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## Social policy for the development of educational inclusion in Ukrainian schools: a pedagogical analysis

### Política social para el desarrollo de la inclusión educativa en las escuelas ucranianas: un análisis pedagógico

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
#### Abstract


The main purpose of the article is to formulate an effective policy for the development of inclusiveness in education. For this purpose, the object of research will be school educational institutions in Ukraine. The scientific task will include modeling the most significant educational factors influencing the formation of modern social policy for the development of inclusiveness in school institutions. The research methodology involves the use of graph theory and the connection graph method to identify the most significant impact factors. As a result of the analysis, the two most significant factors influencing the formation of modern social policy for the development of inclusiveness in school institutions were identified. Based on this, the key principles for the formation of modern social policy for the development of

#### Resumen


El objetivo principal del artículo es formular una política eficaz para el desarrollo de la inclusión en la educación. Para ello, el objeto de la investigación serán las instituciones educativas escolares de Ucrania. La tarea científica incluirá la racionalización de los factores educativos más importantes que influyen en la formación de una política social moderna para el desarrollo de la inclusión en las instituciones escolares. La metodología de investigación implica el uso de la teoría de grafos y el método del gráfico de conexión para identificar los factores de impacto más significativos. Como resultado del análisis, se identificaron los dos factores más importantes que influyen en la formación de una política social moderna para el desarrollo de la inclusión en las instituciones escolares. A partir de esto, se presentaron los principios clave para la formación

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inclusiveness in school institutions were presented. The study has a limitation by not taking into account other educational institutions, only schools. Further research should be devoted to exploring the formation of social policies for the development of inclusiveness in universities.

**Keywords:** pedagogy, inclusiveness, schools, students, social policy.

## Introduction

In the context of modern education reform, inclusion is becoming particularly relevant as a means of open access for all citizens without exception to the service sector. The process of introducing inclusive education, which began in the 90s of the twentieth century, covered all links and levels of the education system, activated scientists to find effective ways to include people with special educational needs in the educational and social space, and necessitated the need for teachers to review the organization of their own activities and work methods in an educational institution. Active interest in theoretical and practical issues of educational and social inclusion ensures the updating of the scientific approach to the introduction of sound technologies and proven methods into the educational process, determines the criteria and indicators of the development of an individual included in a specific environment. Social policy aimed at developing inclusiveness in schools is vital for several compelling reasons. Firstly, inclusiveness ensures that every student, regardless of their background, abilities, or disabilities, has equal access to educational opportunities. In a world that increasingly values diversity and equity, schools play a pivotal role in laying the groundwork for a society that upholds these principles. By fostering an environment where all students feel accepted and supported, schools can promote better learning outcomes and help in reducing societal inequalities. Secondly, inclusive education is essential for preparing all students for a globalized world. Today's students will become tomorrow's workforce, collaborating with people from diverse backgrounds and cultures. Schools that embrace inclusiveness teach students to understand and respect differences, which are critical skills in the global market. Furthermore, inclusiveness helps to build empathy among students, as they learn to see the world from multiple perspectives and understand the challenges faced by others.

de una política social moderna para el desarrollo de la inclusión en las instituciones escolares. El estudio tiene una limitación al no tomar en cuenta otras instituciones educativas, solo escuelas. Se deberían dedicar más investigaciones a explorar la formación de políticas sociales para el desarrollo de la inclusión en las universidades.

**Palabras clave:** pedagogía, inclusión, instituciones escolares, estudiantes, política social.

The importance of inclusiveness is also supported by educational research, which shows that inclusive settings can benefit all students, not just those who receive special education services. Inclusively designed educational environments can lead to improved problem-solving skills and higher levels of engagement among students. When students with diverse needs learn together, it encourages a dynamic environment where different approaches to learning are valued and explored, enhancing educational outcomes for everyone. Moreover, inclusiveness in schools can lead to long-term societal benefits. Schools that successfully implement inclusive policies help to cultivate a culture of acceptance and understanding. This, in turn, can decrease rates of discrimination and social exclusion as individuals who are educated in diverse settings are more likely to appreciate diversity and contribute positively to society. Inclusive education also promotes social mobility by giving all children, regardless of their socioeconomic status or other personal characteristics, a fair chance to succeed. Finally, developing inclusiveness in schools is essential today because it aligns with broader human rights principles. Education is recognized universally as a fundamental human right, and inclusiveness ensures that this right is upheld in an equitable manner. By integrating inclusiveness into school policies, educational systems not only comply with legal and ethical standards but also promote a just society. As such, inclusiveness is not merely an educational tool but a crucial policy for fostering justice and equality in increasingly diverse societies.

The structure of the article presupposes a review of the literature (a review of the most relevant scientific and theoretical works was conducted), the introduction of key research methods (the content of the used methods is described) and the selection of the main results of the analysis (what was achieved in the results is highlighted). The main purpose of the article is to formulate an effective policy for the development of

inclusiveness in education. For this purpose, the object of research will be school educational institutions in Ukraine.

