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KAPITEL 10 / *CHAPTER 10* [11]
FORMATION OF AN INCLUSIVE ENVIRONMENT OF HIGHER EDUCATION INSTITUTIONS AS A FACTOR OF SOCIAL AND PSYCHOLOGICAL READAPTATION OF STUDENT YOUTH IN THE POST-WAR PERIOD

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Introduction

The war in Ukraine has led to new, previously unknown challenges for society. One of the main challenges is the full-fledged adaptation of veterans to civilian life and the socio-psychological readaptation of all categories of the population who have experienced traumatic events [1]. The problem of socio-psychological readaptation in the postwar period is extremely relevant, as it concerns the restoration of the psychological state, social ties, and integration into peaceful life [2].

The transformation processes taking place in Ukrainian society under the influence of military actions and their consequences require a radical revision of the conceptual principles of organizing the educational space of higher education. Student youth turned out to be one of the most socially vulnerable categories of the population, since the challenges of war (forced displacement, loss of relatives, living under constant shelling, experience of military actions) overlapped with the natural age stage of personality formation and professional self-determination.

In the post-war period, higher education institutions (HEIs) face a strategic task – not only to restore a high-quality educational process, but also to create a safe, therapeutic, and barrier-free environment. Creating such a space is a guarantee of minimizing the consequences of psychological trauma and effective socio-psychological readaptation of young people.

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The theoretical and methodological foundations of the study of social and psychological readaptation of the individual is considered in the context of the theory of social adaptation, stress, and coping [2]. In the context of European experience in inclusive higher education, the research of A. Morina should be noted, which analyzed the challenges and opportunities of inclusive education in HEI, as well as the work of M. Fuller, A. Bradley, M. Healey, who studied the integration of students with disabilities into the inclusive environment of HEI [4].

The problems and prospects for the development of inclusive education in HEI under martial law and post-war reconstruction were studied by T. Sych, V. Ziubin, S. Mamychenko and others, who identified positive trends, such as awareness of inclusion and the use of adaptive methods, along with challenges, including gaps in knowledge, insufficient resources, limited administrative support, and a shortage of teaching assistants [5, p.7]. The role of the educational environment in the readaptation of servicemen and veterans is revealed in the works of C. Elnitsky, V. Fisher, C. Blevins, who proposed a conceptual analysis and a unified definition of the reintegration of servicemen [6].

The methodological principles of the study of inclusiveness in higher education were proposed by I. Zapukhliak and N. Malaniuk, who substantiated the need to apply a scientific approach to the formation of an inclusive educational environment, which can ensure the creation of new theoretical knowledge and practical solutions to increase the level of barrier-free access to higher education [7]. An analysis of the scientific literature shows that the problem of inclusive education in higher education is being actively researched, but the issue of forming an inclusive environment as a factor in the socio-psychological readaptation of student youth in the context of post-war reconstruction remains insufficiently developed.

10.2 Theoretical and methodological principles of forming an inclusive environment in HEI

The conceptual basis of the study is a systematic approach that allows us to consider the inclusive environment of a higher education institution as a holistic, multi-level and multi-component formation, the effectiveness of which depends on the interaction of all its elements. The study also uses activity-based and person-oriented approaches, which place the student with his or her individual needs, capabilities and experience at the center of the educational process an inclusive environment of a higher education institution is considered as a component of the humanitarian policy of a modern state, which indicates the degree of protection of inalienable human rights in society [3]. The formation of an inclusive environment involves creating conditions in which every student, regardless of physical, psychological or social characteristics, has the opportunity for full professional, intellectual, social and creative realization.

Today, one of the pressing problems in the development of higher education in Ukraine is the creation of an inclusive environment as a factor in the socio-psychological readaptation of student youth/ the inclusive environment of a HEI is considered a comprehensive system that ensures equal access to quality education for all students, taking into account their individual needs and capabilities [3, 9]. The problem of forming an inclusive environment in Ukrainian HEIs is of particular importance in the context of the post-war reconstruction of the country, when the educational community faces the tasks of not only ensuring the continuity of the educational process but also creating conditions for the psychological recovery of young people and their social and professional reintegration.

10.3 Structural and functional model of an inclusive environment of HEI

The phenomenon of "inclusive higher education environment" in the post-war period goes beyond purely architectural accessibility or the provision of special conditions for people with congenital nosologies. It is considered a complex socio-

pedagogical and psychological space, based on the principles of universal design, equality, and psychological safety.

This issue is particularly relevant in the context of student youth, which is the most dynamic but at the same time most vulnerable social group. The modern system of higher education in Ukraine faces the need to transform the educational environment to meet the needs of students who have experienced traumatic events, have physical and psychological limitations, and need special learning conditions and social support. The conceptual model of an inclusive environment combines four key components that ensure the systematic impact on students' readaptation. (Table 1).

