

REVIEW

Innovative Approaches to the Implementation of Inclusive Education in Higher Education Institutions of Ukraine

Enfoques innovadores para la implantación de la educación inclusiva en los centros de enseñanza superior de Ucrania

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ABSTRACT

Introduction: in the contemporary scientific discourse, inclusion is recognized as a key component of quality education. This study aims to analyze modern scientific works on innovative approaches to implementing inclusive education in higher education institutions of Ukraine. It also seeks to identify key trends, current challenges, and prospects in this area.

Method: based on the PRISMA approach, the study analyzed 52 items of scientific sources published between 2015 and 2025 that were thematically related to inclusive education and innovation. Thematic analysis was used to process the papers.

Results: the academic community is actively developing innovative views on implementing inclusive education in higher education institutions: the principles of universal design of learning, intercultural cooperation, STEAM-based education, digital inclusion and various innovative strategies. It is established that innovative approaches include universal learning design, integration of technological tools, formation of centres for inclusive education, training of teaching staff for inclusive teaching, personalization of educational trajectories, support for the inclusive infrastructure of higher education institutions, and the use of big data analytics. It is shown that notable challenges persist, such as insufficient teacher training, imperfect institutional and legal support, gaps in the material and technical base, and challenges of digitalization.

Conclusions: therefore, the innovative areas identified in the Ukrainian context show promise but require further development and systematization. It has been established that inclusive education in Ukrainian higher education institutions is an active development area that demands systematic approaches to overcome existing challenges.

Keywords: Inclusive Environment; Higher Education; Innovation; Institutional Support; Monitoring of Inclusiveness.

RESUMEN

Introducción: en el discurso científico contemporáneo, la inclusión se reconoce como un componente clave de la educación de calidad. El presente estudio tiene como objetivo analizar los trabajos científicos modernos sobre enfoques innovadores para la implementación de la educación inclusiva en las instituciones de educación superior de Ucrania. También busca identificar las tendencias clave, los retos actuales y las perspectivas en este ámbito.

Método: basándose en el enfoque PRISMA, el estudio analizó 52 artículos de fuentes científicas publicados entre 2015 y 2025 relacionados temáticamente con la educación inclusiva y la innovación. Se utilizó el análisis temático para procesar los artículos.

Resultados: la comunidad académica está desarrollando activamente puntos de vista innovadores sobre la implementación de la educación inclusiva en las instituciones de educación superior: los principios del diseño universal del aprendizaje, la cooperación intercultural, la educación basada en STEAM, la inclusión digital y diversas estrategias innovadoras. Se ha establecido que los enfoques innovadores incluyen el diseño universal del aprendizaje, la integración de herramientas tecnológicas, la creación de centros de educación inclusiva, la formación del personal docente para la enseñanza inclusiva, la personalización de las trayectorias educativas, el apoyo a la infraestructura inclusiva de las instituciones de educación superior y el uso del análisis de big data. Se ha demostrado que persisten retos importantes, como la formación insuficiente del profesorado, el apoyo institucional y jurídico imperfecto, las deficiencias en la base material y técnica y los retos de la digitalización.

Conclusiones: por lo tanto, las áreas innovadoras identificadas en el contexto ucraniano son prometedoras, pero requieren un mayor desarrollo y sistematización. Se ha establecido que la educación inclusiva en las instituciones de educación superior ucranianas es un área de desarrollo activo que exige enfoques sistemáticos para superar los retos existentes.

Palabras clave: Entorno Inclusivo; Educación Superior; Innovación; Apoyo Institucional; Seguimiento de la Inclusividad.