### Literature Review

As part of the literature review, it is extremely important, especially in the context of the specified topic of inclusiveness, that we consider quite significant the need for generalizing works of researchers and practitioners, in which the authors share results and considerations for the implementation of relevant concepts, strategies, tactics, and offer the author's vision of the implementation of certain goals and objectives. At the same time, highlighting key gaps in the literature is also significant. For example, Research by Pappas, Papoutsis, & Drigas (2018) and Gómez (2016) provides insights into the policies and practices concerning inclusive education in Greece and Cuba, respectively. Pappas et al. highlight the importance of national attitudes and governmental policies in shaping the efficacy of inclusiveness strategies, suggesting that inclusiveness is not just an educational challenge but also a socio-political issue that varies significantly from one cultural context to another. Similarly, Gómez examines the Cuban educational system, noting its unique approach to inclusiveness, which offers a comparative perspective to the Ukrainian context in our study. The studies by Koval et al. (2022) and Shanskova et al. (2021) focus on the training of future teachers in Ukraine, emphasizing the critical role of pedagogical innovations and methodological preparations in fostering inclusiveness. These studies argue that teacher preparedness in the new Ukrainian school system is pivotal for implementing inclusive education effectively. They provide evidence that educational reforms and teacher training programs must be aligned with inclusive education principles to ensure that future educators are equipped to handle diverse classroom settings.

Khusheim (2022) explores the social integration and self-concept of students with special educational needs, offering valuable insights into the individual-level impacts of inclusive policies. This study underscores the necessity of understanding the personal experiences of students to assess the effectiveness of inclusiveness strategies. The findings suggest that policies should not only focus on systemic changes but also on the nuances of individual student experiences in educational environments. The research by Kryshchanovych et al. (2020) and Kravchenko & Berezynets (2020) delves into the

economic and psychological aspects of inclusiveness, respectively. These studies highlight the complexity of implementing inclusive education, which requires not only educational and pedagogical adjustments but also economic resources and psychological support systems. They point out that inclusiveness is an interdisciplinary challenge that encompasses various domains beyond traditional educational methodologies.

In other hand, Florian (2014) discusses what constitutes evidence in the field of inclusive education, questioning traditional metrics and advocating for a broader perspective on evidence that encompasses more qualitative and nuanced aspects of educational experiences. This perspective is crucial as it emphasizes the need for a richer, more diversified understanding of how inclusive practices affect educational outcomes, which is vital for the formulation of effective policies. Risner, Gauntlett, & Culpepper (2022) explore the concept of social practices within creative educational settings, providing insights into how everyday creativity can be a vital part of inclusive education. Their findings suggest that fostering creative environments can contribute significantly to inclusiveness, offering students multiple ways to engage and excel. Shlomo, Levy, & Itzhaky (2012) focus on the development of professional identity among social work students, shedding light on the educational processes that contribute to forming professionals equipped to handle inclusivity. Understanding these processes is important for developing educational policies that support the cultivation of professionals who can effectively implement inclusive practices.

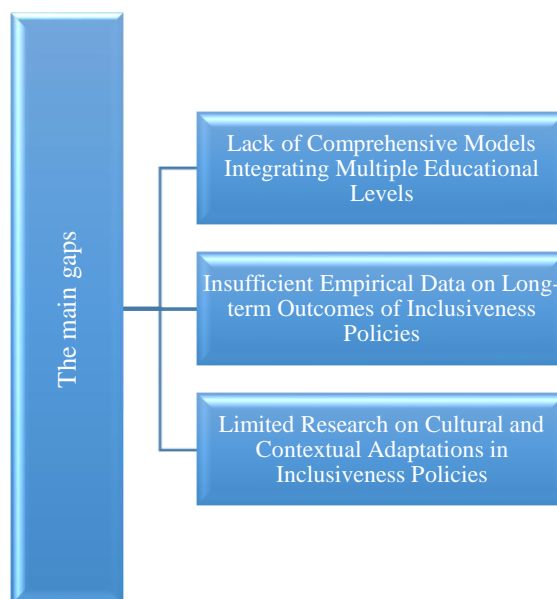
Altinay et al. (2020) examine readiness for online learning as a component of smart university initiatives, which relates to inclusiveness in the context of accessibility and the adoption of new technologies. Their research underscores the importance of technological preparedness as a significant factor in the inclusivity of educational environments, particularly relevant in the shift toward more digital learning spaces. Morozova (2012) discusses the monitoring of informational-communicative competence, which is increasingly relevant in today's digital learning environments. This work highlights the importance of competencies that enable students and educators to navigate and utilize digital tools effectively, an essential aspect of modern inclusive educational strategies. Shanskova et al. (2021) and Kravchenko & Berezynets (2020), both focusing on the Ukrainian educational context, provide a localized understanding of

how professional training and social policy functions within the country. These studies are particularly valuable for their direct relevance to the main research subject, offering specific insights into the challenges and opportunities within Ukraine's evolving educational landscape.

