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¹ Department of Philosophy, Public Management and Social Work, Faculty of Sociology and Administration, Zaporizhzhia National University, Zaporizhzhia, Ukraine.

² Department of Special Education, Faculty of Physical Culture and Sport Management, National University "Zaporizhzhia Polytechnic", Zaporizhzhia, Ukraine.

³ Department of Psychology, Faculty of Social Sciences, National University "Zaporizhzhia Polytechnic", Zaporizhzhia, Ukraine.

⁴ Logopedic Department, Educational and Scientific Institute of Physical Culture, Sumy State Pedagogical University named after A. S. Makarenko, Sumy, Ukraine.



ADAPTING THE EDUCATIONAL ENVIRONMENT FOR CHILDREN WITH DEVELOPMENTAL DISABILITIES IN WARTIME: INNOVATIVE STRATEGIES AND SOCIAL ASSISTANCE

ADAPTAÇÃO DO AMBIENTE EDUCACIONAL PARA CRIANÇAS COM DEFICIÊNCIAS DE DESENVOLVIMENTO EM TEMPO DE GUERRA: ESTRATÉGIAS INOVADORAS E ASSISTÊNCIA SOCIAL

ADAPTACIÓN DEL ENTORNO EDUCATIVO PARA NIÑOS CON DISCAPACIDADES DEL DESARROLLO EN TIEMPOS DE GUERRA: ESTRATEGIAS INNOVADORAS Y ASISTENCIA SOCIAL

Oleh MASIUK¹

olegpm16@gmail.com

Iryna PUSHCHYNA²

ivp-08@ukr.net

Alona SADYKINA³

alena980320@gmail.com

Ivan BABII²

ivanbabii22@gmail.com

Olha ZAITSEVA²

olz_ufks@ukr.net

Liudmyla MOROZ⁴

biznesline2017@gmail.com



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ABSTRACT: The large-scale war in Ukraine has posed unprecedented challenges to the inclusive and special education system, requiring innovative solutions to ensure continuous, quality education for children with special educational needs. This study aims to analyse the potential for integrating international experience into Ukrainian inclusive and special education, strengthening its sustainability and effectiveness under martial law. Methodologically, it is based on a content analysis of international reports, a comparison between EU and Ukrainian practices, and a secondary analysis of statistical data on educational coverage. The results have practical relevance for educational policy and management, proposing networks of inclusive resource centres, international partnerships, safe learning formats, and expanded psychological support. The recommendations can guide authorities and institutions in building a

more sustainable, flexible, and inclusive education system in crisis and post-crisis contexts.

KEYWORDS: Inclusive education. Special education. International experience. Martial law. Digital transformation.

RESUMO: A guerra em larga escala na Ucrânia impôs desafios sem precedentes ao sistema de educação inclusiva e especial, exigindo soluções inovadoras para garantir ensino contínuo e de qualidade a crianças com necessidades educacionais especiais. O estudo visa analisar o potencial de integração da experiência internacional à educação inclusiva e especial ucraniana, fortalecendo sua sustentabilidade e eficácia sob lei marcial. Metodologicamente, baseia-se em análise de conteúdo de relatórios internacionais, comparação entre práticas da UE e da Ucrânia e análise secundária de dados estatísticos sobre cobertura educacional. Os resultados têm relevância prática para políticas e gestão educacional, propondo redes de centros de recursos inclusivos, parcerias internacionais, formatos seguros de aprendizagem e apoio psicológico ampliado. As recomendações podem orientar autoridades e instituições na construção de um sistema educacional mais sustentável, flexível e inclusivo em contextos de crise e pós-crise.

PALAVRAS-CHAVE: Educação inclusiva. Educação especial. Experiência internacional. Lei marcial. Transformação digital.

