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THE CIVIC POSITION OF UNIVERSITIES: INCLUSIVE LEADERSHIP AS A DRIVER OF
COHESIVE SOCIETY

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Abstract. *Introduction. The practical aspects of providing the civic position of universities are analyzed. The concepts of inclusive leadership as a driver of cohesive society are delighted. The main paradigms of the organization of the psychological-pedagogical process according to raised issue were analyzed, which made it possible to identify the principle positions of it in the field of inclusion education. The work emphasizes the importance and necessity of studying and implementing the progressive world experience in the field of inclusion. Purpose and methods. The 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. 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. Results and conclusions. 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, etc. are identified. Prospects for the formation of civic position of universities according to inclusive leadership as a driver of cohesive society are also determined.*

Keywords: *Inclusive leadership, civic position, inclusive decision-making, internationalization, driver of cohesive society.*

Introduction. The problem formulation.

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 the 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 (Demchenko, 2016). Such social and cultural expectations of society are directly reflected in the organization, functioning and development of the system of the Higher School of Ukraine, to which every citizen, regardless of his social status, state of health, presence of physical or intellectual impairment, should be provided with equal and fair access (Demchenko, 2016). 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 (Demchenko, 2016). Currently, we have the opportunity to share the experience of the exchange of scientific achievements (Suprun, 2023) 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: working visit to one of the oldest and leading universities in Italy (Sapienza University, Rome), educational trip «Strategy and trends of supporting the universities'

development and modernization» within the framework of the project «Changes of pedagogical faculties and universities in the 21st century» to the Czech Republic (Masaryk University, Brno and Tomas Bata University, Zlin), research cooperation with the Polish scientific community (The John Paul II Catholic University, Lublin), etc. (Suprun, 2023).

Unresolved issues. It should be noted that the integration of universities into world processes contributes to the renewal of the scientific and educational, personal and organizational potential of higher education institutions at the individual, institutional and systemic levels (Suprun, 2023). 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 social cohesion (Suprun, 2019). 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» (Suprun, 2023).

An analysis of research and publications was carried out in order to provide a theoretical and methodological basis for the aforementioned program. The values of diversity and inclusion in education and society are revealed in the works of I. Demchenko (2016), D. Suprun (2018; 2019; 2023), M. Sheremet (2023) and others. Works of I. Bloshchynskyi (2021), G. Griban (2020; 2021), I. Okhrimenko (2021), S. Sprynchuk (2021), O. Varetska (2020) are devoted to the vectors of influence on the quality of educational services in the conditions of internationalization. A new achievement in the English-language educational and methodological support of the 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 (Sopivnyk, 2023).

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 (Suprun, 2023). 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 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 (Suprun, 2019; 2023).

Information base. The civic position of universities is a driver of a socially cohesive society. It has been established (Sopivnyk, 2023) 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 (Sheremet, 2023). 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 (Yablonskyi & Bondar, 2017). 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 (Yablonskyi & Bondar, 2017).

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 (Suprun, 2018; Suprun, 2019; Sheremet, 2023).

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:

development of a national policy on strengthening the third mission of universities and cooperation between universities (Unicom, 2023);

development of typical strategies for interaction between universities and society based on needs, aimed at increasing civic activity and citizen involvement based on the principles of equality, solidarity, non-discrimination and inclusion (Unicom, 2023);

development of cooperation between universities and society based on European experience and practices in the field of inclusion (Unicom, 2023);

increasing the level of social responsibility and involvement of universities in communities through increasing their capacity in the field of leadership development (Unicom, 2023);

increasing the level of interaction between inclusive target groups and stakeholders regarding cooperation between universities and communities based on European experience and practice (Unicom, 2023);

ensuring proper cooperation between partner institutions, target groups and stakeholders with the aim of implementation of projects and programs on the formation of the civic position of

universities (Suprun, 2018; Unicom, 2023).

So, let's emphasize the importance of the joint activity of universities, authorities and public organizations of people with disabilities in the decision-making process. We need to supplement their knowledge, which would help interact rationally and look for ways to solve problematic issues and will really promote the activation of democratic processes of building civil society (Demchenko, 2016).

Let's highlight the main principles of inclusive decision-making. In the context of forming the civic position of universities, we should emphasize that inclusive decision-making is a process of maximum consideration of the interests of all citizens, where all participants have the opportunity to freely and openly participate in decision-making that concerns them. (Yablonskyi & Bondar, 2017). Prerequisites for ensuring favorable conditions for inclusive decision-making include the rule of law, adherence to basic democratic principles, political will, enabling legislation, clear procedures, long-term support and resources for a sustainable civil society, and a common space for dialogue and cooperation (Demchenko, 2016; Sheremet, 2023).

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 (Yablonskyi & Bondar, 2017; Sheremet, 2023).

