

SUPPORT FOR INNOVATIVE ENTREPRENEURSHIP AND INCLUSIVE EDUCATION AS A BASIS FOR STRATEGIC ECONOMIC MANAGEMENT IN THE CONTEXT OF SUSTAINABLE DEVELOPMENT

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and Savolainen (2017) on the need for lifelong learning and teacher retraining in the context of implementing an inclusive education model.

Lani and Rouse (2009) developed an inclusive practice project in Scotland. Moreover, certain provisions, elements and conclusions of this project should be implemented in the domestic educational environment of Ukraine. Research by Ashwini et al. (2015) is focused on motivating Delhi teachers to include students with disabilities in regular classrooms. In this study, 15 interviews with Delhi school teachers were conducted using the hermeneutic phenomenology method. The results of the interviews led to the conclusion that the perception of the need to implement inclusion in Delhi education is purely theoretical and not supported by a proper practical foundation. Williams et al. (2005) determined the role of school psychologists in teaching autistic students. Scientists provide detailed recommendations for the adaptation of such children in regular classes. Among other recommendations, scientists raised the issue of the need for the formation of evidence-based practice of inclusion in education by school psychologists.

INTRODUCTION

The issue of supporting innovative entrepreneurship and inclusive education has always been reflected in the works of famous scientists. Panayiotis et al. (2006) analyzed the preparation of teachers in Cyprus for the introduction of inclusive education in pedagogical practice. The authors deeply researched the state of development of Cypriot universities and their ability to implement projects to increase the inclusiveness of education. The authors determined the level of compliance of educational programs developed by universities with the needs of people with disabilities. Researchers also raised the issue of minimizing barriers to the implementation of inclusive practice tools.

A significant contribution to modern science is the property of Akie and Savolainen (2017). The team of authors deeply researched the attitude of Japanese teachers to the implementation of the principles of inclusive education and activation of learning and retraining processes in the market of disabled entrepreneurs. Researchers using the methods of experiment, analysis and synthesis analyzed the activities of 359 teachers. The obtained results showed the fear of teachers to actively implement the tools of inclusive education in the teaching process. In addition, the effectiveness of inclusion in the pedagogical activities of Japanese teachers, according to the data obtained by scientists, is low compared to other countries. This is especially true of communicative support in the "teacher-student-family" triangle. We agree with Akie and Savolainen (2017) on the need for lifelong learning and teacher retraining in the context

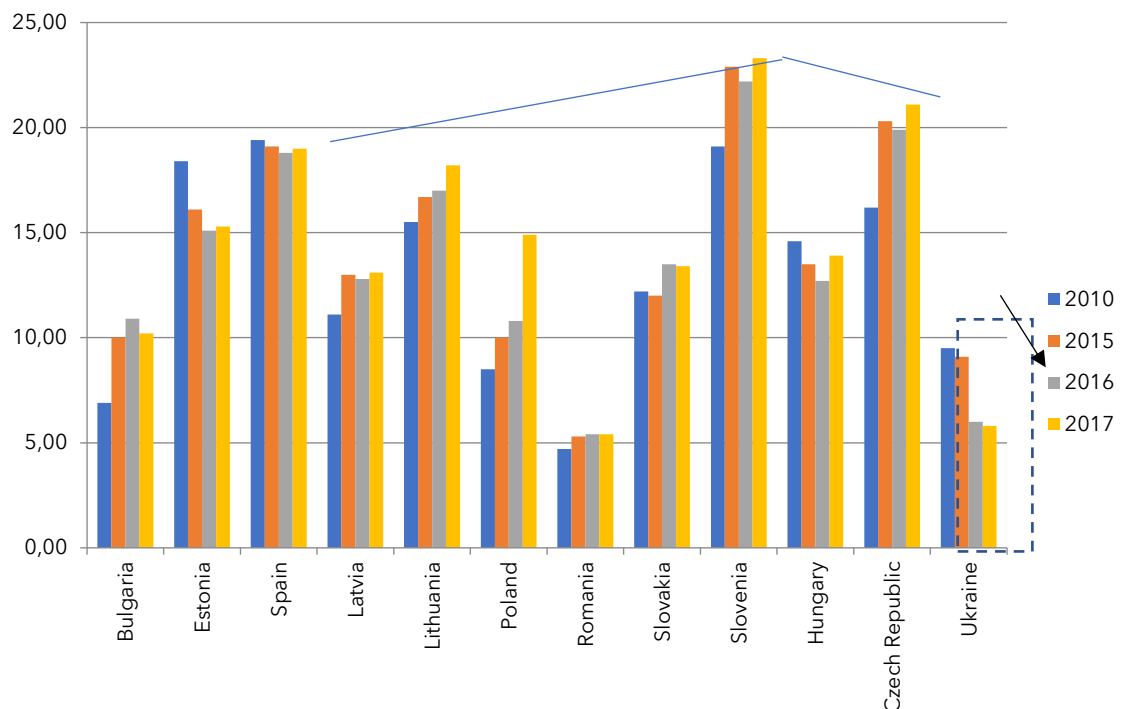
Waitoller and Kozleski (2013) note the rapid topicality of the issue of building partnerships in the field of inclusive education, which requires the formation of responsibility for the education of students with disabilities. Szumski et al. (2002) conducted an analysis of the implementation of inclusive education methods in schools and made recommendations to improve its effectiveness in modern conditions. Scientists Zos-Kior et al. (2021), Semenov et al. (2021), Brockova et al. (2021), Zherdetska et al. (2021), Lozhachevska et al. (2021) emphasize the importance of manpower and the mandatory presence of a high level of intellectual ability in the development of innovative entrepreneurship.

