

INCLUSIVE EDUCATION: BUILDING SPACES OF EQUALITY AND SUPPORT FOR ALL STUDENTS

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Abstract: The question of the effectiveness of the inclusive education program with the provision of the principle of equality is becoming more and more relevant in the conditions of modern educational and social challenges due to the growing several pupils and students with disabilities. The problem of the research is to determine the optimal approaches to building spaces of equality and providing support for all participants of the educational process, taking into account their individual needs. The purpose of the article's research is to analyze modern strategies of inclusive education using digital technologies and ensuring legal principles of equality. Particular importance is attached to the need to improve pedagogical competencies based on the experience of European countries, which will contribute to improving the quality of educational services for students with special educational needs. The article examines the legal aspects of equality in education, the importance of adapting digital infrastructure, the experience of developed countries, and the role of pedagogical innovations in creating an inclusive educational environment. On the basis of the proposed methodology, the key areas of development of inclusive education are determined, including the integration of technologies, strengthening of professional training of teachers and development of comprehensive educational programs. The results of the study emphasize the need for further development of inclusive educational strategies, taking into account changes in the labor market and guaranteeing equal access to quality education for all students. The main challenges and prospects of inclusive education are outlined, taking into account the current trends of socio-economic development, and recommendations are offered for the effective integration of inclusive approaches into the educational process. The results of the article highlight the critical role of inclusive education in providing equal opportunities for the development of each individual, emphasizing the need for a comprehensive approach to its implementation.

Keywords: inclusive education, principle of equality, people with disabilities, digital infrastructure, pedagogical competences, legal principle, innovative technologies, multicultural integration.

1 Introduction

In recent decades, humanity has witnessed a constant increase in the variety of pupils and students with disabilities entering educational institutions at various levels of accreditation. The growth is due to significant advances in the medical field that have allowed children with various physical and mental challenges to live full lives, globalization processes that have contributed to population migration, as a result of which schools and universities have become more multicultural. The increase in the numerous students requires the adaptation of educational systems so that they can satisfy the principle of equality and accessibility for all students. Opportunities to deal with modern challenges include the development and implementation of inclusive educational programs, training of teachers and school administrators in effective methods of working with students with special educational needs. Providing physical access to learning spaces and integrating learning materials with new digital standards is critical to creating a fair and equitable learning environment.

The legal principle of equality between students and students with disabilities is recognized at the international level and in many national laws. It requires formal recognition of the right to education for all, creation of conditions under which every student can fully interact with the educational process and gain knowledge. In a changing labor market, where digital skills are becoming increasingly important, providing a digital infrastructure for inclusive education is of particular importance. Schools and universities focus on high-speed Internet access, adapted digital learning platforms and essential tools for learners with unique requirements. Digitization of education will ensure

equal access to education and prepare students for the challenges of the future labour market.

The improvement of pedagogical competences is especially relevant in the conditions of global changes in the educational field. Focusing on the experience of European countries, where inclusive education has a long history of development and significant successes, should become a useful source of inspiration and practical solutions. European educational systems use innovative approaches to learning through project-based learning methods, gamification, integration of social and emotional learning into academic programs, which are an example of the best adaptation of students with different needs. The exchange of experiences between teachers from different countries can contribute to the development and implementation of effective pedagogical strategies based on the principles of equality, respect and support. Cooperation will improve the quality of inclusive education and create a solid foundation for preparing future generations to live and work in a globalized world.

The purpose of the article is to analyze the effective strategies of inclusive education in order to build spaces of equality and provide support to all participants in the educational process, especially students and students with disabilities. The main problem is to define and adapt educational systems to the growing needs of the pupil and student contingent, considering their specific requirements and ensuring equal access to educational resources through digital transformation. The tasks of the research include the study of modern approaches of European countries to inclusive education, analysis of legal aspects of equality and accessibility of education, assessment of the impact of digital infrastructure on inclusive educational processes. The practical value of the research lies in the contribution to the development of inclusive education, providing recommendations for educational institutions regarding the implementation of effective inclusive practices and strategies, forming the basis for further scientific developments in this important social sphere.

