

ANALYSIS OF PROJECT ALTERNATIVES FOR THE IMPLEMENTATION OF INCLUSIVE RESOURCE CENTERS IN UKRAINE: STRATEGIC APPROACH

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There are about 561 inclusive resource centers in Ukraine. Institutions operate in all regions of Ukraine, but Kyiv region is the leader. There are 41 institutions in Kyiv [4]. The centers are communal, free of charge created on the basis of psychological, medical and pedagogical consultations (reorganization of the existing structure), or on the basis of schools with inclusive classes, or support schools.

Inclusive resource centers are newcomers on the Ukrainian market, however quite many institutions, such as centers of social services for children, parents and youth, private and school psychologists, centers of social and psychological rehabilitation for children with disabilities can be considered to be substitute institutions [2].

The inclusive resource centers are not leaders among the institutions, it ranks third, but it is not worth leaving the institution behind. Inclusive resource centers have recently entered the market, so they are just starting to gain momentum. It should be noted that the greatest privilege of this institution is that, in contrast to competing institutions, the inclusive resource centers is a broad-based institution, as it has the services provided in each institution - competitor separately. This indicator will be used for further development of the institution [1].

To evaluate the project alternatives, the «SPACE» method (strategic position and action estimation) was used. The «SPACE» method presupposes four groups analyses for the organization. After conducting the SPACE-vectors, it can be seen that, the Modern Inclusive and Creative Youth Studio lies in the aggressive quadrant. This means that the company has advantages in terms of external opportunities, avoids external threats and successfully overcomes internal weaknesses. Recommended strategies: vertical integration "backwards", concentric or horizontal diversification, intensive strategies.

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Meanwhile, the Inclusive Education Community and inclusive resource centers are in a competitive vector. This indicates that they are recommended to use all

integration strategies, or intensive ones – entering market, market development, or a kind of a protective strategy - the creation of a joint venture.

As for the Theater of Special People, it is located in a protective quadrant. The company is forced to focus on reducing internal weaknesses and avoiding external threats. Therefore, such companies may choose one of the protective strategies: reorganization or liquidation or, in some cases, concentric diversification.

Thus, we can see that all alternative projects are located in different quadrants and will use different market entry strategies.

It is also necessary to mention, that there are different models of resource centers in the world, which is partly determined by the needs of target audience or the amount of services provided. As a rule, resource centers around the world often perform 2 roles:

- 1) providing support to individuals with special needs;
- 2) providing support to the school, family and community in which they are involved [3].

There are two main models of resource centers.

The first model means provision of services by various specialists (occupational therapist, physiotherapist, speech therapist, correctional teacher, medical workers, other specialists) in the persons' place of residence. Resource center specialists can provide consulting and information services directly to parents of children with disabilities, teachers of educational institutions, where such children study; other members of the local community. Along with the provision of these services, the resource center also supplies with relevant resources. For example: equipment to increase mobility and independence of people with physical disorders; communication device together with software, information materials, etc. Resources can be given on the basis of a short- or long-term loan. Centers often use equipment rotation or alternate use.

The second model of the resource center delivers services directly on the basis of the center. Parents and children with special educational needs, workers of other educational institutions, other professionals visit the center to get the necessary support. Services provided on the basis of the center may include expert advice on the implementation of the necessary adaptations or modifications, training of certain methods of working with children with mental and physical disabilities, and so on. Resource utilization and allocation are similar to the first resource center model [9].

The main factor influencing the choice of a particular model of resource center is a geographical one - according to the first model (remote service model) there are resource centers that deliver services (resources) to people living in remote areas or for whom it is difficult to come there. In this case, the services and resources provided at the person's place of residence with special needs may be supplemented with the resources available online or via the Internet.

In addition, when choosing a model of the resource center the needs of the target groups - adults and children with disabilities, as well as their families are taken into account. It goes without saying that besides the geographical factor, the choice of resource center model depends on the availability of relevant specialists and resources. However, the primary focus remains on changes in the environment - in the family, school and local community as well. After it there is still a reduction of the number of

consequences of developmental disorders or disability for the successful integration of a person with special needs in the society.

References:

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