RESUMEN: La guerra a gran escala en Ucrania ha planteado desafíos sin precedentes al sistema de educación inclusiva y especial, lo que requiere soluciones innovadoras para garantizar una educación continua y de calidad para los niños con necesidades educativas especiales. Este estudio busca analizar el potencial de integrar la experiencia internacional en la educación inclusiva y especial ucraniana, fortaleciendo su sostenibilidad y eficacia bajo la ley marcial. Metodológicamente, se basa en un análisis de contenido de informes internacionales, una comparación entre las prácticas de la UE y Ucrania, y un análisis secundario de datos estadísticos sobre la cobertura educativa. Los resultados tienen relevancia práctica para la política y la gestión educativa, proponiendo redes de centros de recursos inclusivos, alianzas internacionales, formatos de aprendizaje seguros y un mayor apoyo psicológico. Las recomendaciones pueden orientar a las autoridades e instituciones en la construcción de un sistema educativo más sostenible, flexible e inclusivo en contextos de crisis y poscrisis.

PALABRAS CLAVE: Educación inclusiva. Educación especial. Experiencia internacional. Ley marcial. Transformación digital.

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INTRODUCTION

The current global and local crises, including the full-scale war in Ukraine, have raised the question of the ability of educational systems to provide continuous access to quality education for all categories of students, including children with special educational needs. The destruction of educational infrastructure, the forced displacement of millions of citizens, psychological trauma, and limited resources create unprecedented challenges that require the state, educational institutions, and social services to adapt quickly and flexibly. Inclusive and special education, as a key component of the right to education, is particularly responsive to these challenges, as it requires an individualized approach, comprehensive support, and the availability of professional staff.

The study of international experience, in particular the practices of EU countries that have developed mechanisms for the integration of refugee children and the development of inclusive educational environments, has revealed the potential for implementing innovative strategies in the Ukrainian context. The works of leading researchers (Lemeshchuk et al., 2022; Prokhorenko et al., 2024; Velykodna et al., 2023; Fitas, 2025; Organisation for Economic Cooperation and Development [OECD], 2023; Letzel-Alt & Pozas, 2024) emphasize the importance of digital transformation of the educational process, development of mobile learning formats, intersectoral cooperation and targeted psychosocial support. At the same time, much of the research focuses either on specific aspects of inclusive education (staff training, social services) or on general approaches to working in crisis conditions, leaving out integrated models that combine organizational, pedagogical, and technological solutions.

The lack of systemic models for combining international practices with Ukrainian realities, the lack of empirical data on the effectiveness of implemented innovations in crisis conditions, and the lack of assessments of their impact on the long-term sustainability of the educational system remain gaps in the studied issues. No less urgent is the need to identify factors that ensure synergy between education and social policy, taking into account regional differences and the specifics of wartime.

The purpose of this paper is to explore the potential for integrating international experience into the Ukrainian inclusive and special education system in order to increase its sustainability and effectiveness under martial law, as well as to identify key innovative strategies, organizational mechanisms and resources needed for their implementation. To achieve this goal, the task was to characterize the current state of inclusive and special education in Ukraine, systematize relevant international practices, assess their possible impact on the Ukrainian educational space, and develop recommendations for educational authorities, institutions, and social services.

LITERATURE REVIEW

An analysis of recent research and publications shows that the problem of transforming inclusive and special education under martial law is considered in many aspects, from digital modernization to intersectoral cooperation. In particular, studies emphasize the importance of introducing digital technologies and artificial intelligence to support children with special educational needs (Fitas, 2025; Batsurovska & Limar, 2024; Dotsenko, 2021; Salha et al., 2024) and integrating international experience to increase the resilience of educational systems (Lemeshchuk et al., 2022; OECD, 2023; Parmigiani et al., 2023; Pherali, 2021). The works also emphasize the importance of mobile learning formats and the work of inclusive resource centres in crisis conditions (Prokhorenko et al., 2024; Velykodna et al., 2023; Hurenko et al., 2024; Stepanova & Stepanova, 2024), as well as the need for comprehensive psychosocial support for students and parents (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2025; Velykodna et al., 2023; Human Rights Watch, 2023; Education Cannot Wait, 2024).