Among other things, scientists focus on the need to involve the population in employment. Agreeing with the assumptions of scientists, we believe that people with special needs are able to intensify the development of innovative entrepreneurship and set it a fundamentally new development trend. Gryshchenko et al. (2021) at a high level analyze the means of using the competitive advantages of the innovative cluster of university education in the market of educational services, which is important in the context of the implementation of inclusion in pedagogical practice. Paying tribute to the scientific research of these scientists, we note the fragmentary consideration of the issue of attracting people with special needs to engage in entrepreneurial activity and create innovation in terms of sustainable development. Therefore, there is a need for a deeper study of this issue.

MATERIALS AND METHODS

Support for innovative entrepreneurship and inclusive education is at the forefront of shaping a new type of innovation-based economy. Today, in the conditions of sustainable development, there is a mismatch between the functioning of innovative entrepreneurship and the market of educational services. There is an imbalance of supply and demand in the labor market, which is a source of human resources for the formation of effective inclusive education and innovative entrepreneurship. In particular, the condition for the functioning of innovative entrepreneurship in terms of sustainable development is labor resources and their intellectual potential. If we compare the number of employees involved in the implementation of research work in Ukraine with other countries of the world, then a relatively small proportion of specialists involved in innovation should be determined (Fig. 1). In addition, the number of employees and researchers in Ukraine involved in innovation is constantly declining.

Fig. 1. Number of employees and researchers involved in the implementation of research work per 1,000 people employed (aged 15-70 years) (data by country)



Source: Built by the authors using an information resource <http://www.ukrstat.gov.ua>

A comprehensive public policy and an effective strategy for managing inclusion in education can stimulate the development of innovative entrepreneurship by involving people with special needs to create innovations.

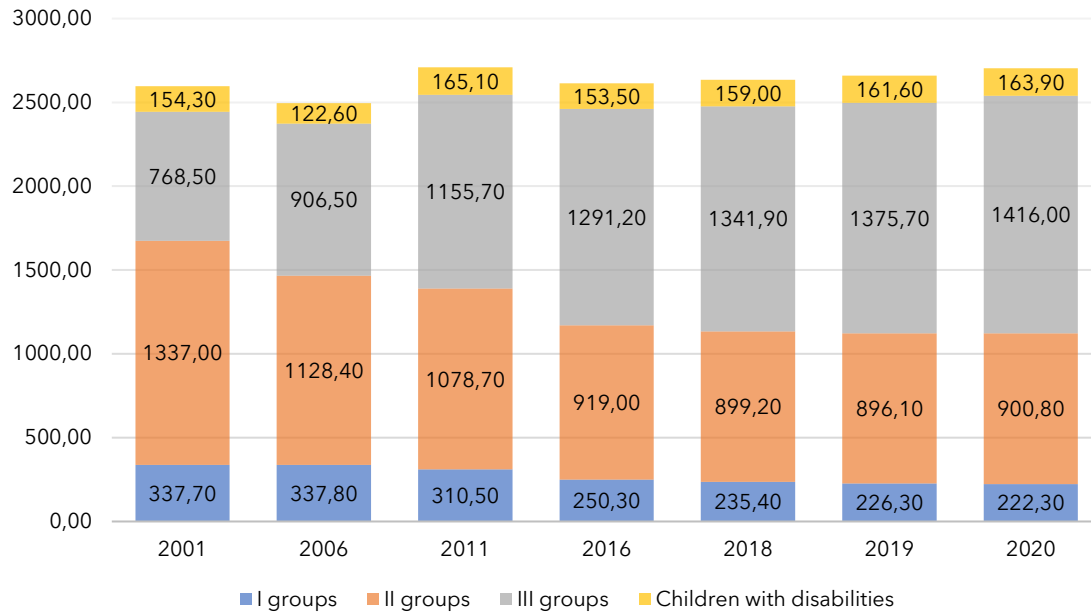
The peculiarity of the introduction of inclusive education in the context of sustainable development is that it affects, first of all, the population, which differs in psychological or physical characteristics from most people. It is the presence of these signs (health status, features of physiological development, etc.) determines the special status of a person in accordance with domestic law. Thus, there is a need to create specific conditions that will ensure the involvement of such people in entrepreneurship. Such conditions are based on selective methods and techniques of innovative learning, attracting investment in education and business, providing the material and technical base of educational institutions and social infrastructure.