2 Literature review

The matter of inclusive education around the world is considered through the prism of finding effective strategies for building spaces of equality and providing support for all students. Considerable attention was paid in the study (Makopoulou et al., 2022) to the experience of European countries in the implementation of inclusive practices at the level of university education. A scientist (Kielblock & Woodcock, 2023) analyzes the influence of national educational policies on the development of inclusive programs and approaches in universities, pointing out the importance of adapting curricula to the needs of all students. A scholar (Hazir & Harris, 2023) examines the role of technology in increasing the accessibility of education for students with disabilities, emphasizing the need for the development and implementation of innovative educational tools. The article (Chin, 2023) focuses on the concern of intercultural competence of teachers as a key factor in the success of pertaining to integrated schooling. The work (Mansur et al., 2023) highlights the methods of formation and development of pedagogical competence in interaction with learners requiring unique accommodations.

As outlined by (Armstrong et al., 2023), the use of interactive digital technologies for the integration of inclusive programs should stimulate the level of learning outcomes. This approach is also implemented in the article (Susilawati et al., 2023), which allows for a more complete understanding of the impact of inclusive practices on the educational experience of students. The author (Done & Andrews, 2020) uses statistical methods between the implementation of inclusive technologies and the academic performance of students, providing valuable data for the further development of policies in the field of education. The

article (Yasin et al., 2023) deals with the ethical criteria of inclusive education, which require careful consideration of geopolitical challenges and their possible development in the diplomatic environment.

The scientist (Rojo-Ramos et al., 2022) notes that the importance of ensuring confidentiality, protecting the personal data of participants and ensuring their free and impartial participation in empirical research should become a priority. According to (Naami & Mort, 2023), there is a need to adapt the research methodology to rapidly changing social and political conditions in order to ensure relevance and relevance to modern challenges. According to (Merrigan & Senior, 2023), special attention is paid to the development and implementation of strategies that can effectively respond to geopolitical changes, while ensuring inclusiveness and accessibility of education for all students. As highlighted in research (Page et al., 2023), the potential for international cooperation is constantly growing due to the importance of legal norms in the educational environment among the countries of the world. The author (Xue et al., 2023) points out that inclusive education requires educational institutions to restructure curricula and create an innovative learning environment where every student will feel valued and involved in the learning process in the post-pandemic period. The article (Azorín & Martínez, 2023) emphasizes the variability of interdisciplinary cooperation between educators, psychologists and social workers for the implementation of inclusive programs, which can be aimed at meeting the various needs of students with disabilities. As noted by (Donath et al., 2023), European countries demonstrate significant success in integrating inclusive practices into higher education through the use of innovative technologies and teaching methods, taking into account the personalized characteristics of students.

According to Jury, 2023, social integration should be implemented during the formation of an inclusive education strategy to ensure equality and overcome manifestations of discrimination. The author (Sirem & Çatal, 2023) claims that the construction of socio-economic infrastructure and the creation of appropriate conditions for integration into the economically active population can become the most important means of the modern public scientific space. The scientist notes (Makhambetova & Magauova, 2023) that compliance with legal norms and principles is key to conducting research in the field of education, because when working with students with special needs, the vulnerability of the social group must be taken into account. The researcher (Walton, 2023) claims that international cooperation should act independently of economic and political competition and form flexibility in approaches to inclusive education. The article (Ari et al., 2022) discusses the potential development of digital education for students with disabilities, emphasizing the need to integrate global and local strategies to address the changing global labor market. Therefore, the review of publications shows the difficulty of inclusive education in ensuring the qualitative principle of equality in modern conditions, requiring further research to develop effective and innovative approaches.