Rademacher & Koglin (2019) offer a systematic review of the concept of self-regulation in preschoolers and its correlation with their social-emotional development. Their work underscores the importance of early self-regulation skills as a cornerstone for later social and educational inclusion. They argue that self-regulation is crucial for enabling children to manage their emotions and behaviors effectively, which in turn facilitates smoother integration into school environments. This perspective is essential for informing policies that aim to support children from their early years, ensuring that they develop the necessary skills to navigate the complexities of a diverse educational landscape. On the other hand, Soloviova et al. (2020) explore the broader systemic factors influencing the social development of individuals with disabilities in Ukraine. Their research highlights the significant influence that the educational system has on the social integration and development of people with disabilities. By analyzing policies and practices within Ukrainian education, they provide insights into the successes and shortcomings of current approaches to inclusiveness. Their findings suggest that while there have been advancements in policy and practice, significant gaps remain, particularly in the consistency of implementation and the adaptation of educational environments to meet diverse needs.

The methodologies of the referenced studies primarily focus on qualitative and comparative analyses, exploring the impact of inclusiveness in various educational settings. For instance, the studies by Pappas et al. (2018) and Gómez (2016) utilize case studies and policy reviews to examine how national attitudes and governmental policies shape inclusiveness in Greece and Cuba, offering insights that are valuable for contrasting with the Ukrainian system. In terms of results, these studies underscore the socio-political dimensions of inclusiveness and the critical role of teacher preparedness, as highlighted by Koval et al. (2022) and Shanskova et al. (2021) in the Ukrainian context. These results emphasize that effective teacher training programs are crucial for the successful implementation of inclusive education. The limitations of these studies often revolve around their focus; for example, many are restricted to specific geographic or cultural contexts, which may not universally apply to other settings, and some lack comprehensive data across all relevant educational levels, as seen in studies focusing solely on schools but not extending to higher education.

This literature review illustrates that inclusiveness in education is a dynamic field influenced by a myriad of factors that extend beyond the classroom. The insights gained from these studies are instrumental in guiding our investigation into the development of social policies aimed at inclusiveness in Ukrainian school institutions, highlighting the need for comprehensive strategies that address both educational practices and broader socio-political contexts (Fig.1).



**Figure 1.** The main gaps in literature (formed by authors)

Thus, the identified gaps in the literature show that there are a number of unresolved issues. Therefore, you should formulate the following, your own scientific task: modeling the most significant educational factors influencing the formation of modern social policy for the development of inclusiveness in schools.

### Methodology

That the abstract-logical method was used within the framework of drawing conclusions. However, there are also more specific ones. Let's look at them in more detail in this chapter. Graph theory provides a robust mathematical structure to examine the relationships and interdependencies between various educational factors. By representing these factors as vertices and their interactions as edges within a graph, we can visualize and quantify the complexity of their relationships. This method allows us to pinpoint which factors are central to the network, thereby identifying those with the most significant influence on policy development. The strength of graph theory lies in its ability to offer clear, quantifiable insights that are crucial for forming effective and targeted educational policies. The connection graph method complements our use of graph theory by providing a more nuanced analysis of how educational factors are interconnected. This method involves creating a connection graph where nodes represent the educational factors, and edges denote the strength and nature of the influence between them. By analyzing these connections, we can identify which factors are pivotal in shaping inclusive policies. This method is particularly

powerful for revealing hidden patterns and dependencies that might not be apparent through traditional analytical approaches.

The combination of graph theory and the connection graph method provides a comprehensive toolkit for our research. These methodologies are particularly suited to our study's needs due to their ability to handle complex networks of relationships and influences efficiently. They offer both macro and micro-level insights, enabling us to formulate a holistic understanding of the factors that drive inclusiveness in school policies. The rigorous analytical capability they provide ensures that our policy recommendations are grounded in empirical evidence and have a high potential for real-world applicability and impact.

In our study on educational inclusion in Ukrainian schools, we utilized graph theory and the connection graph method to map and analyze relationships between various educational factors. Initially, we gathered data from diverse sources, including policy documents, academic research, and expert interviews, to identify and categorize key educational factors such as teacher training, accessibility of resources, and legislative frameworks. These factors were represented as nodes in our graphs, with edges depicting their interactions and influences based on strength and direction, informed by our data analysis. We then applied network analysis techniques to identify central nodes and influential pathways, providing a quantitative foundation for our policy recommendations. To validate our results, we conducted expert reviews