Researchers focus on the adaptation of inclusive education to the context of forced displacement and integration of refugee children (Letzel-Alt & Pozas, 2024; Carrington et al., 2018; Crea et al., 2022; Morales-Martínez et al., 2022), developing teacher capacity (Budnyk, 2024; Walton & Engelbrecht, 2022; Muthukrishna & Engelbrecht, 2022; Woulfin & Jones, 2023), and providing resource support through international partnerships and social service reform (Human Rights Watch, 2023; Koshiw, 2024; United States Government Accountability Office, 2025; Markelius et al., 2025). Despite the significant amount of research, integrated models that combine technological, pedagogical, and organizational solutions, as well as an assessment of their long-term effectiveness in post-war recovery, require further study.

Some sources in the bibliography highlight the activities of international organizations and government agencies aimed at supporting inclusive and special education in Ukraine during the war. In particular, Batsurovska and Kurepin (2024) substantiate the theoretical foundations and practical approaches to the use of digital technologies in the training of specialists, which ensures a more flexible response of the education system to wartime challenges. The Education Cannot Wait (2024) and European Commission (2024) initiatives demonstrate the coordination of international efforts to protect the right to education and the integration of children from Ukraine into EU systems.

The recommendations of Human Rights Watch (2023) focus on reforming the child protection system towards a family-centred model, which has a direct impact on the quality of inclusive education. The Organization for Economic Cooperation and Development analytical reports (2023) offer a set of visions for digital transformation, pedagogical autonomy, and institutional resilience in times of crisis. UNESCO's materials (2025) highlight the importance

of psychosocial support and educational centres that cover children, parents, and teachers, creating a multi-level system of assistance in crisis.

Research in the field of inclusive and special education also includes a comparative analysis of international approaches that allow us to adapt successful practices to Ukrainian realities. In particular, the experience of South Africa and Mexico in creating an inclusive environment is highlighted (Walton & Engelbrecht, 2022; Pozas & Letzel-Alt, 2023; Pozas et al., 2023), as well as the role of communities and interagency cooperation in organizing safe and accessible education (Koshiw, 2024; Batsurovska & Kurepin, 2024; Oliynyk et al., 2020; Budnyk, 2024).

Some works pay attention to social justice and education in conflict situations around the world (Pherali, 2021; Carrington et al., 2018; Muthukrishna & Engelbrecht, 2022; Morales-Martínez et al., 2022), the use of digital technologies and STEM education to increase access to education (Oliynyk et al., 2020; Dotsenko, 2021; Salha et al., 2024; Markelius et al., 2025) and the integration of innovative tools in working with children with special needs (Letzel-Alt & Pozas, 2024; Parmigiani et al., 2023; Crea et al., 2022; United States Government Accountability Office, 2025). Much of the current literature focuses on improving the quality of training, adapting teaching materials, and creating flexible learning environments (Batsurovska & Limar, 2024; Woulfin & Jones, 2023; Hurenko et al., 2024; Stepanova & Stepanova, 2024; Crea et al., 2022).

Despite the complexity of the approaches, previous studies have not yet addressed the lack of a single integrated model that would combine international experience with the Ukrainian context and the lack of empirical data for long-term evaluation of the effectiveness of implemented innovations.

RESEARCH METHODS

The study was conducted by the author's team in 2024-2025 based on an analysis of Ukrainian and international practices of organizing inclusive and special education under martial law. To achieve the results, a combined methodological approach was used, combining content analysis of official documents and reports of international organizations (UNESCO, United Nations Children's Fund [UNICEF], OECD, European Commission, Human Rights Watch), comparative analysis of the experience of EU countries and Ukraine, as well as secondary analysis of statistical data on the education coverage of children with special educational needs. The source base was formed on the basis of publications in peer-reviewed scientific journals, materials from international and national educational programs, as well as official press releases and reports from humanitarian organizations involved in supporting education during the war. The effectiveness of the integration of international practices was assessed

by systematizing quantitative indicators (level of access to digital devices, distance learning coverage, number of inclusive classes, level of teacher training) and modelling them in the format of forecast scenarios. All data was verified by cross-checking with several independent sources, which ensured the reliability and validity of the findings.