3 Methods

The research procedure is based on the evaluation of inclusive education based on the principles of equality and accessibility of education, and provides a comprehensive approach to studying the experience of European countries and the educational practices of universities. The study aims to identify key strategies used to support students with special needs and evaluate how inclusive practices are integrated into the educational process. Data collection was carried out through a critical analysis of empirical studies of journalistic publications, official documents of educational institutions and existing corporate, government practices in the field of education. Special attention is paid to analyzing inclusive education programs at leading universities to identify the most effective methods and approaches that can be adapted or modified for wider implementation. To achieve the goals of research, empirical

investigation techniques were employed, which include qualitative and quantitative methods. Qualitative analysis involves a detailed examination of European universities and state education policies in order to process internal views on inclusive education. Available methods include analyzing statistical data on the need to improve inclusive programs, evaluating the effectiveness of different approaches, and predicting their number due to the increase in many students with special needs. The methodology allows analyzing the state of inclusive education in Europe and identifying trends, challenges and best practices that can be recommended for implementation or improvement. Research on inclusive education, issues of ethical criteria occupy a central place, given the sensitivity of the topic and the need to protect the rights of the research object as a vulnerable social group. Considering the geopolitical challenges of migration crises and political conflicts is important for understanding the impact on inclusive education and developing strategies that can mitigate the potential effects of threats. Research into the development of inclusive education includes adapting to changing conditions, finding new solutions to ensure equal access to education for all students, regardless of their needs, and developing flexible educational programs that reflect global and local educational needs.

4 Results

In the period after the spread of the COVID-19 pandemic, a number of problems and challenges faced by inclusive education have emerged. The pandemic has had a significant impact on education systems around the world, particularly affecting students with special educational needs. The transition to online education due to school shutdowns created barriers to access to inclusive education, as not every learner enjoyed uniform access to digital technologies and support. The absence of direct interaction with educators and classmates, coupled with social seclusion, complicated the learning journey, especially for individuals requiring extra assistance. Situations exposed the necessity for the continued enhancement of inclusive educational materials and tactics capable of enduring future crises of a similar nature.

The use of digital technologies in inclusive education plays a key role in surmounting obstacles and guaranteeing equal access to educational materials for all students. E-textbooks, educational programs, interactive platforms and other digital tools can be adapted to the individual needs of students, providing support for those with learning disabilities. Along with the advantages, digitalization has also brought multiple problematic issues regarding ethics, equal access and protection of personal data. Not all students have equal entry to digital resources (devices and internet connectivity), thereby exacerbating educational disparities. There is a risk of misuse of personal information and a lack of attention to the digital well-being of students. A balanced strategy requires educational institutions and politicians to develop effective means of influence that would ensure the safe and ethical use of digital technologies in education.

Inclusive education in modern Europe reflects the growing understanding and acceptance of the guarantee uniform learning chances for everyone. This approach is based on the principle that every child has the right to a quality education that takes into account his individual needs and capabilities, regardless of physical, intellectual, social or economic limitations. The development of inclusive education in Europe is supported by international legislation in the form of the UN Convention on the Rights of Persons with Disabilities, which encourages countries to create barrier-free education systems. European countries are actively working on the integration of inclusive education into national education systems, implementing legislative and regulatory changes, developing teacher training programs, and introducing the latest educational technologies and methods. The principles of building universal education on the basis of equality are depicted in Figure 1., among the most powerful countries in Europe in regarding the caliber of schooling.

