Svitlana NESTERENKO, Doctor of Economics, Professor,
Higher Education Institution 'Open International UNIVERSITY of Human Development 'UKRAINE'
Rostyslav DUBAS, Doctor of Economics, Professor,
Higher Education Institution 'Open International UNIVERSITY of Human Development 'UKRAINE'
Maryna SKAZHENNYK,
Higher Education Institution 'Open International UNIVERSITY of Human Development 'UKRAINE'

INCLUSIVE APPROACHES TO DEVELOPING DIGITAL AND ENTREPRENEURIAL SKILLS IN STUDENTS

Abstract. The study is devoted to the analysis of inclusive approaches to the formation of digital and entrepreneurial skills of students in the context of modern transformations in higher education. It considers the factors that determine the need for accessible and adaptive educational practices capable of providing equal opportunities for students with different levels of training and social needs. The study focuses on the importance of digital infrastructure, university support services, blended learning formats, and inclusive educational technologies in improving the quality of youth preparation for the modern labour market. The importance of integrating the principles of inclusion into the process of developing entrepreneurial competencies is outlined, which contributes to the formation of a more diverse and competitive youth environment. The findings are considered in a broader socio-economic context, taking into account global trends in digitalisation and innovative development.

Inclusive approaches to developing digital and entrepreneurial skills among students have become one of the main areas of focus in the modernisation of education systems in Europe and around the world. According to UNESCO, more than 40% of young people in developing countries do not have sufficient access to digital resources [1], which hinders the development of technological competencies and effectively limits the participation of young people in the global digital economy. This gap creates not only social but also economic inequality, as digital training is becoming a basic prerequisite for

access to quality education, the modern labour market and entrepreneurial opportunities. Therefore, inclusion in digital education is now seen not only as a social policy but also as a tool for long-term economic growth, human capital development and enhancing the competitive advantages of the state.

One of the most important aspects of digital skills development is the availability of infrastructure, which includes both technical resources and adaptive interfaces for learning platforms. According to a World Bank report, in higher education institutions, student access to digital learning platforms increased by 35% after the introduction of universal solutions — adaptive interfaces, high-contrast modes, subtitles, voice descriptions, and tools for people with hearing or visual impairments [2]. As a result, the number of students who are forced to interrupt their studies due to a lack of technical or cognitive accessibility is decreasing. In Ukraine, these trends are supported by the state programmes 'Digital Education' and 'Action.Education', which provide barrier-free access to online courses and digital educational resources for various groups of students, including persons with disabilities, internally displaced persons and recipients of educational services with low levels of digital literacy.

Inclusiveness in the development of entrepreneurial competencies is also becoming strategically important, as the digital economy needs enterprising professionals who are capable of generating innovation in conditions of instability and global competition. European Commission research shows that participation in inclusive entrepreneurship programmes increases the likelihood of starting a business by up to 20% [3]. In addition, participants demonstrate a higher level of risk tolerance, better project management skills and a broader understanding of corporate social responsibility. Incubators, accelerators, microgrants in finance and mentoring programmes significantly increase the economic activity of students from vulnerable groups by providing them with the tools to put their entrepreneurial ideas into practice. For example, the European Institute of Innovation and Technology (EIT) acceleration programmes support inclusive start-ups, where up to 30% of participants are young people with limited access to traditional entrepreneurial education environments.

An important component of developing digital and entrepreneurial competencies is the formation of soft skills. According to UNICEF, students who

study in an inclusive environment are 18% more likely to demonstrate higher levels of creativity, emotional intelligence, and teamwork [5]. Inclusive group projects, blended learning, digital simulations, and a project-based approach promote the development of critical thinking and the ability to work in a multicultural environment. It is these skills that increasingly determine the success of young people in the labour market, where the value of interdisciplinary and communication competencies is growing.

The importance of digital platforms, which are becoming the main tool for inclusion in the educational environment, deserves special attention. Modern LMS systems (Canvas, Moodle, Coursera, Zoom Education) use machine learning algorithms to personalise learning paths, allowing for the individual needs of students, their learning pace, and specific accessibility barriers to be taken into account.

Access to the digital entrepreneurial ecosystem is an important component. These include platforms for creating start-ups, virtual business laboratories, online hackathons, courses in financial technologies, e-commerce, and digital marketing.

Ukraine is demonstrating positive dynamics in creating an inclusive educational environment that meets the needs of the modern economy. In particular, the government is developing the program "Barrier-Free Higher Education", which provides for the accessibility of electronic resources, universal design of educational buildings, digital adaptation of educational materials, and the creation of support centres for students with special needs. International technical assistance programmes — USAID, Erasmus+, UNDP — open up opportunities for people from vulnerable groups through grants, internships, start-up competitions and digital learning projects. This creates conditions under which inclusiveness becomes a systemic principle of higher education development and the training of competitive young people.

In summary, inclusive approaches to the development of digital and entrepreneurial skills among students have a significant impact on their competitiveness and economic activity. They contribute to the formation of an educated, technologically literate, socially active generation capable of working in the global digital world, creating innovative solutions and contributing to the development of the knowledge economy. In today's world, inclusiveness is not a

secondary element, but a central condition for a successful education policy that ensures a sustainable future for young people and society.

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