INTRODUCTION

In the context of active transformations in the educational system of Ukraine, the possibilities of inclusive education are gaining additional relevance through the prism of the current need to ensure equal opportunities for access to quality education for all citizens. The introduction of an inclusive model of university education is a consequence of the European integration of its development, which implies a focus on the realization of humanistic values, achievement of social justice, respect for cultural and ethnic diversity, etc. From this point of view, the use of inclusive approaches in higher education institutions is not merely a requirement of our time, but rather a genuine response to Ukraine's international obligation, as also enshrined in the UN Convention on the Rights of Persons with Disabilities, certain provisions of the Bologna Process, and other international conventions ratified and applied in the Ukrainian legal field.

Given the complexity and multidimensionality of this process, special emphasis should be placed on innovative approaches that have become important catalysts for effective transformations in the university education system in Ukraine. This process significantly contributes to the gradual adaptation of educational environments, addressing the needs of those who need special educational environments.⁽¹⁾ The other side is the gradual process of modernizing existing pedagogical practices, creating a separate inclusive academic culture, etc. In fact, innovation, which is realized through modern teaching methods, technologies, and institutional models, makes it possible to successfully counteract stereotypical barriers and open up new opportunities for the gradual development of inclusive spaces at universities. At the same time, the introduction of inclusive education opportunities in Ukraine (in university environments) is associated with many challenges: lack of material and technical resources (lack of funding, infrastructure problems), organizational difficulties (lack of effective tools in managing inclusion processes), social requirements (lack of necessary competencies, stereotyped thinking), pedagogical innovations (the need for updated training of teachers to carry out educational work with many categories of education seekers).⁽²⁾ Scientists actively researched the problems of using inclusive education in Ukraine. Despite international legal obligations, the effective implementation of inclusive education requires not only a regulatory framework, but also profound changes in society's attitudes, local support measures and the overcoming of cultural and institutional barriers.⁽³⁾ Other researchers also insisted on the need for additional psychological work with both students and teachers.^(4,5) Scholars also drew attention to the importance of the comparative aspect of the development of inclusive education in Ukraine and the world, emphasising the objective need to apply proven world experience in Ukrainian realities.^(6,7) The next significant vector of

research is individual empirical observations on policies' effectiveness in inclusive education. For example, O. Kravchenko, using the example of Uman University, pointed out the importance of data analytics for organised work on implementing inclusive education.⁽⁸⁾ In the European context, the calculations of A. Page and A. Davis, who actively developed the issue of innovative educational environments based on interview data and other quantitative indicators, are important.⁽⁹⁾ The generalisation of this information made it possible to substantiate the need to train university teachers and administrators to work properly with students with special needs. Equally important are the conclusions of researchers who considered the difficulties in implementing inclusive education in the Ukrainian context and traced the commonality of challenges in the regional and global contexts.^(10,11) The results obtained are not flawless in terms of the methodology used. Some studies point to the importance of considering the realities of martial law and its impact on both the psychology of students and the answers they provide in questionnaires.^(12,13,14) In addition, several works have shown the effectiveness of introducing new methods and practices for the development of an inclusive learning space.^{(15, (16,17)} The following works by other authors also critically analyse the achievements and shortcomings of developing a modern, inclusive learning environment.^(18,19) Thus, this view made it possible to trace promising and problematic elements of inclusive education methods in university environments.⁽²⁰⁾ Although scholars have been actively working on the issue of inclusive education, several gaps have emerged. First, it is worth noting the insufficient analysis of certain modern models of inclusion in higher education institutions, the lack of systematisation of experiences in identifying barriers and overcoming them, the lack of empirical studies, etc. The proposed study is partially aimed at bridging the existing research gaps.

The study aims to analyse modern scientific works on innovative approaches to implementing inclusive education in higher education institutions of Ukraine and to identify key trends, current challenges and prospects in this area. This goal requires consideration of certain research questions:

1. What are the main topics and directions for developing inclusive education in the era of innovation in modern scientific literature?
2. What innovative approaches to inclusive education in Ukrainian higher education institutions are proposed in the modern scientific literature?
3. What challenges to implementing inclusive education are noted by scientists?