Table 1 - The main components of an inclusive educational environment of a HEI

Environmental component	Content and implementation tools	Expected readaptation effect
Spatial-architectural	Barrier-free campus, availability of inclusive shelters, arrangement of sensory rooms and psychological relief zones	Developing a sense of basic physical safety and comfort
Digital (information)	Accessible LMS platforms, audio description, text dubbing, assistive technologies, mobile apps for self-monitoring	Ensuring continuity and levels of accessibility of training regardless of location
Organizational and management	Operation of Veteran Development and Inclusion Centers, flexible individual educational trajectories, tutoring	Reducing bureaucratic burden, supporting social issues
Psychological and pedagogical	Psycho-facilitation training for teachers, peer support program, individual counseling	Restoring mental health, overcoming social isolation and anxiety

A source: author's development

Analyzing Table 1, it is possible to note and distinguish the main functions of the inclusive environment of higher education institutions in the context of readaptation as:

adaptive-stabilizing: creating conditions for restoring emotional balance and reducing the level of threat;

social-integration: restoring broken social ties and involving applicants in the active public life of the university;

competent: developing self-regulation, empathy, and inclusive interaction skills in students and teachers.

In accordance with the research objectives, a structural and substantive model for forming an inclusive environment of a higher education institution as a factor in the socio-psychological readaptation of student youth in the post-war period has been developed. The model includes four interconnected blocks: target, content, organizational-technological and resultant [2, 8].

The interaction of these blocks and their subordination to the ultimate goal are shown in Figure 1.

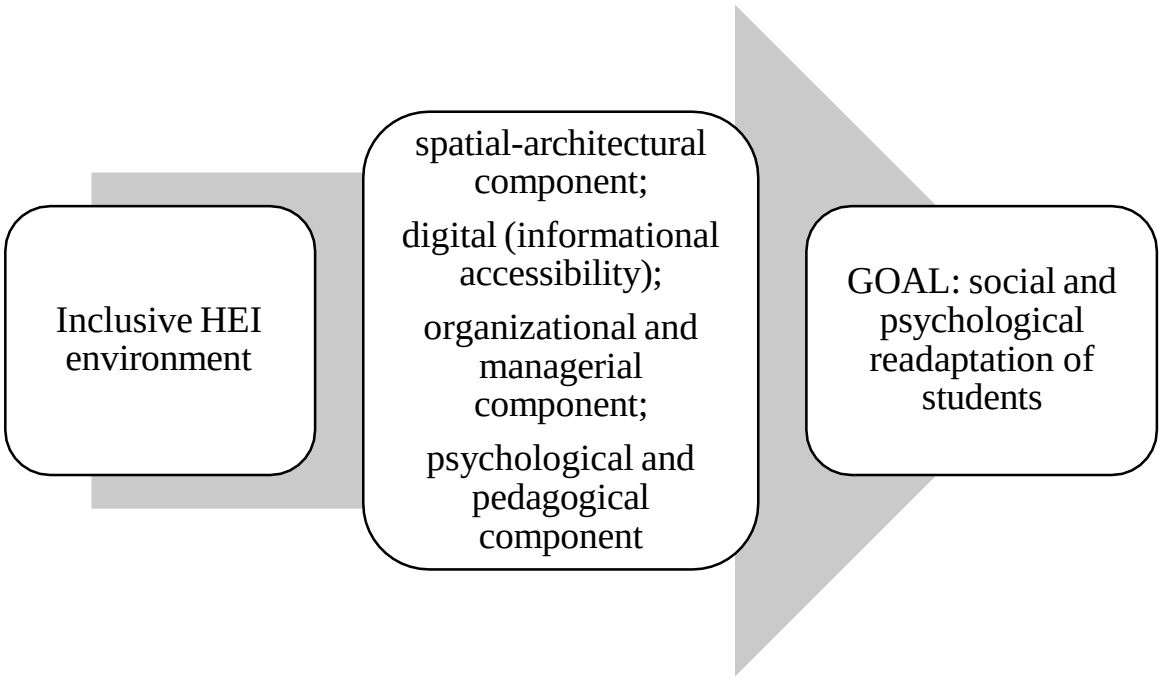

Figure 1 – Structural and functional model of a socially inclusive environment of a HEI

A source: author's development

The implementation of this model involves the student consistently going through four stages of readaptation support: from initial diagnosis to full socio-academic integration (Figure 2).