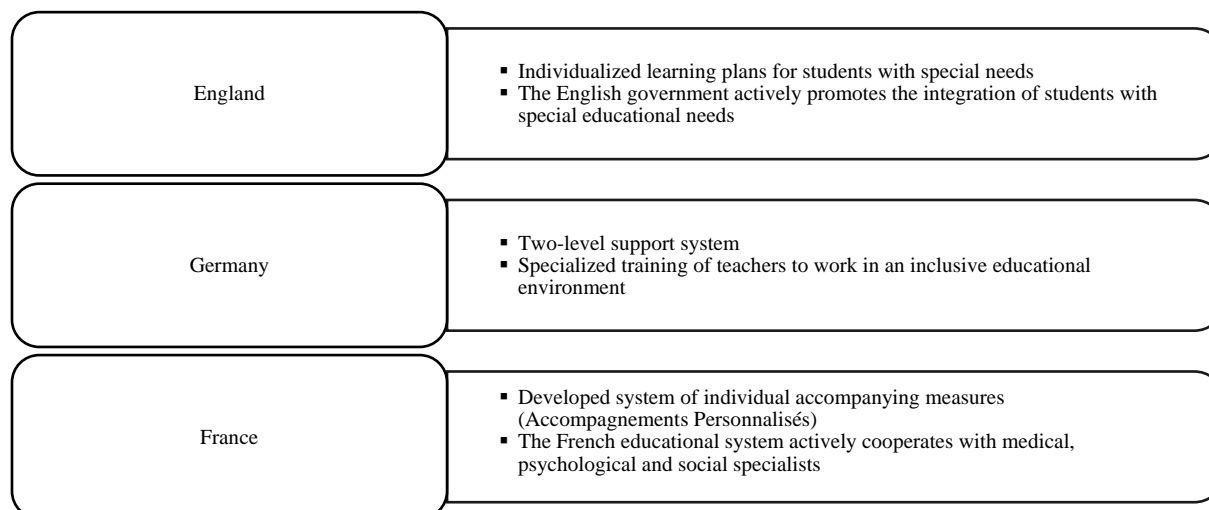


Figure 1. Principles of inclusive education in England, Germany and France

Source: developed by the authors

In the Scandinavian and Baltic countries, special education is based on the principles of equality, democracy and respect for the rights of every child. They are known for their innovative approaches to education, which include early identification of educational needs, integration of special and general education programs, and an emphasis on individualized learning. Finland implements the concept of “school for all”, where special attention is paid to adapting the learning environment to the needs of each student. The Swedish education system emphasizes inclusive pedagogical strategies that promote the participation and success of students with diverse educational needs. In Estonia, Latvia and Lithuania, the development of inclusive educational programs is financed, which emphasizes the joint efforts of the Baltic countries in the direction of cooperation.

The multinational community in Europe is distinguished by its cultural, linguistic and ethnic diversity, acting as a driving catalyst for the development of inclusive education. In the world, most countries are actively forming cooperative educational projects aimed at the integration and support of students with different cultural and linguistic aspects. Joint projects include international partnerships between schools, exchange programs for teachers and students, as well as joint research initiatives aimed at sharing experiences and best practices in the field of comprehensive education. Such interaction contributes to the expansion of the educational potential of participants and forms a deeper understanding and respect for cultural diversity, which is a key element of integrated schooling (Suprun, 2023).

Pedagogical practices aimed at the formation of equality among students in the context of unified education are the foundation for creating a fair and effective educational environment. The use of differentiated instruction, individualized approaches, and positive support allows teachers to respond to the unique needs of each student, promoting their active participation and academic progress. Pedagogical practice is about developing social skills and emotional intelligence that help students interact effectively with each other and maintain a positive school culture. A key element is the creation of an inclusive environment where each learner is cherished and embraced, which promotes mutual understanding, tolerance and mutual respect within the educational institution’s collective. Features of the approaches and their implementation with practical value are shown in Table 1.

In today’s world, we are witnessing a significant increase in the multitude students with special educational needs, which is stimulated by a number of factors, including geopolitical issues and advances in medicine. Geopolitical conflicts and migration crises mean that more and more children with traumatic

experiences need specialized educational support to adapt to new social and educational environments. Advances in medicine are contributing to a higher level of newborns, but with serious medical problems, who need access to education, according to the human rights framework. In turn, the question arises for educational systems regarding the task of adaptation and development of inclusive approaches capable of satisfying a wide range of students’ needs, while ensuring their full inclusion in the educational process.