We believe that the concept of inclusive education in sustainable development is that such conditions should not be created in individual regions, employment centers or higher education institutions. This concept should be implemented in all institutions, organizations and enterprises, which will significantly increase the number of people involved in entrepreneurship and innovation. Tools for ensuring inclusion in the national economy should be implemented in any educational environment that will allow people with disabilities on an equal footing with others to compete with dignity in the labor market, develop as a creative person, to realize entrepreneurial skills at the professional level.

A special place in the development of inclusive education is occupied by the formation of policies to support the training and retraining of persons with disabilities by employment centers. The learning and retraining process will be inclusive if there is no discrimination against people with disabilities, in particular, ignoring the basic needs of providing specific technologies and teaching methods, creating special conditions for transporting such people and promoting their best socialization. The outlined conditions in the future will allow a person with special needs to independently solve numerous problems related to the retraining process, which will ensure the full personal and professional development of people with disabilities in the business sphere.

The main thing in the concept of inclusive education in terms of sustainable development is the realization of entrepreneurial abilities of a person with special needs by obtaining fair access to a full educational process and ensuring full socialization of such a person in the labor market. Supporting inclusion in education in the strategic management system is particularly important given the significant number of people with disabilities in Ukraine. In particular, as of 1 January 2020, 2.7 million people in Ukraine have disabilities. Among them, 222.3 thousand people have I group of disability, 900.8 thousand people - II group, 1416.0 thousand people - III group. 163.9 thousand children have the status of a disabled person (Fig. 2).

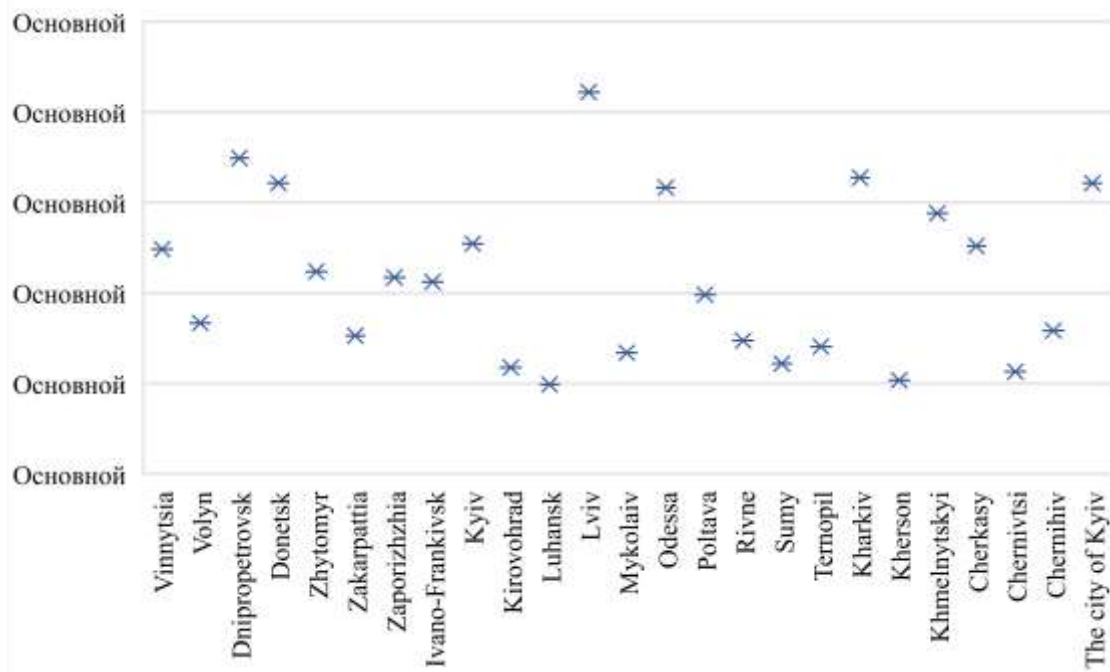
Fig. 2. Number of people with disabilities in Ukraine