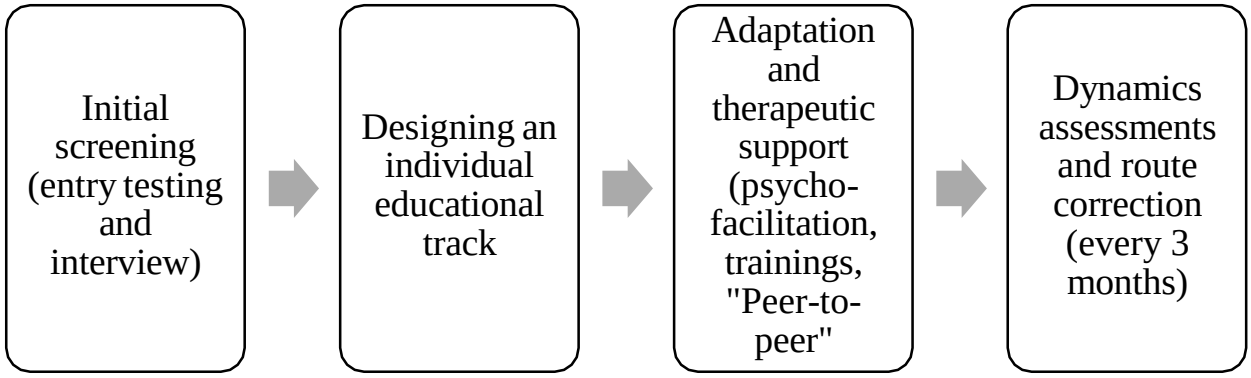

Figure 2 – Stages of readaptation support for a HEI

A source: author's development

The presented stages of readaptation support reflect the cyclical, systemic and individualized nature of support for higher education applicants in an inclusive environment of higher education institutions. The sequential transition from primary diagnostics to the design of a personalized training track and the implementation of psychotherapeutic interventions ensures the minimization of the adaptation barrier. At the same time, regular three-month monitoring creates the basis for prompt adjustment of the educational and rehabilitation route in accordance with the dynamics of the student's mental health.

The criterion for the effectiveness of the model is the positive dynamics in the levels of socio-psychological readaptation of students. In accordance with the requirements for the organization of inclusive education in HEI? The following criteria and their indicators are identified [1, 5, 10]:

1. Motivational and value criterion: the presence of a conscious need to create an inclusive environment, a value-based attitude towards all participants in the educational process.

2. Cognitive criterion: knowledge of the theoretical and regulatory foundations of inclusive education, methods and technologies of work in an inclusive environment.

3. Activity criterion: the ability to implement inclusive practices, provide psychological and pedagogical support, and adapt educational programs.

1. Experimental study of the effectiveness of the model

Summarizing the above, we note that the developed structural and content model

of the formation of an inclusive environment of higher education institutions is based on systemic, activity-based and personality-oriented approaches, takes into account the key functions of the inclusive environment (adaptive, rehabilitation, socialization and developmental) and contains four interrelated blocks. The identified criteria (motivational and value, cognitive, activity) and their indicators allow for a comprehensive assessment of the effectiveness of the proposed model and provide the possibility of its practical implementation in the educational process of higher education institutions in the conditions of post-war reconstruction of Ukraine.

10.4 Experimental study of the effectiveness of the model

To test the effectiveness of the proposed model, an experimental study was conducted at Ukrainian universities. The sample consisted of 350 students (180 in the experimental group, 170 in the control group).

The diagnostic toolkit included: a methodology for diagnosing socio-psychological adaptation (K. Rogers, R. Diamond); a scale for assessing post-traumatic stress disorder (PCL-5); an author's questionnaire for determining the level of inclusiveness of the educational environment; a methodology for studying the level of anxiety (Spilberger-Khanin). The experimental work was carried out in three stages: ascertaining, forming and control. At the ascertaining stage, the initial level of socio-psychological readaptation of students was determined and the main barriers in the formation of an inclusive environment were identified.

The diagnostic results showed that 42% of students have a low level of socio-psychological adaptation, 38% have signs of post-traumatic stress disorder, 45% experience a high level of situational anxiety (Table 2).

As shown in Table 2, the distribution of students by levels of socio-psychological readaptation in the experimental and control groups at the beginning of the study was approximately the same. A high level of readaptation was recorded only in 18% of the experimental group and 17% of the control group, which indicates insufficient formation of adaptation mechanisms in the majority of respondents.

Table 2 – Levels of social and psychological readaptation of students at the ascertaining stage

Level	Experimental group, %	Control group %
High	18	17
Medium	38	40
Low	44	43

A source: author's development

The overwhelming majority of students in both groups were at the average (38% and ;)%, respectively) and low (44% and 43%, respectively) levels. The results obtained indicate the need for targeted work on creating an inclusive educational environment capable of ensuring effective socio-psychological readaptation of student youth in the conditions of post-war reconstruction. The absence of statistically significant differences between the groups ($p > 0,05$) at the ascertaining stage confirms the correctness of further comparative analysis of the effectiveness of the implemented model.