Table 1. Statistical data on the use of information and communication technologies in the pedagogical process for the period from 2021 to 2023

Approach	Characteristic	Realization
Individualized training	Development of individual study plans to meet the unique needs of each student.	IEPs, adapted materials
Supporting diversity and inclusion	Creating an environment that welcomes and supports student diversity, promoting equality and acceptance.	Non-discrimination policies, inclusive clubs
Professional development of teachers	Giving teachers access to training and resources to improve their effectiveness in the inclusive classroom.	Trainings, online courses
Cooperation with families and the community	Inclusion of students’ families and the local community in the learning process to ensure comprehensive support.	Parents’ meetings, cooperation with NGOs
Accessibility and adaptation of the learning environment	Ensuring physical, sensory and technological accessibility of learning spaces for all students.	Barrier-free access, adaptive technologies
Interdisciplinary support	Involvement of specialists from various fields to provide comprehensive support to students with special needs.	Consultations of psychologists, therapeutic services

Source: developed by the authors

The latest technologies for teaching inclusive education open up unlimited opportunities for the development of digital technology parks and data centers to support various student needs. Interactive platforms, e-textbooks and adaptive software allow students to work at their own pace and based on their unique skills and passions. The use of electronic games and learning stimulation methods can further personalize the learning

process by automatically adapting materials to the needs of each student. For example, a range of students is constantly increasing

in England, which is shown in Figure 2.

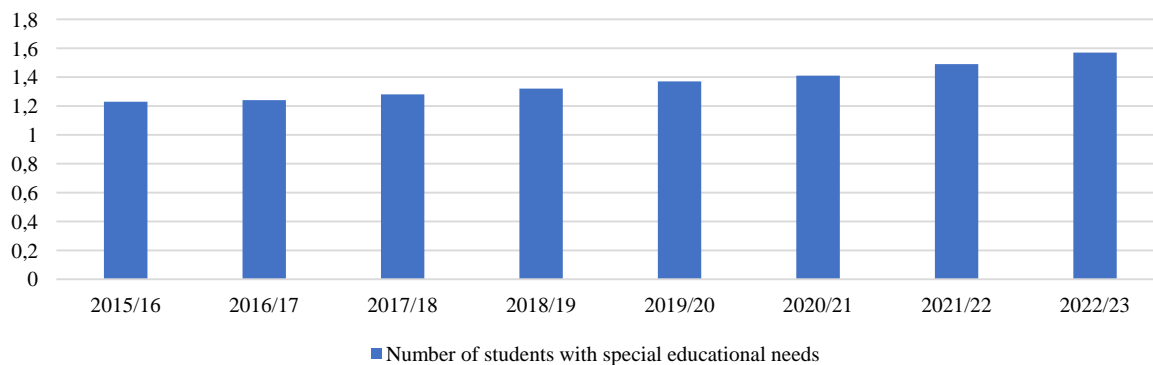


Figure 2. Number of students with special educational needs in England from 2015/16 to 2022/23 (in millions)
Source: Compiled based on Statista (2024)

The importance of considering ethical issues in the field of universal education becomes special due to the provision of equal opportunities for all students. Violation of rights exacerbates the issue of respecting the rights and dignity of every person, preventing discrimination on any grounds, and guaranteeing access to quality education. The moral foundations of equitable schooling touch on confidentiality matters, the customization of learning plans, and the application of appropriate evaluation techniques that consider the distinct attributes of every student. Challenges related to ethical aspects require educational institutions to adapt policies and practices to develop a culture based on the principles of inclusiveness, tolerance and mutual respect (Suprun, 2018).

Further prospects for the formation of inclusive education in the future vary from the continued integration of innovative technologies to bolstering global collaboration in this domain. Ensuring the development of digital educational resources and adaptive technologies is expressed in a personalized approach to learning, while reducing barriers for students with special needs. Growing globalization and intercultural exchange are transforming the norms of international standards of inclusive education, which will allow joining the efforts of different countries in ensuring equal access to education for all. Implementation of legal perspectives will require significant efforts from governments, educational institutions and the public to create inclusive, accessible and adapted education systems for the needs of all students.