With inclusive decision-making, policies and services designed to protect the rights of people with disabilities are shaped by the experiences of those they target (Sheremet, 2023). Therefore, *Inclusion* is the process of real inclusion of people with disabilities in active social life with equal measure for all members of society (Verkhovna Rada of Ukraine, 2010).

According to aim of strengthening the role and potential of Universities and organizations actively working in the

inclusive field, for more active involvement of these organizations in decision-making processes at the local and international level, which aims to promote the realization of the rights and interests of people with disabilities, that the IDEAS project was created (regional project financed by the European Commission and the British Council implemented in six countries: Azerbaijan, Armenia, Georgia, Jordan, Lebanon and Ukraine). The British Council in Ukraine became the coordinator of the project (Yablonskyi & Bondar, 2017; Unicom, 2023).

The following goals and objectives were set for this project:

1. To creation of a decision-making framework that would allow taking into account the rights and needs of people with disabilities in the decision-making process at local councils (Yablonskyi & Bondar, 2017).

2. To development of skills and increasing the level of knowledge in civil society organizations that represent the interests of people with disabilities, local authorities, in mass media for more effective representation of their interests in decision-making processes (Yablonskyi & Bondar, 2017).

3. To involvement and promotion of the participation of civil society organizations, as well as directly of people with disabilities in decision-making processes by authorities (Yablonskyi & Bondar, 2017).

4. Strengthening the cooperation of all sectors with the aim of introducing international standards in disability issues and promoting the rights of people with disabilities (Yablonskyi & Bondar, 2017; Unicom, 2023). Disability mainstreaming is also gaining importance, because the recognition of the existence of barriers that people with disabilities have to overcome and the importance of overcoming them has prompted those directly involved in policy formation to develop the concept of «disability mainstreaming» as a system of involving disability issues at the international and national levels to

policies, programs and various other measures aimed at promoting the equality of persons with disabilities (Yablonskyi & Bondar, 2017; Unicom, 2023). It is concept that realizes the demands of people with disabilities: everything that concerns us is done only with our involvement |(Unicom, 2023).

The UN Committee on the Rights of Persons with Disabilities determines the main directions of the mainstream, so there are only six of them:

1. Implementation of issues of involving people with disabilities in public life proves the degree of responsibility of the state system (Yablonskyi & Bondar, 2017; Unicom, 2023).

2. A prerequisite for determining appropriate reporting and monitoring mechanisms is involvement, starting from the initial stages (Demchenko, 2016).

3. In order to obtain reliable information about existing problems, research should be carried out in various fields (with the participation of people with disabilities) (Yablonskyi & Bondar, 2017; Unicom, 2023).

4. People with disabilities must be involved in decision-making processes at all levels (Yablonskyi & Bondar, 2017; Unicom, 2023).

5. Inclusion does not reduce or replace the need for the existence of special programs for people with disabilities and their development, as well as relevant legislation (Yablonskyi & Bondar, 2017; Unicom, 2023).

6. In order to ensure adequate resources, there must be political will and its practical implementation, including human and financial (Demchenko, 2016).

It is interesting to note that in Great Britain the term «co-production» is sometimes used instead of the term «inclusive decision-making method» (Demchenko, 2016);

«Co-production» has the following semantics: to work together at a strategic level with people with disabilities as partners. It also has an obligation to

involve them in the process of policy formation or project implementation in general throughout the entire period. It is level of engagement that has an important positive impact on the effectiveness of results. «Co-production» has its advantages:

1. Direct access to the experience of people with disabilities.
2. Public demonstration of the value of the client's position.
3. Creating trusting relationships in process of decision-making according complex problems.
4. Development of effective solutions (Demchenko, 2016).

For the aim of constructive relations in decision-making, Universities, state authorities of various levels and public organizations of persons with disabilities should act according to the following principles: participation, trust, accountability and transparency, independence, challenges (Demchenko, 2016; Mamicheva & Sheremet, 2020). According to the principle of *participation*, public organizations should be involved in decision-making processes. For this principle, there is a prerequisite for the availability of participation, which is based on agreed conditions (Mamicheva & Sheremet, 2020). According to the principle of *trust*, a society that is open and democratic is based on honest interaction of subjects and sectors. Despite the difference between roles and opportunities between public organizations and state bodies, they have a single goal – to improve the lives of people with disabilities, which can be achieved only if the process of its implementation is ensured by mutual trust, which entails transparency, respect and mutual reliability (Verkhovna Rada of Ukraine, 2010).

According to the principle of accountability and transparency, in order to achieve the goal of constructive relations in decision-making processes, activities should be carried out only in the interests of the community, which requires

openness and responsibility along with clarity and accountability, both in public organizations and state authorities. This principle must be followed at all stages (Verkhovna Rada of Ukraine, 2010).

According to the principle of independence, public organizations of persons with disabilities must be recognized and have the status of free and be independent organizations regarding the choice of goals, decision-making and activities. They have the full right to independent activity and to defend their vision of problems, which may differ from the vision of authorities with which there may be cooperation (Demchenko, 2016).