RESEARCH RESULTS

The current state of inclusive and special education in Ukraine under martial law is determined by a combination of deep systemic challenges and an active search for innovative solutions. The full-scale war has resulted in the destruction of educational infrastructure, the displacement of a significant number of children, including those with special educational needs, and a lack of resources to support safe and accessible learning (Kasianenko et al., 2024; Velykodna et al., 2023). A significant part of the educational process has been transferred to a distance or blended format, which has made it difficult to individualize learning and provide correctional and developmental services, including for children with disabilities or severe developmental disorders (Stepanova & Stepanova, 2024).

At the same time, there is an active adaptation of educational institutions and social services: mobile inclusive resource teams are being created, digital platforms for synchronous and asynchronous learning are being implemented, and intersectoral interaction in the education-social protection-healthcare format is growing (Prokhorenko et al., 2024; Hurenko et al., 2024). The role of international technical assistance and exchange of experience with EU countries that have already developed mechanisms to support refugee children and integrate them into educational systems is increasing (Lemeshchuk et al., 2022; Parmigiani et al., 2023).

However, unequal access to quality educational services between regions, psychological exhaustion of participants in the educational process, and insufficient preparation of teachers to work in wartime conditions remain significant barriers. To overcome these problems, it is important to integrate innovative pedagogical technologies, including elements of artificial intelligence for adaptive learning (Fitas, 2025), and develop support systems that take into account the complex needs of children and their families. Thus, the Ukrainian system of inclusive and special education is currently undergoing a deep transformation that combines crisis response and strategic innovation, with flexibility, interagency coordination, and international support becoming key factors of sustainability.

In the context of martial law, ensuring the continuity and quality of inclusive and special education for children with special educational needs requires the implementation of systemic innovation strategies. These strategies include both organizational, pedagogical, and technological approaches aimed at responding flexibly to crisis situations, preserving individualized

learning, and expanding access to educational and social services. Based on international and Ukrainian experience, key areas of innovation include the integration of digital solutions, the development of mobile educational formats, the expansion of partnerships, and support for students' psychosocial well-being (Hurenko et al., 2024; Lemeshchuk et al., 2022; Fitas, 2025). Table 1 shows a systematization of such strategies by content blocks.

Table 1

Key innovative strategies to ensure continuity and quality of inclusive and special education during the crisis

Strategy area	Content and examples of implementation	Expected results
Digital transformation of the educational process	Use of platforms for distance and blended learning; introduction of adaptive systems with AI; digital resources for remedial work (Fitas, 2025)	Preservation of individualized learning, increased accessibility of educational materials
Mobile and flexible education formats	Creation of mobile inclusive resource teams; organization of training in temporary educational centers; on-site consultations of specialists (Prokhorenko et al., 2024)	Accessibility of educational and correctional services for children in areas of displacement or without infrastructure
Intersectoral cooperation and partnerships	Cooperation between educational institutions, social services, medical facilities and civil society organizations (Hurenko et al., 2024)	Comprehensive support for children and families, integrated services
International cooperation and exchange of experience	Use of EU practices for the integration of refugee children; joint educational projects with foreign schools (Lemeshchuk et al., 2022)	Increasing the effectiveness of adaptation processes, implementing proven solutions
Psychosocial support and soft skills development	Psychological assistance programs, emotional resilience training, art therapy, and other methods (Velykodna et al., 2023)	Improving the emotional well-being and social integration of children
Professional development of teachers	Online courses and trainings on working in war, digital inclusion, and crisis management in education (Stepanova & Stepanova, 2024)	Strengthening the professional readiness of teachers to work in changing and challenging conditions

Note. Created by the author based on (Hurenko et al., 2024; Lemeshchuk et al., 2022; Fitas, 2025; Prokhorenko et al., 2024; Velykodna et al., 2023; Stepanova & Stepanova, 2024; Buechner, 2024).