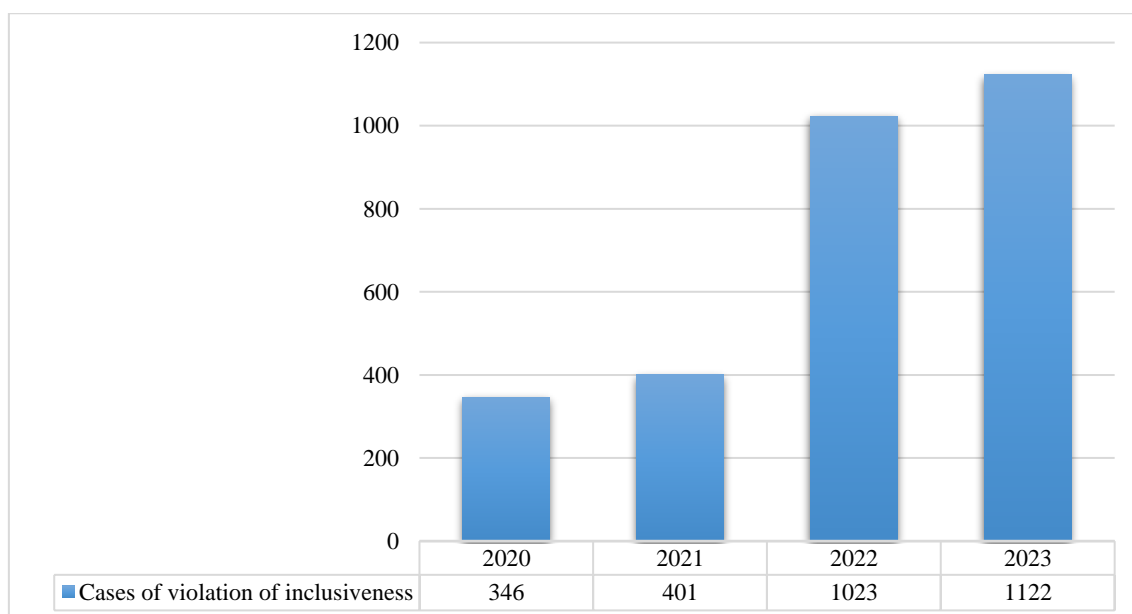
and sensitivity analyses, comparing our findings with existing literature and adjusting parameters to test the robustness of our conclusions. This comprehensive approach ensured that our recommendations were well-supported by empirical evidence and expert consensus, offering a replicable model for similar research in other contexts.

### Results and Discussions

Democratic changes in public life have led to a new vision, understanding and revaluation of many permanent provisions and values; in particular, special education has not bypassed these trends. As a result, at the present stage, inclusive education has become one of the alternative forms of education for children with special needs. Inclusive education involves a child with special needs staying in a mainstream general education preschool or school institution, acquiring knowledge, skills and abilities in the same time frame as a healthy child.

The significant increase in cases of discrimination and violations of inclusivity in Ukrainian schools during 2022-2023 can be largely attributed to the destabilizing impacts of the ongoing war. The conflict has exacerbated pre-existing social divisions and introduced new challenges that strain the educational system's ability to maintain inclusive practices. Firstly, the war has led to a large-scale internal displacement of populations, resulting in classrooms that are more diverse and overcrowded than before. This sudden influx of students from different

regions—each with unique dialects, cultural norms, and educational backgrounds—has overwhelmed many school systems. Teachers, many of whom are not trained in handling such diversity under normal circumstances, are now under even greater pressure. The stress and trauma of war have also affected students' behavior and their interactions with peers, potentially leading to increased instances of discrimination as students may struggle with feelings of resentment, fear, or misunderstanding towards those from different backgrounds. Furthermore, the war's impact on the Ukrainian infrastructure has severely hindered the implementation of inclusive education policies. Many schools have been damaged or repurposed, resources have become scarcer, and there is a significant disruption in training and support for educators on inclusivity practices. The focus of school administrations and government bodies has understandably shifted towards immediate survival needs, such as physical safety and psychological support, often at the expense of inclusivity initiatives. This shift can lead to neglect of anti-discrimination policies and insufficient attention to the unique needs of vulnerable groups within the school population, such as students with disabilities, ethnic minorities, and economically disadvantaged students. These challenges are compounded by the fact that the war has not only diverted financial resources but also the attention of policymakers away from educational reforms aimed at enhancing inclusivity, thereby allowing discrimination to rise unaddressed during this tumultuous period (Fig.2).



**Figure 2.** Dynamics of the number of inclusivity violations in Ukrainian schools for the period 2020-2023 (formed by authors)

The main goal of inclusive education and upbringing is to create conditions for personal development, creative self-realization and affirmation of the human dignity of children with special needs. The main objectives of inclusive education and upbringing are: ensuring the right of children with special needs to receive education in general education institutions in a comprehensive combination with correctional and rehabilitation measures; comprehensive development of the child's individuality based on identifying his inclinations and abilities, the formation of interests and needs; maintaining and strengthening the moral and physical health of students; instilling in students a love of work, providing them with pre-professional training, providing conditions for life and professional self-determination; educating the student as a cultural and moral person with a moral attitude towards the world around him and himself; provision of qualified psychological, medical and pedagogical assistance in the process of training and education, taking into account the health status and characteristics of the psychophysical development of the pet. But along with this, the problem is also at the level of formation of social policy, which is influenced by a number of factors:

X1. Increased Diversity and Overcrowding. The internal displacement caused by the war has led to a significant increase in the diversity and number of students per classroom, which can strain resources and complicate the delivery of personalized and inclusive education.

X2. Teacher Preparedness. Many educators are not sufficiently trained to handle the increased diversity and special needs that arise in war conditions, impacting their ability to provide inclusive education effectively.

X3. Infrastructure Damage and Resource Scarcity. The physical destruction of school facilities and the diversion of educational resources towards emergency relief efforts hinder the ability to maintain inclusive educational environments.