Source: Built by the authors using an information resource <http://www.ukrstat.gov.ua>

The largest number of people with disabilities is concentrated in Dnipropetrovsk, Kharkiv oblasts and the city of Kyiv (Fig. 3). Therefore, it is in these regions that there is an urgent need to revise the existing socio-economic development programs of the territories in terms of providing inclusive education for people with disabilities and the widespread implementation of measures to involve them in innovative entrepreneurship.

Fig. 3. Number of persons with disabilities by oblasts of Ukraine as of 1 January 2020

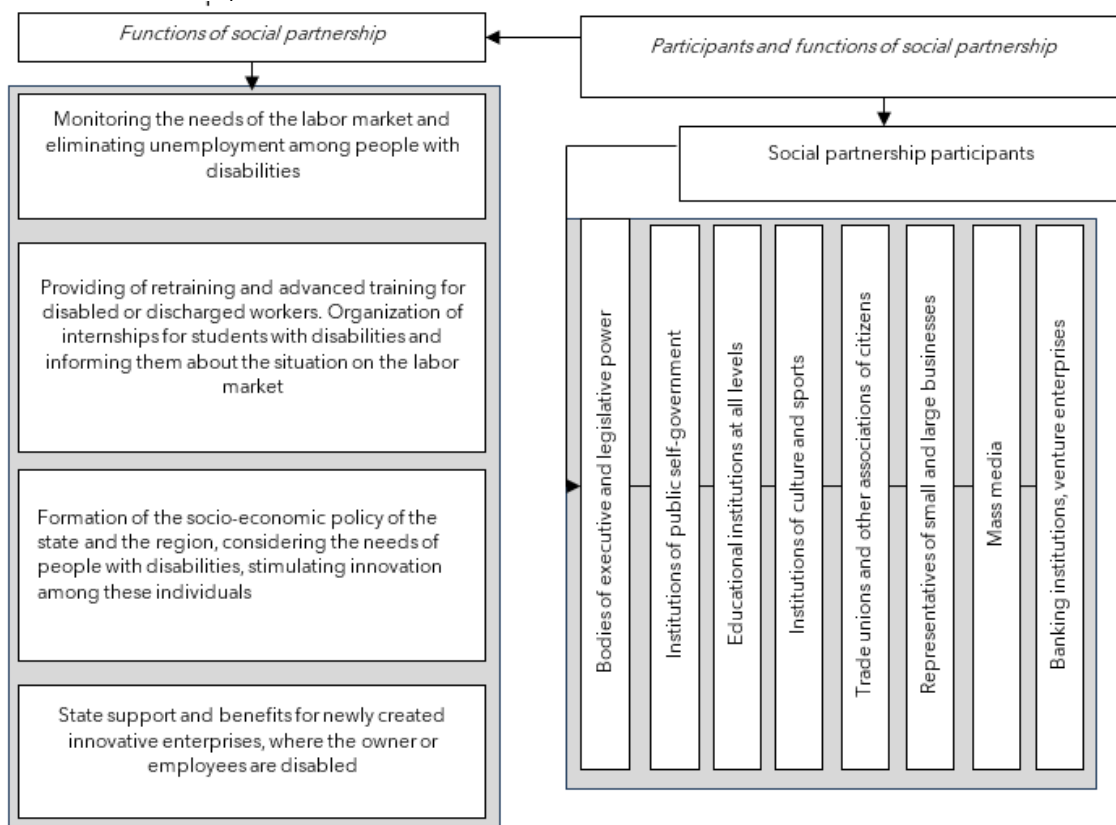


Source: Built by the authors using an information resource <http://www.ukrstat.gov.ua>