METHOD

Research design

This study is a type of systematic review aimed at identifying, analyzing and summarizing innovative approaches to the implementation of inclusive education in higher education institutions in Ukraine. This type of research was chosen because of the importance of summarizing existing knowledge about innovations in inclusive education. In addition, this type of research will allow us to present the main methods and technologies for the development of inclusive education in the modern scientific space, which is important for this work. To search for sources, we used modern scientometric databases that publish peer-reviewed articles. The time period of 2019-2025 was chosen to include recent studies that describe various innovative approaches to the development of inclusion.

Sample

The study uses purposive sampling with the involvement and search of scientific sources. Various types of scientific sources were included: scientific articles, chapters from monographs, books, analytical reports, review materials, etc. The literature search was conducted using the following scientific databases: Scopus, Web of Science, Google Scholar, ERIC, and DOAJ. The search queries used clear keywords, in particular, "inclusive education", "higher education", "innovation", 'Ukraine', "inclusive practices in universities", "inclusive teaching methods", and operators AND, OR, to expand the search. Clear inclusion criteria were also developed for this review:

1. The study should be related to inclusive education.
2. The main focus is higher education.
3. Studies published between 2015 and 2025.
4. The paper should contain information on data collection and methods of processing scientific sources or information from empirical data.
5. Original works, review articles, systematic studies, reviews of practices, development of innovative models, and empirical studies are eligible for inclusion.
6. Only peer-reviewed papers are included.
7. The language of writing is English; Ukrainian sources are included only if there is an English-language summary.

At the same time, clear exclusion criteria were formed to reject those papers that did not relate to the

chosen subject of research. In particular, the following works were excluded from the analysis:

1. Studies that examined only general or special education without a focus on higher education.
2. Publications that did not mention innovative aspects or their description were too superficial.
3. Duplicates and articles without scientific novelty.
4. Unreviewed materials and conference abstracts without full text.
5. Scientific articles that are not available on the network.
6. Articles in languages other than English.

These criteria are important not only for this systematic study but also for finding relevant scientific sources that correspond to the chosen topic.

Instruments and Procedure

This study was conducted using the PRISMA research approach, which is essential for conducting systematic reviews. This methodological approach was chosen because of its high quality of review work and high-quality search of scientific sources and analysis. This search using PRISMA was staged. In the first stage, the main scientometric databases were selected: Scopus, Web of Science, Google Scholar, ERIC and DOAJ. Clear pre-specified keywords were used in the search queries. A total of 5296 items were obtained. In the next stage, all duplicates (-1892) and those items marked as inappropriate based on automation (-1588) were rejected. After that, all works that did not meet the selected problem (-769) were rejected. This was done based on the analysis of keywords, titles, annotations, etc. After that, all annotations were read again, key results and conclusions were identified, and all inappropriate works (-442) were rejected. As a result, 605 items were obtained and analyzed based on previously compiled inclusion and exclusion criteria. Accordingly, the exclusion criteria were further applied. Figure 1 presents the process of searching, collecting and analyzing scientific sources.

Data analysis

A thematic scientific analysis method was used to analyze the data of the selected 52 items. This method was carried out clearly in the main stages. In particular, basic codes were first collected, including:

1. Adaptive learning tools
2. Personalized approaches
3. Creation of inclusive offices and support centres
4. Professional development of teachers in inclusive education
5. Support programs
6. Awareness in universities
7. Universal design of learning