X4. Psychological Impact on Students. The trauma and stress experienced by students due to the war can lead to behavioral issues and affect peer interactions, increasing the risk of discrimination and exclusion.

X5. Shift in Policy Focus. With the urgent need for safety and psychological support, there may be less attention and fewer resources dedicated to inclusivity policies, leading to their neglect.

X6. Economic Constraints. The economic downturn caused by the war limits the availability of funds needed to implement inclusivity programs, such as specialized training for teachers or adapted learning materials.

X7. Government and Administrative Attention.

The war can divert the focus and efforts of policymakers and school administrations away from inclusivity initiatives towards more immediate survival needs.

To describe the semantic network, we will use the constructions of the language of predicates consisting of simple (atomic) predicates and logical connections for isolated factors:  $\wedge$  – logical "and";  $\vee$  – logical "or";  $\leftarrow$  – logical "if";  $\forall$  is the commonality quantifier (for all);  $\exists$  is an existence quantifier (there is at least one). Therefore, we have the following relationships between the factors:

$(\forall xi) [\exists(x1) \leftarrow \text{determines } (x1, x2) \wedge \text{predicts } (x1, x4) \wedge \text{conditions } (x1, x7)];$

$(\forall xi) [\exists(x2) \leftarrow \text{conditions } (x2, x3) \wedge \text{determines } (x2, x1) \wedge \text{conditions } (x2, x4) \wedge \text{determines } (x2, x5) \wedge \text{conditions } (x2, x7)];$

$(\forall xi) [\exists(x3) \leftarrow \text{conditions } (x3, x7) \wedge \text{conditions } (x3, x2) \wedge \text{conditions } (x3, x5) \wedge \text{predicts } (x3, x6)];$

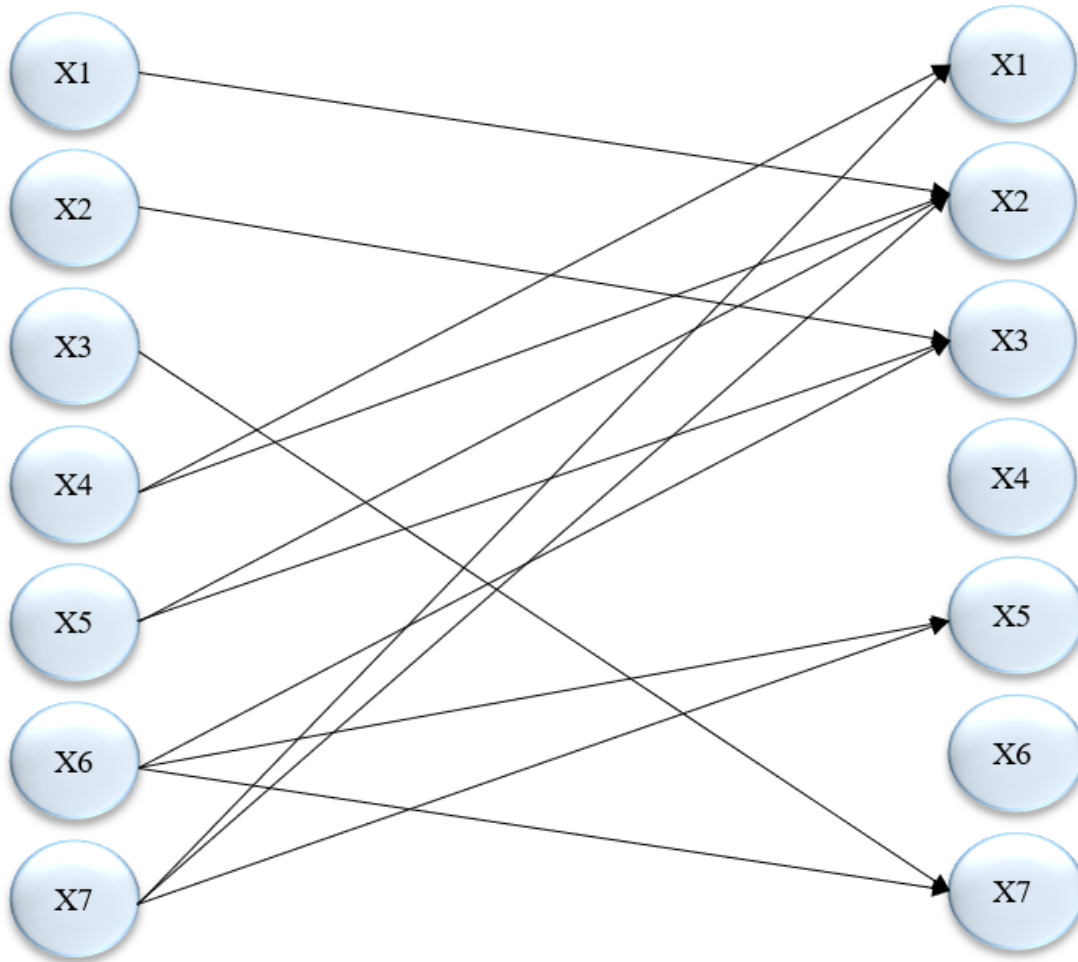
$(\forall xi) [\exists(x4) \leftarrow \text{predicts } (x4, x1) \wedge \text{conditions } (x4, x2)];$

