

projects that incorporate natural sciences, social sciences, humanities, and other fields of knowledge.

Working in teaching teams enables educators to use instructional time more efficiently, enhance the effectiveness of lessons, and strengthen their practical orientation. According to experts, team teaching offers significant opportunities for optimizing the implementation of the principle of interdisciplinarity in educational and upbringing processes (IPPF, 2006a).

Since the Scandinavian countries are characterized by culturally diverse populations, it is also important to educate students about different cultural approaches to family life and interpersonal relationships.

These and other approaches help students understand the essential aspects of family life and the characteristics of building healthy and stable family relationships.

Keywords: family formation, Scandinavian countries, a comprehensive educational approach, formal & non-formal education, social & psychological support.

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FAIR EDUCATION FOR ALL: EQUALITY, EQUITY AND JUSTICE IN THE EUROPEAN EDUCATION AREA

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This thesis examines the concepts of equity, equality, and justice in the context of education policy across European Union (EU) countries. It distinguishes between these interrelated but distinct terms, analyzes their application in EU strategic frameworks and national practices, and provides comparative examples. Drawing on policy documents, academic literature, and empirical insights, the analysis highlights how EU member states navigate the shift from formal equality toward targeted equity measures to

promote inclusive, high-quality education. The discussion underscores persistent challenges amid socioeconomic disparities, migration, and crises like COVID-19, while emphasizing pathways for greater educational justice.

Education is a fundamental right enshrined in EU treaties and international frameworks, yet achieving fair outcomes remains complex. The European Pillar of Social Rights affirms everyone's right to quality and inclusive education. EU cooperation, particularly through the European Education Area (EEA) and the Strategic Framework for European Cooperation in Education and Training (2021–2030), prioritizes “improving quality, equity, inclusion and success for all” (European Commission, EACEA, & Eurydice, 2020).

This thesis explores the conceptual differences between *equality*, *equity*, and *justice* in education, their evolution in EU policy, implementation variations across countries, and implications for practice. It draws on sources like Eurydice reports, OECD analyses, and UNESCO definitions to compare understandings and policy outcomes (OECD, 2023).

Conceptual Distinctions: Equity, Equality, and Justice: the terms are often used interchangeably but carry nuanced meanings critical for policy design.

Equality in education typically means providing the same resources, opportunities, or treatment to all students, regardless of background. It aligns with procedural justice – equal access and non-discrimination (e.g., same funding per pupil or uniform curricula). Critics note it assumes a level starting point, which rarely exists, potentially perpetuating disparities.

Equity goes further by focusing on fairness and addressing individual or group needs to achieve comparable outcomes. It involves differential support to compensate for disadvantages (e.g., extra resources for disadvantaged schools or tailored language support for migrants). Equity links to distributive justice, recognizing unequal starting points. As the Council of the EU notes, equality and equity are not identical; systems must move beyond “one-size-fits-all” approaches. OECD and UNESCO emphasize equity's dual dimensions: fairness (personal circumstances should not hinder potential) and inclusion (minimum standards for all) (UNESCO, 2017).

Justice is the broadest, encompassing both equality and equity within a moral and systemic framework. Educational justice often refers to social justice – remedying structural inequalities, promoting human rights, and ensuring long-term societal fairness. It may require systemic reforms (e.g., addressing segregation or bias) to achieve sustainable equity. Equity is frequently positioned as a means toward justice, while equality provides a baseline (European Agency for Special Needs and Inclusive Education, n.d.).

In EU discourse, these concepts intersect with inclusion, diversity, and non-discrimination. Nordic models, for instance, historically emphasize equality of results alongside equity measures, though tensions arise when targeted support reduces uniformity. Espinoza's framework highlights that equity may involve unequal resource distribution for fair outcomes, contrasting with equality's demand for sameness.

EU policy has evolved from equality-focused anti-discrimination to equity- and inclusion-oriented approaches. The 2021–2030 Strategic Framework prioritizes equity as a core dimension alongside quality and inclusion. Initiatives like the Pathways to School Success, Erasmus+ inclusivity enhancements, and strategies for Roma, disabilities, and gender equality operationalize these concepts.

Eurydice analyses show policies promoting equity include early investment in ECEC, later tracking, reduced grade repetition, and targeted funding. The EEA working group on equality and values facilitates mutual learning.

Justice aspects appear in broader social cohesion goals, linking education to the UN SDGs (e.g., Quality Education, Reduced Inequalities) and addressing war/disaster resilience in contexts like Ukraine's EU integration aspirations.

Comparative Perspectives Across EU Countries: implementation varies due to national traditions, decentralization, and socioeconomic contexts.

Nordic Countries (e.g., Finland) exemplify strong equity traditions within egalitarian welfare states. Finland's comprehensive school model delays tracking, provides universal support (e.g., individualized plans, school meals, health services), and emphasizes school autonomy with equity values embedded in local curricula. This has yielded high performance with low variance in PISA results, decoupling outcomes from background. Equity here blends equality of opportunity with targeted inclusion (Buchholtz, 2021).

Germany features a tracked system (early differentiation into academic/vocational paths), which can exacerbate inequalities despite equity efforts like support for disadvantaged schools and gender initiatives in higher education. Recent policies address inclusion for migrants and those with disabilities, but regional variations (*Länder*) influence outcomes.

France emphasizes republican equality (same treatment for all), with centralized policies like priority education zones (*éducation prioritaire*) for disadvantaged areas to advance equity. Challenges persist with urban-rural and immigrant gaps.

Southern and Eastern European countries often face greater disparities linked to funding and migration. EU strategies (e.g., anti-racism, Roma inclusion) push equity measures, but implementation depends on national capacity.

Cross-EU comparisons (PISA, Eurydice) reveal that systems with higher public spending on primary education, inclusive ECEC, and limited early selection achieve better equity. However, marketization and school choice can undermine equity in some contexts (Council of the European Union, 2017).

Despite progress, gaps remain: socioeconomic status strongly predicts outcomes; rural, migrant, Roma, and disabled students face barriers; gender imbalances persist in STEM. COVID-19 widened inequalities, highlighting needs for resilient, equitable systems.

Tensions include equity vs. equality (targeted measures may appear “unfair” to some) and standardization vs. autonomy. Justice requires addressing root causes like poverty, not just symptoms (Buchholtz, 2021).

Equity, equality, and justice form a continuum in EU education: equality as baseline, equity as corrective mechanism, and justice as overarching goal. EU frameworks provide coherence, but success depends on national adaptation and evidence-based investment.

Recommendations include: sustained funding for disadvantaged contexts; teacher training in inclusive practices; monitoring via robust indicators; and cross-border learning. For Ukraine and candidates, alignment with EU equity standards supports euro integration in education.

Achieving educational justice demands ongoing commitment to fairness, recognizing diverse needs while upholding shared rights.

Keywords: equity, equality, justice, education policy, EU countries.

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PARENTS' AND STUDENTS' EXPECTATIONS FOR IMPROVING THE INFORMATION-DIGITAL ENVIRONMENT OF AN EDUCATIONAL INSTITUTION: RESEARCH RESULTS

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In the context of the rapid development of digital technologies, the continuous updating and improvement of digital education is becoming particularly relevant. To assess the effectiveness of the information-digital environment (IDE) of a general secondary education institution (GSEI), it is necessary to regularly monitor all participants in the educational process. This helps identify their needs and expectations, eliminate shortcomings, and improve the digital environment of the educational institution through data collection and analysis. Such activities are of particular importance during