And according to the last principle – challenges. As a result, people with disabilities have rarely been involved in policy-making that affects their lives. According to the principle of challenges, universities and state authorities have a special responsibility to overcome this problem together with public organizations of persons with disabilities (Demchenko, 2016; Mamicheva & Sheremet, 2020).

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 (Sopivnyk, 2023). 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 (Sopivnyk, 2023).

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 (Sopivnyk, 2023).

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 (Sheremet, 2023; Sopivnyk, 2023).

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 (Sheremet, 2023; Sopivnyk, 2023).

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 (Suprun, 2018).

Some of the most common barriers: stereotypes, lack of mentoring, lack of balance between work and personal life, lack of diversity in management etc. (Suprun, 2018).

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 (Okhrimenko & Sprynchuk, 2021).

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 (Okhrimenko & Sprynchuk, 2021).

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 (Okhrimenko & Sprynchuk, 2021).

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

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

strategies in inclusive leadership (Demchenko, 2016).

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 (Demchenko, 2016).

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. Humor can overcome barriers and create a relaxed and pleasant atmosphere (Mamicheva & Sheremet, 2020).

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 (Suprun, 2018).

Undoubtedly is importance of diversity and its impact on inclusive leadership. It involves acknowledging and valuing these differences, creating an environment where everyone feels welcome, respected and valued. Inclusive leadership that promotes diversity can also help reduce discrimination, prejudice and intolerance, creating a more harmonious and fulfilling environment for all (Demchenko, 2016; Mamicheva & Sheremet, 2020).

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 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 (Suprun, 2018; 2019).

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 (Suprun, 2018; 2023).

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? (Suprun, 2018; 2019; 2023).

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» (Suprun, 2023).

- 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 assistance in determining the following aspects, such as: finding out strengths; find out what competencies to develop; get feedback on their skills (Sopivnyk, 2023; Suprun, 2023).

The following 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 (Suprun, 2019; 2023).

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 (Okhrimenko & Sprynchuk, 2021):

- Adherence to the visual inclusive style of the university (Suprun, 2018; 2023).

- Management of activities within the faculties, taking into account accessibility requirements (Suprun, 2019; 2023).

- Communication with faculty partners and ensuring contracts (memoranda of cooperation) (Suprun, 2018; 2023).

- 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. (Suprun, 2023).

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) (Suprun, 2018; 2023). The main external target group includes applicants and their

parents (Suprun, 2019). 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.) (Suprun, 2023).

Therefore, the expansion of international relations and integration into the European community contributes to the growing importance of international marketing in the direction of the formation of the civic position of universities, taking into account an inclusive approach to decision-making (Sheremet, 2023).

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 (Suprun, 2018; 2023). 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 (Suprun, 2018; 2023). 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 (Tamožhska & Lehan, 2023)

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 (Okhrimenko & Sprynchuk, 2021).

Therefore, according to the results of the 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 (Suprun, 2019). 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 further 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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**ГРОМАДЯНСЬКА ПОЗИЦІЯ УНІВЕРСИТЕТІВ:
ІНКЛЮЗИВНЕ ЛІДЕРСТВО – ДРАЙВЕР ЗГУРТОВАНОГО СУСПІЛЬСТВА**
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Анотація. Проаналізовано практичні аспекти забезпечення громадянської позиції університетів. Концепції інклюзивного лідерства як двигуна згуртованого суспільства викликають захват. Проаналізовано основні парадигми організації психолого-педагогічного процесу відповідно до порушеної проблеми, що дало змогу визначити його принципові позиції у сфері інклюзивної освіти. У роботі підкреслено важливість і необхідність вивчення та впровадження прогресивного світового досвіду у сфері інклюзії. Мета і методи. Мета полягає в теоретико-методологічному аналізі, розробці та реалізації програми формування громадянської позиції університету з урахуванням інклюзивного підходу до прийняття рішень. Задля досягнення поставленої мети із завданнями було застосовано комплекс взаємодоповнюючих методів: теоретичні методи: (аналіз, синтез, порівняння, узагальнення) використовувалися для з'ясування стану проблеми; емпіричні (пряме та опосередковане спостереження, стандартизоване анкетне опитування, напівстандартизовані індивідуальні інтерв'ю), психодіагностичні методи та техніки дослідження; статистичний аналіз. Результати та висновки. Визначено актуальні проблеми ролі університетів у суспільстві, стратегії формування їх стратегій впровадження інклюзивного підходу до прийняття рішень, сприяння розвитку кар'єри студентів, інтернаціоналізації освіти тощо. Визначено також перспективи формування громадянської позиції університетів щодо інклюзивного лідерства як рушій згуртованого суспільства.

Ключові слова: інклюзивне лідерство, громадянська позиція, інклюзивне прийняття рішень, інтернаціоналізація, рушій згуртованого суспільства.