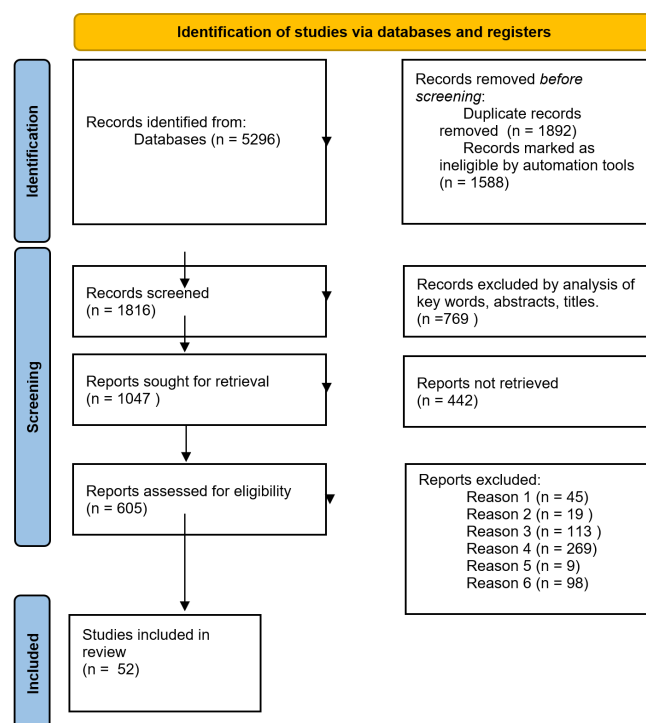


Figure 1. The process of collecting, searching, identifying scientific sources

The coding process was done manually, and the corresponding quotes were recorded by code. After that, the coded data were combined into broad themes demonstrating the main areas of use of innovations and countries of research on inclusive education. Accordingly, the main topics were as follows:

1. Innovations in pedagogical practices
2. Country and year of publication
3. Professional training of teachers
4. Socially inclusive initiatives in universities

At the end of the thematic analysis, the main scientific trends and possible directions for further development of the scientific space in this area were identified. After that, the results were compared with the data of other scientists.

RESULTS

In the contemporary scientific discourse, inclusion is an important area of quality education. Over the past decade, the scientific community has actively developed innovative views on implementing inclusive education in higher education institutions. The studies conducted show several key topics and trends in this area. In particular, the main topics relate to universal design principles for learning, intercultural cooperation, remedial pedagogy, STEAM education, digital inclusion, and various innovative strategies. From 2019 to 2025, global inclusion, digital accessibility, innovative teaching, inclusive leadership, and methodologies for working in an inclusive environment have also become prominent. Table 1 shows the main topics and directions of contemporary authors in the period from 2019 to 2025.

Nº	Authors	Directions	Year	Country	Main topics
1	Hoang T. et al. ⁽²¹⁾	Inclusive education: analysis of achievements and shortcomings. Consideration of opportunities for the introduction of inclusive education.	2022	Vietnam	STEAM education, inclusion
2	Marín-Díaz V. ⁽¹⁴⁾	The influence of VR on inclusive education	2017	Spain	Inclusive education, innovations in HE
3	Bahno et al. ⁽¹⁵⁾	Inclusive education as a condition for innovation in higher education institutions	2021	Ukraine	Inclusive education, innovations in HE
4	Srivastava A. et al. ⁽²²⁾	The role of teachers in adapting the educational process for students who need support in inclusive environments.	2022	India	Inclusive education, intercultural cooperation
5	Blinovska R. et al. ⁽¹⁶⁾	Trends and Prospects for Innovative Development of Higher Education in Ukraine	2024	Ukraine China	Inclusion, innovations
6	Ortiz Colón A. et al. ⁽⁴⁶⁾	Digitalization as a tool to support inclusive technologies, the impact of digital technologies on inclusive education processes.	2018	Spain	Global Inclusion, Higher Education
7	Oliinyk T. et al. ⁽¹⁰⁾	Conditions for the use of inclusive education in Ukrainian realities	2023	Ukraine	Inclusive Education
8	McNaught A. ⁽²³⁾	Research on models and methods of teaching teachers about the problems of working in inclusive environments.	2023	UK	Digital Accessibility
9	Negri I. et al. ⁽²⁴⁾	A scientific review of innovative methods and strategies used in European countries.	2025	Italy	Innovative Teaching
10	Diachenko M. et al. ⁽¹⁸⁾	Achievements, challenges and prospects of inclusive education in Ukraine	2024	Ukraine	Inclusion, Special Needs