$(\forall xi) [\exists(x5) \leftarrow \text{determines } (x5, x2) \wedge \text{conditions } (x5, x3) \wedge \text{conditions } (x5, x6) \wedge \text{affects } (x5, x7)];$

$(\forall xi) [\exists(x6) \leftarrow \text{predicts } (x6, x3) \wedge \text{conditions } (x6, x5) \wedge \text{conditions } (x6, x7)];$

$(\forall xi) [\exists(x7) \leftarrow \text{conditions } (x7, x1) \wedge \text{conditions } (x7, x2) \wedge \text{affects } (x7, x5) \wedge \text{conditions } (x7, x3) \wedge \text{conditions } (x7, x6)].$

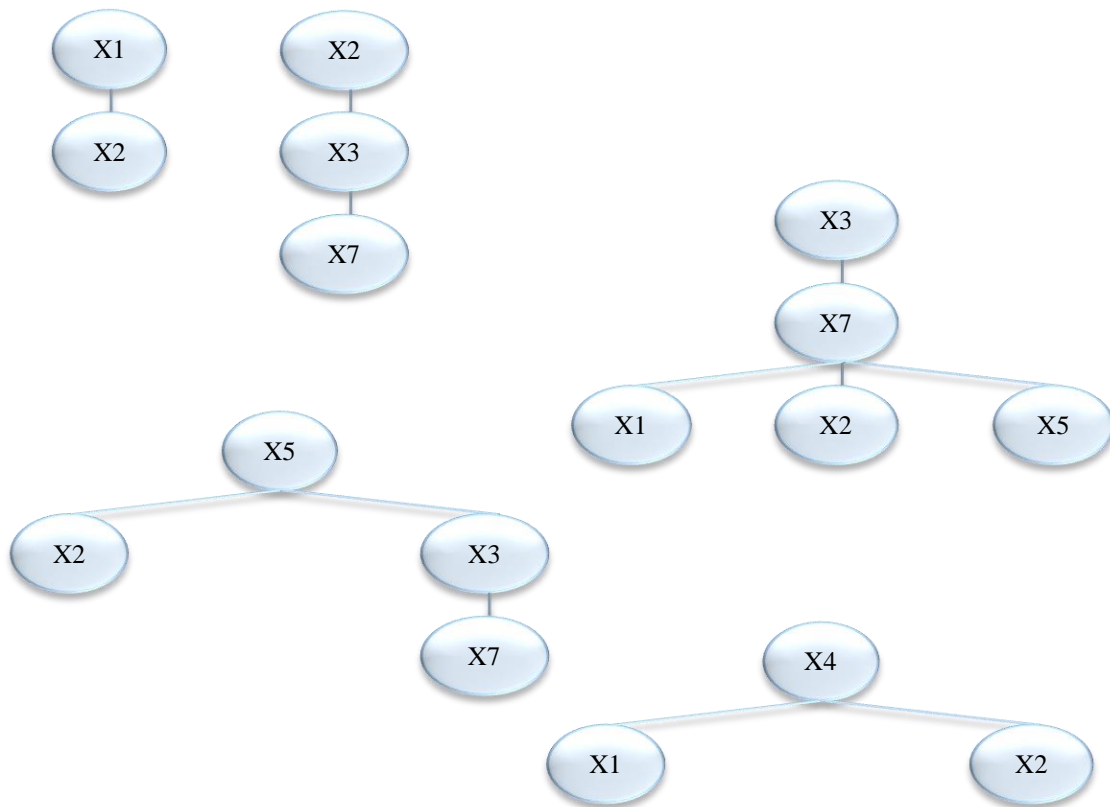
A diagram of the relationships between factors influencing the formation of modern social policy for the development of inclusiveness in education is presented in Fig.3.



**Figure 3.** A diagram of the relationships between factors influencing the formation of modern social policy for the development of inclusiveness in education (formed by authors)