The inclusion of education should be based on the comprehensive support of a person with a dysfunction of the body, which in interaction with the external environment faces difficulties, which leads to a limitation of its vital functions. The task of the state is to introduce and support

measures at all levels aimed at the full realization of their rights and guarantees by persons with disabilities. These rights and guarantees provide a range of legal, economic, social, ethical, political, psychological and other conditions aimed at creating a special environment with infrastructure. The obstacle to the development of innovative entrepreneurship and inclusive education in the context of strategic economic management is currently the lack or insufficient number of special specialists (psychologists, social workers, speech therapists, mediators, etc.). A significant number of human personnel involved in education are not properly trained to work with people with disabilities. There is no proper material and technical base for retraining or advanced training of people who want to engage in entrepreneurial activity. Renewal of educational programs, modernization of material and technical base, formation of a layer of teachers capable of implementing inclusive education should become the basis of strategic management of the economy in the conditions of sustainable development. There is a need for additional deployment or support of the existing system of specialized schools, business associations, psychological and pedagogical centers to meet the needs of people with disabilities. In addition, we believe that an important measure to support innovative entrepreneurship and inclusive education in sustainable development is to ensure social partnership (Fig. 4).

Fig. 4. Participants and functions of social partnership in the direction of support of innovative business and inclusive education in the context of strategic management of economy and sustainable development



Source: Suggested by the authors

The condition for the implementation of social partnership is the consolidation of its powers at the legislative level. Also, in order to create appropriate conditions for the development of innovative entrepreneurship, there is a need to adequately develop the tools of such a partnership, which are based on a rapid response to possible challenges of the institutional environment. Effective reform of the strategy for the development of education and entrepreneurship, taking into account the experience of high-tech countries, depends on the coordinated work of all branches of government, large-scale socio-political and socio-cultural restructuring in the direction of inclusive education.

CONCLUSION

Support for innovative entrepreneurship and inclusive education should be the basis of strategic economic management in a sustainable development. Inclusions radically and irreversibly change the institutional environment of entrepreneurship, creating a favorable space for the realization of entrepreneurial abilities of people with special needs. The current state of development of the national economy requires the active implementation of inclusive practices, which will become the key to innovative development of the country and the formation of a layer of entrepreneurs among people with special needs. Expanding the functions and activities of special educational institutions, turning them into strong platforms with material and technical base to support people with personal needs, forming a strong team of professional teachers can be considered a strategic direction of socio-economic development of the country in the near future.

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Support for innovative entrepreneurship and inclusive education as a basis for strategic economic management in the context of sustainable development

Apoio ao empreendedorismo inovador e à educação inclusiva como base para a gestão econômica estratégica no contexto do desenvolvimento sustentável

Apoyo al emprendimiento innovador y a la educación inclusiva como base para la gestión económica estratégica en el contexto del desarrollo sostenible

Resumo

O artigo identifica a necessidade de apoiar o empreendedorismo inovador e a educação inclusiva no contexto da gestão econômica estratégica em termos de desenvolvimento sustentável. Esta questão é especialmente importante no contexto da disseminação do COVID-19 e das mudanças institucionais que ocorrem no sistema da economia nacional. A atenção está voltada para a ativação da parceria social, a distribuição de responsabilidades funcionais entre seus participantes. Destaca-se a necessidade de atualização da base material e técnica e treinamento dos professores para garantir a inclusão na educação e o apoio ao empreendedorismo inovador no contexto do desenvolvimento sustentável.

Palavras-chave: Gestão estratégica. Desenvolvimento sustentável. Educação inclusiva. Mercado de trabalho.

Abstract

The article identifies the need to support innovative entrepreneurship and inclusive education in the context of strategic economic management in terms of sustainable development. This issue is especially important in the context of the spread of COVID-19 and institutional changes taking place in the system of the national economy. Attention is focused on the activation of social partnership, the distribution of functional responsibilities among its participants. The necessity of updating the material and technical base and retraining of teachers to ensure inclusion in education and support of innovative entrepreneurship in the context of sustainable development is noted.

Keywords: Strategic management. Sustainable development. Inclusive education. Labor market.

Resumen

El artículo identifica la necesidad de apoyar el emprendimiento innovador y la educación inclusiva en el contexto de la gestión económica estratégica en términos de desarrollo sostenible. Esta cuestión es especialmente importante en el contexto de la propagación de la COVID-19 y los cambios institucionales que se están produciendo en el sistema de la economía nacional. La atención se centra en la activación de la asociación social, la distribución de responsabilidades funcionales entre sus participantes. Se señala la necesidad de actualizar la base material y técnica y de volver a capacitar a los docentes para garantizar la inclusión en la educación y el apoyo al espíritu empresarial innovador en el contexto del desarrollo sostenible.

Palabras-clave: Gestión estratégica. Desarrollo sostenible. Educación inclusiva. Mercado de trabajo.