11	Nikitchenko L. et al. ⁽²⁰⁾	Innovative methods in university education in Ukraine	2024	Ukraine	Innovative Teaching
12	Muhamad Zaki N., Ismail Z. ⁽²⁵⁾	Review of scientific literature on the prospects for the development of inclusive education in the Asian region.	2021	Malaysia	Inclusion, Special Needs
13	Bhuttah T. et al. ⁽²⁶⁾	Analysis of achievements and difficulties in implementing inclusive education in different countries.	2024	China	Critical Thinking
14	Moldovan L. ⁽²⁷⁾	Study of modern methods and pedagogical strategies implemented in inclusive education in higher education institutions.	2022	Romania	Innovation, Inclusive Leadership
15	Kovtoniuk M. et al. ⁽²⁸⁾	Modeling the processes of inclusive education development in Ukrainian realities	2022	Ukraine	Inclusive Education
16	Vakaliuk T. et al. ⁽²⁹⁾	Management in universities with inclusive education, the use of innovative technologies	2021	Ukraine	Inclusion Management, Innovative Technologies
17	Olabisi O. et al. ⁽³⁰⁾	Digital opportunities as an effective tool to support inclusion.	2024	Nigeria	Educational methodologies, artificial intelligence
18	Cojocariu V. et al. ⁽³¹⁾	The importance of teacher training for the adaptation of the educational process.	2025	Romania	Teacher training, inclusion
19	Potapiuk L., Dendak A. ⁽⁵⁾	Achievements, challenges and prospects of inclusive education in Ukraine	2023	Ukraine	Inclusive education
20	Faura-Martínez Ú., Cifuentes-Faura J. ⁽³²⁾	Building a dynamic indicator on inclusive education in higher education	2021	Spain	Inclusive education, innovations
21	Dubkovetska I. et al. ⁽³³⁾	Background and prospects of inclusive education in Ukraine	2024	Ukraine	Inclusive education

According to the analysis of 52 scientific sources, the modern innovative approaches mentioned by the authors include universal learning design (ULD). This ULD approach involves the adaptation of learning materials to the needs of students and the variability of methods of presenting information and assessing results (40 % of references in scientific papers). On the other hand, the integration of technological tools is becoming a prominent trend (32 %). This refers to using remote platforms (including works on e-education and distance learning), adaptive educational resources, and augmented and virtual reality to create or model inclusive environments.

Another innovative approach is the creation of inclusive education centres (28 %). This involves providing high-quality psychological and pedagogical support, counselling, and technical assistance. At the same time, another approach is aimed at preparing teaching staff for inclusive teaching (35 %). This includes specialized training for teachers and professional development. This area also includes materials on developing competency-based models of inclusive pedagogy. Similar to this area, but separated due to the large number of studies, is the personalization of educational trajectories, which includes curriculum analyses and research on the peculiarities of flexible learning schedules and special study routes (30 %).

On the other hand, the inclusive infrastructure of universities is important. Modern scientists pay attention to the physical accessibility of buildings, the material and technical development of campuses, and the formation of a high-quality, barrier-free environment (26 %). The involvement of the student community in supporting inclusion is also an important area in the academic space (22 %).

The authors reflect on the formation of volunteer movements to support students with disabilities and the peculiarities of organizing individual actions to promote social inclusion. Reflections on other innovative areas are also popular among scholars, with innovative educational programs, including developing special courses on inclusive pedagogy, introducing social inclusion disciplines in the training of specialists, etc., highlighted (25 %).

The interdisciplinary approach, which involves authors from different fields (psychology, pedagogy, social work) to form comprehensive support, is also notable. This approach is mentioned in 18 % of the studies. The last important innovative approach is using big data analytics for monitoring in an inclusive environment (15 %). The authors try to identify the main challenges based on the analysis of student performance. The topic of forecasting the effectiveness of inclusive measures is also highlighted. Figure 2 shows the main innovative approaches according to the number of analyses in the selected 52 items of scientific materials.