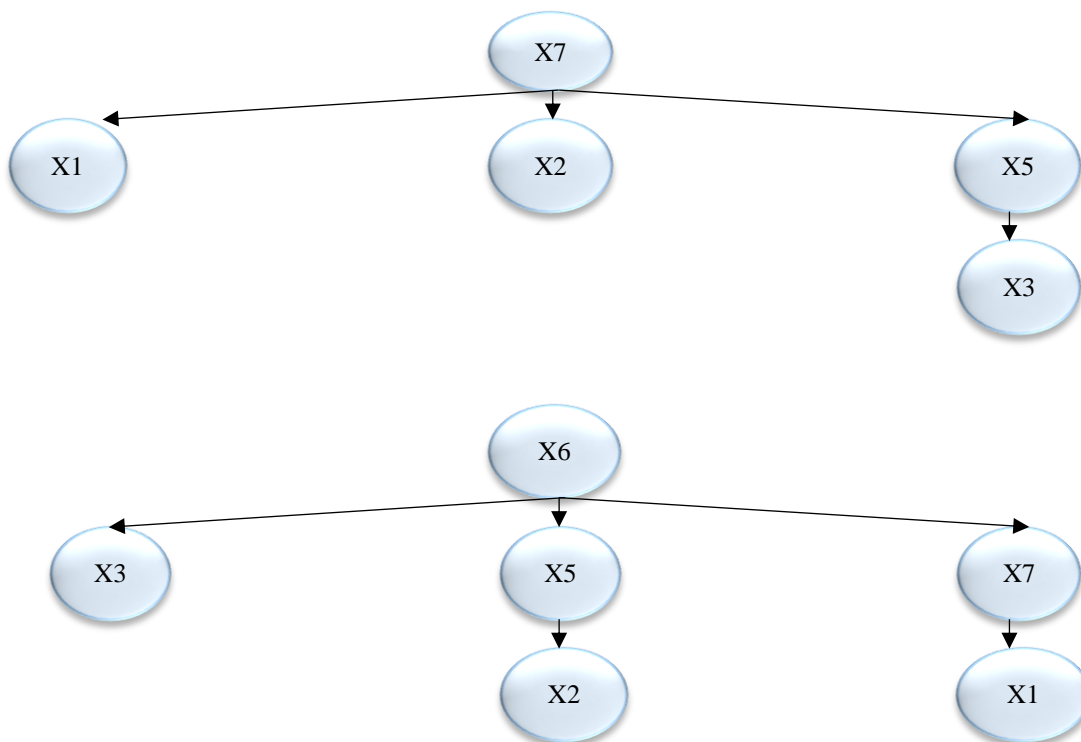
Next, we present direct connection graphs to establish the most influential and significant factors (Fig. 4).





**Figure 4.** A direct connection graphs to establish the most influential and significant factors influencing the formation of modern social policy for the development of inclusiveness in education (formed by authors)

At the same time, the most significant and influential will be X6 and X7, respectively, Fig. 5.



**Figure 5.** A direct connection graphs to establish the factors X6-X7 influencing the formation of modern social policy for the development of inclusiveness in education (formed by authors)

Given the critical role that economic constraints and the shift in government and administrative attention play in influencing inclusivity in

Ukrainian schools during wartime, a new vision for the modern social policy of inclusiveness needs to address these issues directly (Table 1).

**Table 1.**  
*Key strategies in modern social policy of inclusiveness*

Financial Resilience and Resource Allocation	Policy Focus and Administrative Support
<p>This fund would specifically target the needs of inclusive education, such as adaptive technologies, specialized teaching materials, and infrastructure adaptations that accommodate diverse student needs. Funding could come from both government allocations and partnerships with international donors and NGOs. Provide financial incentives for schools that successfully implement and maintain inclusive practices. These could include subsidies for teacher training programs in inclusivity, funds for student support services, and bonuses for schools that achieve certain inclusivity benchmarks. Prioritize inclusiveness in the national education budget, ensuring that even during economic hardships, funds are earmarked specifically for inclusivity initiatives, protecting them from cuts or reallocations to other areas.</p>	<p>Amend educational policy frameworks to place inclusiveness at the core of education reform discussions and decisions. This would involve setting clear legislative mandates that require schools to adopt and report on inclusivity measures. Develop both centralized and regional administrative bodies focused solely on inclusiveness in education. These bodies would provide oversight, guidance, and support to schools, ensuring that inclusivity policies are implemented effectively and adapted to local conditions. Implement ongoing training programs for educators and administrative staff, focusing on the development of skills needed to manage diverse classrooms and apply inclusive teaching methods effectively. This could include crisis management training, psychological first aid, and specialized pedagogical techniques tailored to the needs of displaced or traumatized students.</p>

(Formed by authors)

Discussing the results, one can still come to the conclusion that in Ukrainian society there is a set of challenges associated with the presence of problems for various groups with limited mobility regarding the possibility of full, barrier-free access to education, employment, and receiving government administrative services. The formation of an unhindered living environment in public space and access to infrastructure facilities remain relevant. When discussing the results obtained, we should not only imagine what new we obtained in the final case, but also compare them with similar ones in this area. For example, Kryshchanovych et al. (2022) and Sylkin et al. (2021) explore the development of educational culture in rural regions and the socio-economic impacts of crises on education, respectively. These studies provide a broader socio-economic and geographical backdrop against which our findings can be evaluated. While Kryshchanovych et al. focus on the administrative systems in rural educational settings, they reveal the complexities that can impact policy effectiveness, such as the specific needs of rural areas that may not be directly comparable to the urban and semi-urban schools primarily considered in our study. Sylkin et al., meanwhile, underscore the responsiveness of educational systems to external shocks, a factor our research acknowledges but does not deeply investigate. This aspect of adaptability is crucial for the formation of resilient inclusiveness policies that can sustain under various socio-

economic conditions. Our findings related to the inclusiveness in primary and secondary educational institutions resonate with those by Fuller et al. (2004) who discuss inclusiveness within higher education. Fuller et al. highlight structural and policy-driven approaches to inclusivity, similar to our emphasis on significant factors that influence policy development. However, their focus on higher education complements our research by indicating a continuum of inclusivity needs that span across different educational levels, suggesting a potential area for extending our study. Spivak et al. (2021) discuss the significance of professional identity in social work education, which aligns with our findings on the educational factors influencing policy formation. The role of professional training in fostering an inclusive mindset among future educators and administrators is a critical linkage between our studies, reinforcing the importance of systemic educational reforms at all levels. Frumos (2020) addresses inclusive education in the context of remote instruction, a rapidly growing field that our study indirectly touches upon through its focus on modern educational policies. The use of technology in enhancing inclusiveness, as discussed by Frumos, provides a practical extension to our findings, suggesting that technology integration could be one of the significant factors in future policy developments.

