tychyna Uman State Pedagogical University in inclusive higher education (ensuring the implementation of requirements regarding accessibility to educational facilities for persons with disabilities and other groups of population with reduced mobility; adaptation of the official website of the university and the website of the Faculty of Social and Psychological Education for People with Visual Impairments in accordance with World Standards WCAG 2.0; creation of 5 inclusive groups (in accordance with the Resolution of the Cabinet of Ministers of Ukraine “On Approval of the Procedure for Organization of Inclusive Education in Higher Education Institutions” No. 635 (2019); psychological support for applicants under martial law; project activity); implementation of the research topic of young scientists “Social and Psychological Rehabilitation of Children and Youth with Special Education Needs by Means of Inclusive Tourism” (<http://surl.li/byqqa>).

In conclusion, the greatest social effect of the above mentioned is inclusion of students with disabilities in the university community, creation of conditions for their social integration, combating social exclusion and isolation through active involvement in educational activities.

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