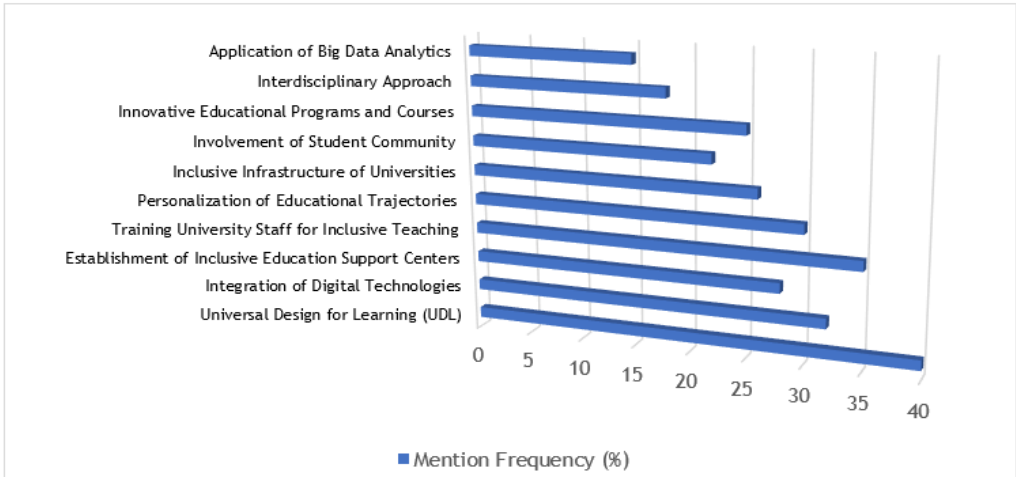


Figure 2. Key innovative approaches to creating an inclusive environment

However, introducing innovative approaches to developing inclusive education in Ukrainian higher education institutions is accompanied by various problems. A notable challenge is the insufficient training of teachers. Contemporary authors point out a lack of systematic training of teaching staff to work in an inclusive environment. In some cases, teachers lack the knowledge and skills to effectively use modern adaptive techniques or universal design for learning. At the same time, limited material and technical resources are a significant challenge. Some higher education institutions do not have the appropriate material and technical facilities that should be adapted to the needs of persons with disabilities. In addition, experts drew attention to the imperfection of regulatory support. Currently, there is a gap between the existing legislation and the actual mechanisms for its implementation. Some papers pointed to stereotypes and prejudice among students and teachers and the low level of institutional support. Problems in monitoring inclusion and challenges of digitalization are also highlighted. It is noted that not all digital resources meet the principles of accessibility. Table 3 summarizes the main challenges.

Table 3. Main challenges of implementing inclusive innovative approaches in the education system	
Challenges	Authors
Insufficient level of teacher training	Labutkina T. ⁽¹¹⁾
	Oliinyk T.et al. ⁽¹⁰⁾
	Lopatina et al. ⁽¹²⁾
	Udych Z.et al. ⁽¹³⁾
	Blinovska R et al. ⁽¹⁶⁾
	Diachenko M. et al. ⁽¹⁸⁾
	Potapiuk L. et al. ⁽³⁴⁾
Limited logistical support	Demus Y. ⁽³⁵⁾
	Labutkina T. ⁽¹¹⁾
	Oliinyk T. et al. ⁽¹⁰⁾
	Diachenko M. et al. ⁽¹⁸⁾
	Lopatina et al. ⁽¹²⁾
	Udych Z.et al. ⁽¹³⁾
	Demus Y. ⁽³⁵⁾
Imperfect legislation	Savchenko Y. ⁽³⁶⁾
	Potapiuk L. et al. ⁽³⁴⁾
	Labutkina T. ⁽¹¹⁾
	Lopatina et al. ⁽¹²⁾
	Udych Z.et al. ⁽¹³⁾
	Diachenko M. et al. ⁽¹⁸⁾

