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FORMATION OF THE INCLUSIVE CIVIL POSITION OF UNIVERSITIES IN THE CONDITIONS OF DISTANCE EDUCATION

***Annotation.** The practical aspects of providing the civic position of universities in the process of distance learning are analyzed. Implementation of the online-program «Formation of the civic position of universities: an inclusive approach to decision-making» are delighted. Current issues of the role of universities in society, strategies for forming their strategies for implementing an inclusive approach to decision-making, promoting students' career development, internationalization of education in the process of distance learning are identified.*

***Key words:** inclusive leadership, civic position, inclusive decision-making, distance learning.*

***Анотація.** Проаналізовано практичні аспекти забезпечення громадянської позиції ЗВО у процесі дистанційного навчання. Висвітлено реалізацію онлайн-програми «Формування громадянської позиції університетів: інклюзивний підхід до прийняття рішень». Визначено актуальні проблеми ролі університетів у суспільстві, стратегії формування їх стратегій впровадження інклюзивного підходу до прийняття рішень, сприяння розвитку кар'єри студентів, інтернаціоналізації освіти в процесі дистанційного навчання.*

Ключові слова: інклюзивне лідерство, громадянська позиція, інклюзивне прийняття рішень, дистанційне навчання.

Introduction. Considering the internationalization of education as an aspect of the formation of the global space of higher education, it becomes necessary to outline the issue of process of distance learning according to European choice: educational values of the world and national level. The expansion of international relations and integration into the European community, the need to find constructive ideas for solving the problem of forming the civic position of universities, taking into account an inclusive approach to decision-making, is the objective reality of the development of educational management today. Within the framework of the new philosophy of society, value orientations and strategies of human existence are being rethought to overcome the negative consequences of discriminatory processes in society [2, p. 29]. The reform and modernization of education, currently taking place in the conditions of social transformations, require its compliance with civilizational challenges, one of which is the provision of access to the general educational space and quality education in the process of distance learning [2, p. 48]. Currently, we have the opportunity to share the experience of the exchange of scientific achievements between the Department of Social Work and Rehabilitation of the Humanitarian and Pedagogical Faculty of the NULES of Ukraine and profiling faculties of European countries (Sapienza University, Rome, Italy; The John Paul II Catholic University, Lublin, Poland; Ostfalia, Germany) [8, p. 91]. Therefore, we currently have the opportunity to implement and multiply the innovative inclusive experience of the European model, which should be carried out under the condition of a rational combination with the innovative work of Ukrainian scientists in the field of modern education in conditions of the process of distance learning [9, p. 77]. The importance of the above-mentioned aspects in the context of social inclusion and inclusive education determined our research interest within the program «Formation of the civic position of universities: an inclusive approach to decision-making» (in online format).

A new achievement in the English-language educational and methodological support of the online program «Formation of the civic position of universities: an inclusive approach to decision-making» became the educational manual «Social leadership and team building» authored by R. Sopivnyk, I. Sopivnyk, D. Suprun, T. Hryhorenko [7].

The aim and research tasks. *The integral goal* of the program «Formation of the civic position of universities: an inclusive approach to decision-making» is the formation of the unified opinion of the public, in particular students, regarding the ways of formation and introduction into Ukrainian society of the newly created paradigm of an inclusive social and educational environment as the basis of social security, responsibility and social cohesion of citizens of Ukraine in the conditions of modern integration challenges as a means of forming social and corporate responsibility and commitment of universities and strengthening social cohesion in general [8; 9].

The specified goal consists in the theoretical and methodological analysis, development and implementation of the program for the formation of the civic position of university, taking into account an inclusive approach to decision-making.

The following *tasks* are outlined:

To provide a theoretical and methodological analysis of the foundations of the formation of the civic position of universities, taking into account an inclusive approach to decision-making.

To study the civil experience of countries that implemented inclusive decision-making practices.

To develop the online program for the formation of the civic position of universities, taking into account an inclusive approach to decision-making, and to check its effectiveness.