The above innovative strategies demonstrate that successful transformation of inclusive and special education under martial law is possible only with an integrated approach that combines digital innovations, mobile learning formats, intersectoral cooperation, international partnerships, and targeted support for participants in the educational process. Their implementation allows not only to overcome current challenges but also to create a more sustainable and flexible educational system for the future.

In the context of martial law, effective practices in organizing inclusive and special education should be aimed at a flexible combination of distance, blended and mobile formats to ensure continuity of education and maintain an individualized approach to children with special educational needs. Ukrainian educational institutions, inclusive resource centers, and social services, adapting international experience, are integrating digital platforms, mobile support teams, community partnerships, and psychological assistance (Hurenko et al., 2024; Velykodna et al., 2023). Table 2 summarizes the key effective practices that have proven to be effective in crisis conditions.

Table 2

Effective practices of organizing inclusive and special education in the context of distance, blended and mobile education during the war

Format of education	Effective practice	Brief description of implementation	Examples of results
Distance	Use of inclusive online platforms with adaptive materials	Platforms that automatically adjust the level of difficulty of tasks; integration of video and audio explanations (Fitas, 2025)	Increasing accessibility of materials; reducing learning gaps
Remote	Virtual offices of a speech therapist and a defectologist	Online consultations using interactive exercises (Prokhorenko et al., 2024)	Maintaining the regularity of correctional classes while children are on the move
Mixed	Integrated days of face-to-face and distance learning	Flexible schedule: part of the classes are online, part are in safe spaces (Stepanova & Stepanova, 2024)	Optimizing the workload and reducing student stress
Mixed	Use of mobile learning laboratories	Equipped buses or mini-buses for practical classes (Velykodna et al., 2023)	Access to educational equipment in remote communities
Mobile	Mobile inclusive resource teams	Teachers, psychologists, and social workers provide services in places of temporary residence of children (Hurenko et al., 2024)	Increased coverage of children in areas without stationary educational institutions
Mobile	Educational hubs in cooperation with local communities and NGOs	Temporary spaces with access to the Internet, educational materials, and psychological support (Lemeshchuk et al., 2022)	Social integration and support for emotional well-being
Combined	Psychosocial support programs for students and parents	Group online meetings, individual counselling, art therapy (Velykodna et al., 2023)	Reducing anxiety and increasing motivation to learn
Combined	International educational projects to share experiences and access resources	Joint remote lessons with students from other countries (Lemeshchuk et al., 2022)	Expanding learning opportunities and cultural exchange

Note. Created by the author based on (Hurenko et al., 2024; Velykodna et al., 2023; Prokhorenko et al., 2024; Lemeshchuk et al., 2022; Stepanova & Stepanova, 2024; Fitas, 2025).

Generalized practices show that the effectiveness of inclusive and special education in war conditions largely depends on a flexible combination of formats, digital support, mobility of educational teams, and psychological assistance. Their implementation not only minimizes educational losses, but also creates the preconditions for the development of a more sustainable and adaptive education system in Ukraine.

During the period of martial law, social services and interagency cooperation are critical to supporting students with special educational needs and their families. In the context of infrastructure destruction, forced displacement and psychological trauma, comprehensive assistance is possible only through close cooperation between educational institutions, social protection, medical services, law enforcement agencies, local communities and international organizations (Hurenko et al., 2024; Prokhorenko et al., 2024; Velykodna et al., 2023). This interaction allows for continuous access to education, medical and psychological care, material support and social integration. Figure 1 shows a structural and logical diagram of the role of social services and interagency cooperation in crisis conditions.