Stereotypes, social stigma	Bahno Y et al. ⁽¹⁵⁾ Oliinyk T. et al. ⁽¹⁰⁾ Diachenko M. et al. ⁽¹⁸⁾ Demus Y. ⁽³⁵⁾
Low level of institutional support	Potapiuk L. et al. ⁽³⁴⁾ Labutkina T. ⁽¹¹⁾ Oliinyk T. ⁽¹⁰⁾ Lopatina et al. ⁽¹²⁾ Udych Z. et al. ⁽¹³⁾
Digitalization challenges	Labutkina T. ⁽¹¹⁾ Oliinyk T. ⁽¹⁰⁾ Lopatina et al. ⁽¹²⁾ Udych Z. et al. ⁽¹³⁾ Nikitchenko et al. ⁽²⁰⁾
Challenges in assessing the effectiveness of inclusion	Oliinyk T. et al. ⁽¹⁰⁾ Demus Y. ⁽³⁵⁾ Potapiuk L. et al. ⁽³⁴⁾ Diachenko M. et al. ⁽¹⁸⁾

Given the challenges identified, the study of models for preparing teachers to implement inclusive education is becoming a promising area for research on inclusive education. On this basis, effective professional development programs can be developed. Another critical area is the study of technological innovations.^(37,38) In particular, developing and studying modern digital resources that meet accessibility standards is an essential topic in this area. It is also worth paying attention to studying institutional models of inclusion support. Considerable attention should be paid to developing and testing effective models of support centres for students with disabilities. In addition, there is a lack of research on the psychological and pedagogical aspects of inclusion in the modern scientific space. Accordingly, analysing the main social barriers and ways to overcome them is necessary. In addition, the study of the peculiarities of tolerance development in modern student groups is worthwhile.

DISCUSSION

Addressing the issue of inclusive education is a modern need in organizing the educational process, considering the trend of humanizing education and providing wide access to all those who want to learn. Also, this vector of education development is in line with the rules of European integration, which the Ukrainian public is striving for. The purpose of the proposed article is to study modern scientific works devoted to innovative approaches to the implementation of inclusive education in higher education institutions of Ukraine and to identify key trends, current challenges and prospects for the development of this issue. The realization of this goal involved finding answers to certain research questions related to the identification of the main topics, directions of development of inclusive education in the era of innovation in the modern scientific literature, search for innovative approaches to inclusive education in Ukrainian higher education institutions proposed in the modern scientific literature; identification of existing challenges to the implementation of inclusive education.

When considering the problem of the main topics and directions of inclusive education development in Ukrainian realities, it was determined that in the modern scientific discourse, the issue of inclusion is an important area for ensuring quality education. The scientific community is actively developing innovative views on the implementation of inclusive education in higher education institutions. It is noted that the main topics relate to the principles of universal design for learning, intercultural cooperation, remedial pedagogy, STEAM education, digital inclusion and various innovative strategies. From 2019 to 2025, the areas of global inclusion, digital accessibility, innovative teaching, inclusive leadership, and methodologies for educational work with an inclusive environment have also become prominent. The results are in line with the findings of other scholars who have emphasized the dynamic transformations in the understanding of inclusive education in modern realities.^(39,40) In particular, the researchers pointed to digitalization as an important factor in deepening interest in the development of inclusive education.^(41,42) Trends in innovative teaching, inclusive leadership, and a modern methodological framework for educational development are in line with global trends in the use of new digital tools that have significantly expanded learning opportunities for students with special needs.^(43,44) These trends are similar to Ukrainian realities, so we can assume that the development of inclusive education will continue to follow general trends.