Methods. For achievement the aim with tasks, the set of complementary methods was applied: theoretical methods: (analysis, synthesis, comparison, generalization) were used to find out the state of the problem; empirical (direct and indirect observation, standardized questionnaire survey, semi-standardized individual

interviews), psychodiagnostic methods and research techniques; statistical analysis [8; 9, p. 191].

Specialized literature was used during the study [1 - 14].

Information base. *The civic position of universities is a driver of a socially cohesive society.* It has been established [6], that effective leadership in student age is provided by such features as the ability to self-discovery, self-assertion, pronounced independence, the ability to self-determination, the desire for collectivity, public activity etc. Thus, it's age for open ability for development of rational and positive Decision-Making. Leadership and management skills reflect the degree of a professionalist's desire to dominate in situation. A professional person cannot think about success in his professional activity if he does not have self-confidence, that is, a well-founded belief in his ability to perform tasks. So, this person is characterized by self-control and a critical attitude towards own personality, an unbiased assessment of capabilities and behavior. He identifies his own mistakes, analyzes causes and takes measures to eliminate them [5, p. 44]. Defining *the civic position of universities* as a driver of a socially cohesive society, we should highlight the following significant definitions: *The public* is a socially active part of society, which voluntarily participates in the social and political life of the country, acts both directly and through various associations of citizens [14, p. 29]. *Civil society* – a society of citizens with a high level of economic, social, political, cultural and moral properties, which forms developed legal relations with the state [14, p. 29].

We need mention *Partnership* as a form of participation in the decision-making process at each stage according to political side of this process (assumes joint responsibility): setting the agenda, drawing up the project, making decisions and implementing political initiatives. *Partnership* is a higher level of civil society participation in the decision-making process [8; 9, p. 111].

Currently, various projects at the regional and international level aim to increase the social role of universities by strengthening the interaction between universities and communities, which will lead to the development of a national policy to support

the third mission of universities to ensure social cohesion, adaptability, sustainability and prosperity in Ukraine (Unicom, 2023).

It is universities that strengthen cooperation for the sustainable development of an inclusive society. This opinion is reflected in the specific goals of forming the civic position of universities at the state level:

Therefore, «inclusive decision-making» can be characterized as an approach in which, for the formation of inclusive policies and decision-making, the opinion is taken into account and those who are affected by this policy [6; 14].

Results and discussion.

Inclusive leadership: responsibility for decision-making.

Understanding the concept of inclusive leadership. Thus, *Inclusive Leadership* is the act of creating an environment where everyone feels valued and included, regardless of their race, gender, sexual orientation, or any other characteristics that make them unique. Inclusive leadership is not just a buzzword or a trend [7, p. 112]. Let's determine:

What is inclusive leadership? It includes creating a culture of respect where people feel comfortable being themselves and where everyone has an equal opportunity to contribute and succeed [7, p. 129].

Why is inclusive leadership important? Every person deserves to be treated with respect and dignity, regardless of their background or characteristics. And, it's good for business. Researches shown that companies with diverse teams perform better than companies without such policy. When people feel engaged and valued, they are more likely to be engaged and motivated, which can lead to increased productivity and innovation [7, p. 99].

What are the characteristics of an inclusive leader? They are open and willing to consider new ideas, even if they challenge their own beliefs. They can prove the importance of diversity and inclusion and the benefits it can bring to their organization. They can work to create policies and procedures that promote diversity and inclusion, such as inclusive hiring practices and training programs. To create a workplace where

everyone feels valued and included, leaders must be committed to creating a culture of respect and inclusion [6, p. 32].

Inclusive leadership and its potential to overcome the glass ceiling.