Finally, Ashytok (2015) and Budnyk (2014) delve into the challenges specific to inclusiveness in Ukraine, offering a direct comparison to our research. Ashytok outlines broader problems in the Ukrainian inclusive education system, many of which our study acknowledges by identifying key influencing factors. Budnyk's focus on teacher training in mountainous regions introduces another layer of complexity to inclusiveness, indicating the geographical and infrastructural challenges that might need distinct policy considerations compared to urban settings. The study by Potkány & Hajduková (2015) provides crucial insights into the role of social networks in the job search process for college students, highlighting the importance of social connectivity and networking skills as vital components of educational and post-educational outcomes. Integrating this perspective into our discussion on the development of inclusiveness in school policies offers a broader view of educational goals beyond immediate academic achievements.

By identifying the two most significant factors influencing inclusiveness, policymakers and educational administrators have a clear basis for prioritizing areas that require immediate attention. For instance, if the research highlights the pivotal role of teacher training and curriculum adaptation as key factors, educational reforms can focus on enhancing teacher preparedness programs and developing inclusive curriculum designs. These targeted actions are likely to yield more effective outcomes in creating inclusive environments that cater to diverse student needs. Additionally, the use of graph theory and the connection graph method offers a sophisticated toolset for stakeholders to continuously monitor and evaluate the impact of these implemented policies, ensuring that they can dynamically adjust strategies in response to real-world outcomes and feedback.

The implications of our findings for the formulation of social policies in Ukrainian schools stress the necessity for targeted, resilient, and inclusive strategies. Given the centrality of accessibility and psychological support uncovered in our study, policies should mandate the integration of comprehensive digital platforms to facilitate uninterrupted learning, especially in conflict-affected areas. This includes investment in digital infrastructure and training teachers to effectively deliver online education. Equally important is the establishment of mandatory mental health programs within schools, which would include regular training for

teachers in trauma-responsive educational practices and the hiring of specialized mental health professionals. These programs should be supported by policy frameworks that promote regular assessments and adjustments based on emerging needs and challenges, ensuring that education remains adaptive and sensitive to the evolving landscape of the conflict in Ukraine.

## Conclusions

To summarize, we note that social inclusion and the creation of a barrier-free environment in Ukraine are traditionally considered in the context of policies regarding people with disabilities and representatives of low-mobility groups. In our opinion, a fundamental component in this process is also to ensure a policy of countering discrimination against minorities, achieving real equality of representatives of different groups in different spheres of socio-political and economic life. Integrated approaches to addressing societal constraints are components of diversity management processes and strategic community inclusion programs. This research has successfully identified and modeled the key educational factors that influence the development of inclusive social policies within school institutions in Ukraine. By employing graph theory and the connection graph method, we have pinpointed the two most significant factors that play a pivotal role in shaping inclusiveness. These findings provide a strong foundation for policymakers and educational leaders to design and implement effective strategies tailored to enhance inclusiveness in schools. Our study contributes to a deeper understanding of the interrelations among various educational elements and their collective impact on policy formation, offering a strategic approach to foster an inclusive educational environment.

To build upon the groundwork laid by this study, future research should extend the scope to include a broader range of educational institutions, particularly higher education and non-formal learning environments. Exploring how inclusiveness can be fostered across these varied settings will provide a more comprehensive view of the challenges and opportunities in developing inclusive educational policies. Additionally, subsequent studies could utilize longitudinal data to assess the long-term effects of implemented policies, thereby offering insights into their efficacy and sustainability. This extended research will be crucial for evolving the educational landscape to be truly inclusive and accommodating for all learners.

In the context of the ongoing war in Ukraine, the formulation of inclusive social policies for schools must prioritize adaptability and resilience. The study identifies crucial factors like accessibility and trauma-informed educational practices as central to fostering inclusiveness. Therefore, policy recommendations should focus on developing robust remote learning systems to ensure continuous access to education despite disruptions caused by the conflict. Additionally, integrating psychological support services within schools is essential to address the emotional and mental health challenges faced by students and staff. Training programs for educators should include modules on trauma awareness and coping mechanisms, equipping them to better support their students. These policies should be designed to be scalable and flexible, allowing for quick adjustments in response to changing circumstances due to the war. Moreover, collaboration with international educational and psychological experts can enhance the effectiveness of these initiatives, ensuring that they are informed by best practices in crisis education and mental health.

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