The proposed results indicate that, according to the analysis of 52 scientific sources, the modern innovative approaches mentioned by the authors include universal learning design (UDL). This (UDL) approach involves the adaptation of learning materials to the needs of students and the variability of methods of presenting information and assessing results. Another notable area is the integration of technological tools (distance platforms, adaptive educational resources, and the use of augmented and virtual reality). Another innovative

approach is the formation of inclusive education centres. The studies also noted the preparation of teaching staff for inclusive teaching (specialized training, special materials, etc.). This area is the personalization of educational trajectories. The inclusive infrastructure of universities was identified as important. The last important innovative approach is the use of big data analytics for monitoring inclusive environments. The results obtained are generally consistent with the findings of other researchers who note the existence of the same trends in understanding the use of innovative approaches to the formation of inclusive environments in higher education institutions.^(45,46) It is important that these scholars emphasize the importance of big data analytics as a very promising area for the development of inclusion, emphasizing the possibilities of calculation, analysis, and, accordingly, rapid response to crisis situations.⁽⁴⁷⁾ In Ukrainian realities, this approach will still need to be developed, as technological capabilities will require increased attention in the future. It is also worth agreeing with those researchers who emphasize the need to introduce special training that will significantly enhance the knowledge and skills of teachers^(48, 49, 50) and thus generally facilitate the integration of people with special needs in the university environment.

The proposed results also identify certain problems in the development of inclusive education. First, insufficient training of teachers who lack systematic training to work in an inclusive environment, limited material and technical resources, imperfect regulatory support, stereotypes and prejudice among students and teachers, and low levels of institutional support are noted. The findings are generally consistent with the conclusions of other scholars who have pointed out the importance of considering crisis moments, as further development is impossible without considering problematic aspects and responding to them.^(51,52) Some researchers have noted that it is also an urgent challenge to turn to international experience since, in the Ukrainian reality, many problems are being solved independently. At the same time, many ways have been proven in practice.^(53,54) Although this observation will require empirical verification (due to Ukraine's European integration, many norms are introduced by European practices), it is worth recognizing the importance of using international practices to overcome challenges in implementing inclusive education.⁽⁵⁵⁾

The methodology used in the study has certain limitations that need to be considered, as they affect the further use of the proposed results. First, it is worth paying attention to applying the PRISMA scientific approach to study the most relevant scientific literature. There is a possibility that some relevant opinions have been presented in the older scientific literature since the problems of inclusive education, even with an emphasis on the digitalization of higher education, are not new in the research discussion. Although such remarks do not generally affect the quality of the paper, they may affect the further development of the topics outlined.

CONCLUSIONS

Thus, a systematic review of scientific materials has shown that inclusive education in higher education institutions in Ukraine is an area of active development that requires effective approaches to overcoming existing challenges. The study found that over the past decade, the scientific community has been actively developing innovative views on the implementation of inclusive education in higher education institutions. In particular, modern works have shown that such topics as the formation of universal learning design, intercultural cooperation, remedial pedagogy, STEAM education, the introduction of digital inclusion, the development of digital accessibility, inclusive leadership, and methodologies for educational work with an inclusive environment are popular topics for 2019-2025.

The study found that approaches such as developing a universal learning design, adapting learning materials to the needs of students, varying methods of presenting information and assessing results, integrating modern technological tools, creating centres for inclusive education, creating flexible learning schedules and special learning routes are important innovative approaches to developing inclusion in higher education. In addition, engaging the student community in supporting inclusion and understanding the specifics of teaching staff training for inclusive education are also important areas of research.

However, the study also found that there are several challenges that affect the quality of an inclusive environment. In particular, the study identified problems such as insufficient teacher training, digitalization challenges, problems in the regulatory space, and low levels of institutional support and material and technical resources. Against this backdrop, stereotypes and problems in assessing the effectiveness of inclusion stand out. Therefore, this review emphasized that inclusive education in higher education institutions in Ukraine is an area of active development that requires systematic approaches to overcome existing challenges.

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CONFLICT OF INTEREST

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