A glass ceiling is a term used to describe an invisible barrier that prevents certain groups of people moving up their opportunities. Inclusive leaders are those who value diversity and actively seek to create an environment where everyone feels valued and respected [6; 7, p. 91]. The term «glass ceiling» refers to the invisible barriers that prevent qualified people from social and career promotion. As result, talented people feel frustrated and powerless, unable to break through the ceiling and achieve the success they deserve [9, p. 192]. Some of the most common barriers: stereotypes, lack of mentoring, lack of balance between work and personal life, lack of diversity in management etc. [10, p. 211]. There are several ways in which inclusive leadership can help break through the glass ceiling:

1. *Fostering Diversity*: Inclusive leaders recognize the value of diversity and actively seek to build a diverse team [5, p. 43].

2. *Providing equal opportunities*: Inclusive leaders provide equal opportunities for all, regardless of their gender, race, or background.

3. *To lead by example*: Inclusive leaders lead by example. They model the behavior they want to see in their team. They are open-minded and can inspire their team to embrace diversity and inclusion [5, p. 44].

The role of empathy in creating an inclusive culture. Empathy is an important element in creating an inclusive culture, it plays an important role in leadership – it does not just about understand the perspectives of people from different backgrounds. Empathy creates a culture of trust, respect and cooperation, which is essential in creating a positive social environment [5, p. 47].

The role of empathy in creating an inclusive university culture (online format):

1. Strengthen communication.
2. Promote understanding.
3. Encourages cooperation.
4. Increasing the involvement.

5. Effective communication strategies in inclusive leadership [2, p. 143].

Online Communication in inclusive leadership is not only about the transfer of information, but also about creating an environment where everyone feels comfortable sharing of their thoughts and ideas. So, that everyone is included [2, p. 145].

One of the effective communication strategies in inclusive leadership is active listening. *Active listening* involves paying attention to what others are saying, acknowledging their point of view, and responding thoughtfully. Leaders who practice empathy can connect with their team members on a deeper level and create a sense of belonging. Communication can be difficult when team members come from different backgrounds or speak different languages [3, p. 44]. Inclusive leaders, who practice active listening, empathy, clear and concise communication and humor can build stronger teams, with trust, and create a sense of belonging [7, p. 241].

Inclusive leadership in the process of distance learning that promotes diversity can also help reduce discrimination, prejudice and intolerance, creating a more harmonious and fulfilling environment for all [3, p. 47]. Therefore, inclusive leadership: encourages creativity and innovation, increases productivity, reduces discrimination, and is the basis for affirming university citizenship with an inclusive approach to decision-making.

Implementation of the online-program «Formation of the civic position of universities: an inclusive approach to decision-making».

The integral goal of the program «Formation of the civic position of universities: an inclusive approach to decision-making» is the formation of a unified opinion of the general public, in particular students, regarding the ways of formation and introduction into Ukrainian society of the newly created paradigm of an inclusive social and educational environment as the basis of social security, responsibility and social cohesion of citizens of Ukraine in the conditions of modern integration challenges as a means of forming social and corporate responsibility and commitment of universities and strengthening social cohesion in general [9, p. 45].

The actual issues of the role of universities in society, strategies and trends of their modernization, promotion and marketing, promotion of career development,

internationalization of education acquire undeniable significance in the context of social cohesion [10, p. 145].

The Career Development Centers at the university, which involve specialists and graduates of the Department of Social Work and Rehabilitation of the Humanitarian and Pedagogical Faculty of NULES of Ukraine, are impressive with their diversity and multifunctionality, guided by the slogan: What can we help you with? [8, p. 244].

For the convenience of forming an inclusive civic position, with the aim of assisting in decision-making and practical orientation, specialists of these centers conduct:

- Career counseling.
- Workshops on the topics: «Formation of the civic position of universities: an inclusive approach to decision-making» and «Inclusive leadership: responsibility for decision-making» [8, p. 214].
- Development centers.

Career counseling provides answers to the following questions: Who am I? What suits me? Where can I realize my specialty, taking into account the trends of socially inclusive management? I would like to.... But how to achieve this? And they are divided into: individual, introductory, follow-up services (career plan, coaching, professional tests and diagnostics...) (Suprun, 2018; 2023).

Career workshops can be aimed at revealing the following topics: How to build a career in the inclusive 21st century; An inclusive approach to decision-making, etc.