5 Discussion

The issue of inclusive education with the aim of building spaces of equality and support for all students remains a promising direction for discussion. The results confirmed that the implementation of inclusive technologies, which was emphasized by (Opoku-Nkoom & Ackah-Jnr, 2023), does increase the accessibility and effectiveness of education for students with special needs, but requires significant resources and training for teachers, similar to the findings. Research (Nwosu et al., 2023) confirmed the thesis of the importance of interdisciplinary cooperation, as the integration of efforts of psychologists, social workers and educators should create an effective inclusive educational system. According to (Ginja & Chen, 2023), geopolitical challenges and migration crises have been found to pose even greater challenges to inclusive education than previously anticipated, requiring adaptability from the digital education system. Ethical factors are emphasized (Karisa, 2023), who focused on the need to protect participants' personal data, especially in online learning. Our own research results, compared to the work (Efendi et al., 2022), allow us to emphasize the importance of an individualized approach in inclusive education, which is the key to success in the implementation of educational programs for students with various needs. The conducted analysis (Makopoulou et al., 2022) indicates the emergence of new methods of evaluating the effectiveness of inclusive programs, which is partially implemented in the experience of England, Germany and France. The practical result

(Sirem & Çatal, 2023) refers to the ethical considerations of protecting the rights of students in the process of implementing inclusive education, which is confirmed by the demand for growth based on the principle of equality. Confirmed theses of the article (Xie et al., 2023) regarding the potential risks of globalization of educational strategies without proper consideration of local cultural and socio-economic contexts. The author (Azorin & Martínez, 2023) emphasizes the need for further research on inclusive education with an emphasis on intercultural and interdisciplinary aspects, the approach of which is emphasized in his own analysis. It is worth agreeing with the statement (Jury et al., 2023) in the priority of developing digital solutions for students with special needs for further integration into the socio-economic space. So, based on the exploration of problematic issues, the problematic existence of ethical and digital solutions for inclusive education was revealed, which requires an individualized approach with an understanding of the specifics of local conditions and needs.

6 Conclusions

Thus, the appraisal of holistic education today shows that it is becoming more and more important and relevant in the conditions of a globalized world, where the cultural, ethnic, and socio-economic diversity of the population is constantly growing. The current cycle of events is taking place against the background of an increase in countless students with special educational needs, which is caused by both geopolitical changes and advances in medicine. Innovative technologies and approaches in the form of virtual reality, adaptive learning, provide unprecedented opportunities for personalization of education and its adaptation to the needs of each student. In turn, the corporate policy contributes to the creation of an accessible learning environment where every student, regardless of their individual characteristics, can achieve success. Such changes in the educational landscape require educators, politicians and the public to deeply rethink traditional approaches to learning and teaching. There are numerous problems and challenges on the way to the implementation of inclusive education. One of the biggest challenges is ensuring equal access to educational resources for all students, especially in remote or less developed regions. Physical access to schools and educational materials should be improved, but access to the latest technologies and the Internet remains equally important. The challenges of the COVID-19 pandemic have revealed the vulnerability of education systems to unpredictable global crises, highlighting the need for greater flexibility and adaptability in approaches to learning. To overcome them, it is necessary to take an array recommendations and measures for the further development of inclusive education. The focus should be on ensuring universal access to quality Internet infrastructure and educational resources for all students. It is necessary to develop global and national standards for the protection of student data and the ethical use of educational technologies. In order to overcome cultural and language barriers, it is necessary to implement more inclusive educational programs that take into account the diversity of the student body. Promotion

of international cooperation and sharing of best practices in the field of inclusive education should extend to the practice of educational practices among most civilized countries in the world to stimulate innovation and improvement in this important area. The measures will help create a strong and sustainable foundation for inclusive education that can meet the needs of all students in the foreseeable future.

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Primary Paper Section: A

Secondary Paper Section: AE, AM