At the formative stage, a model for creating an inclusive environment was implemented, which for teachers included:

creation of an inclusive resource center;

development and implementation of a special course "Fundamentals of managing the development of inclusive education" for teachers;

organization of a system of psychological support for students (individual counseling, group trainings, art therapy classes);

holding educational events for students and teachers on inclusion issues;

creation of conditions for student initiatives aimed at supporting peers.

At the control stage, repeated diagnostics were performed using the same tools. Comparative analysis of the experimental and control groups showed positive dynamics in the experimental group. The results are presented in Table 3.

Table 3 – Comparative diagnostic results at the control stage

Indicator	EG before	EG after	CG before	CG after
High level of adaptation,%	18	41	17	22
Reduction in PTSD (PCL-5) level, points	42,3	28,7	41,8	39,2
Reduction in situational anxiety, points	46,2	34,1	45,8	43,6

A source: author's development

Statistical analysis of the obtained data (Student's t-test) confirmed the significance of the differences between the experimental and control groups ($p < 0,05$), which indicates the effectiveness of the proposed model.

Conclusion

The study substantiates the importance of forming an inclusive environment of higher education institutions as a systemic factor of socio-psychological readaptation of student youth in the context of post-war reconstruction. The analysis demonstrates that the consequences of the war require higher education institutions to go beyond the traditional understanding of inclusion, primarily as a means of ensuring physical accessibility. An inclusive educational environment should be understood as a complex socio-pedagogical and psychological system that combines spatial, digital, organizational-management, psychological-pedagogical components and is focused on the individual needs, capabilities and life experience of students.

The proposed structural-functional model integrates four interconnected blocks – target, content, organizational-technological and effective – and provides a consistent mechanism for supporting readaptation. Its practical implementation is based on four consecutive stages: initial screening and identification of individual needs; development of an individual educational trajectory; provision of adaptive and psychological support; and regular assessment of dynamics with subsequent correction

of the student's educational and support route. This approach allows combining the principles of individualization, continuity, flexibility and systematic monitoring within a single inclusive environment.

Experimental results empirically confirm the effectiveness of the proposed model. At the initial stage, the experimental and control groups demonstrated comparable levels of socio-psychological readaptation, with a high level observed in only 18% and 17% of students, respectively, while a low level was recorded in 44% and 43%. Diagnostic results also revealed significant manifestations of post-traumatic stress and situational anxiety in students, which confirms the need for targeted institutional support, rather than relying solely on individual students' adaptation resources.

After the implementation of the inclusive environment model, the experimental group demonstrated significantly more pronounced positive changes than the control group. The proportion of students with a high level of adaptation increased from 18% to 41%, while the corresponding increase in the control group was from 17% to 22%. The indicators of post-traumatic stress and situational anxiety also decreased more significantly in the experimental group. Statistical analysis using the Student's t-test confirmed the significance of the differences between the experimental and control groups ($p < 0.05$), which indicates the effectiveness of the proposed organizational and pedagogical intervention.

The results obtained allow us to conclude that the effectiveness of inclusive higher education in the post-war period does not depend on a separate event or an isolated support service, but on the coordinated functioning of the entire institutional environment. In this context, barrier-free infrastructure, digital accessibility, flexible educational trajectories, specialized institutional support, psychological assistance, interaction between colleagues and teacher training should act as interconnected elements of a single readaptation system. The key functions of such an environment are adaptive-stabilizing, social-integration and competence-developmental, which together contribute to the restoration of students' sense of security, the restoration of social ties and the development of their ability to engage in inclusive interaction.

The practical significance of the study lies in the possibility of applying the

proposed model in higher education institutions during post-war reconstruction. Its implementation can serve as the basis for the development of institutional inclusion policies, the creation of Centers for the Development and Inclusion of Veterans, the implementation of individual educational trajectories, the strengthening of psychological and pedagogical support, the training of academic staff and the establishment of regular monitoring of the dynamics of student adaptation. Thus, inclusion should be considered not only as a social responsibility of higher education institutions, but also as an important institutional mechanism for restoring human potential, strengthening social cohesion, and ensuring the continuity of professional and personal development of young people.

At the same time, the study indicates the need for further research aimed at expanding the empirical base and testing the proposed model in different types of higher education institutions and among different categories of students affected by the war. Particular attention should be paid to the development of standardized indicators for assessing the inclusiveness of the educational environment, determining the long-term consequences of institutional support, and studying the relationship between inclusive educational practices, psychological well-being, academic persistence, and successful socio-professional integration.

Overall, the results confirm that the formation of an inclusive educational environment should become an integral component of the post-war transformation of higher education in Ukraine. A systematic combination of accessibility, psychological safety, individualized educational support, and social integration creates conditions not only for overcoming the consequences of traumatic experiences, but also for strengthening students' resilience, restoring their educational and social activity, and contributing to the sustainable recovery of Ukrainian society.

Verweise / References

Chapter 10.

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