Development centers provide online assistance in determining the following aspects, such as: finding out strengths; find out what competencies to develop; get feedback on their skills [7; 8, p. 244].

The following online activities are also carried out:

- «Career start in an inclusive society» course.
- Actions and courses for development.
- Workshops with companies.

The course «Career start in an inclusive society» is meaningfully filled with the disclosure of such aspects as: how to think about a career; identification of strengths; what are the requirements for search engines of organizations, firms, institutions, etc.; preparation for the interview; how to master stress; where and how to look for work; how and by what means to be creative; can creativity be learned [8, p. 284].

Marketing of the faculty is also a part of the «Formation of the civic position of universities: an inclusive approach to decision-making» of the university and should contain the following components [5, p. 45]:

- Adherence to the visual inclusive style of the university [8; 10, p. 244].
- Management of activities within the faculties, taking into account accessibility requirements.
- Communication with faculty partners and ensuring contracts (memoranda of cooperation).
- Organization of faculty actions on the theme «Formation of the civic position of universities: an inclusive approach to decision-making» (Campus Day, Grill with the dean, New Year's meeting on campus, celebration of ...-anniversary, events and actions for students and employees, etc.).
- Exchange of experience between faculties, mutual assistance in disseminating information on the formation of a civic position, etc. [8, p. 244].

Public Relations is an important component of communication...: communicate, communicate, communicate... with all internal and external target groups. After all, «if you can't see it, it doesn't exist...», namely internal communication (PR) is important and quite often is not a priority... (employees, students, graduates). The main external target group includes applicants and their parents. Other target groups (according to separate proposals): professional community – coaches, club managers, scientists, athletes – professionals, amateurs, special groups: elderly people, cancer patients, general public (state organizations, schools, clubs, etc.) [8, p. 245].

Conclusions and prospects for further research. Therefore, the integration of the Higher School into globalization processes activates the renewal of the scientific-educational, personal and organizational potential of universities at the individual,

institutional and system levels [8, p. 244]. The expansion of international relations and integration into the European community, the need to find constructive ideas for solving the problems of optimization and intensification of the formation of the civic position of universities taking into account an inclusive approach to decision-making are the objective reality of today's education development [8; 9, p. 144]. Therefore, we currently have the opportunity to implement and multiply the innovative experience of the European model, which should be carried out under the condition of a rational combination with the innovative work of Ukrainian scientists-organizers of higher education in the field of modern education in conditions of social cohesion.

In accordance with the purpose of the research, which consisted in the theoretical and methodological analysis, determination of legal foundations, development and implementation of the program for the formation of civic position of universities taking into account the inclusive approach to decision-making, we firstly performed the following tasks:

A theoretical and methodological analysis of the foundations of the formation of the civic position of universities is provided, taking into account an inclusive approach to decision-making [11, p. 47]. The civil experience of various countries that implemented the practices of inclusive decision-making was considered, and the legal principles of inclusive decision-making were systematized.

A program for the formation of the civic position of universities was developed, taking into account an inclusive approach to decision-making, and its effectiveness was verified [5, p. 43].

Therefore, according to the results of the online survey, the role of forming the civic position of universities, taking into account an inclusive approach to decision-making with the involvement of various fields and areas, both professional and generally social, has been proven [8, p. 242]. Thus, inclusive leadership: encourages creativity and innovation, increases productivity, reduces discrimination and bias, and is the basis for affirming university civil position with inclusive decision-making.

Prospects for the formation of the civic position of universities thanks to an inclusive approach to decision-making for the professional training of specialists in

the context of an inclusive society are also determined. Undoubtedly, prospects will have great continue in the cooperation of incredible like-minded interdisciplinary teams and will rise to higher level of professionalism and lead to new scientific achievements. This program should help to create for the personality of a specialist stable meaningful life orientations, as one of the aspects for futher research, in a changing world, a personal meaning of professional self-realization in the conditions of an inclusive society precisely in the form of professional self-realization from the standpoint of modernization of education, taking into account the gains of world experience.

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