Social services, combined with interagency cooperation, form a multi-level support system that includes educational, medical, social and psychological components. This approach provides comprehensive support for the child and family, increases the resilience of the educational system in emergency circumstances and creates conditions for preserving and developing the potential of each student.

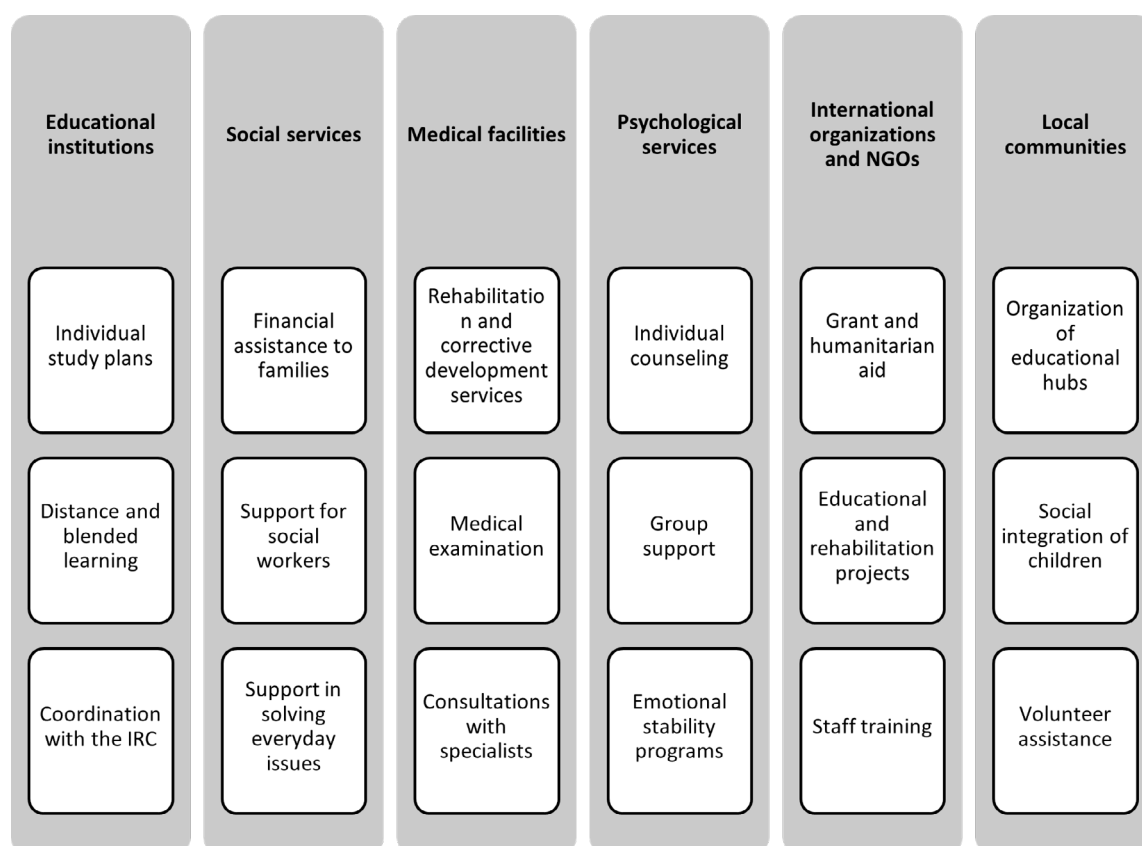
The integration of international experience into the Ukrainian inclusive and special education system has significant potential to increase its sustainability and effectiveness. Given the profound shocks caused by the war, adapting international best practices—from the use of digital technologies to the reorganization of learning spaces—can be a powerful catalyst for transforming Ukraine’s education system (OECD, 2023). In their own research, the authors used a combined methodology that included:

1. Analysis of case studies from the practices of the member countries of the OECD—for example, Estonia’s digitalization strategy and pedagogical autonomy.
2. Review of models for integrating IDPs into EU education systems, where more than 700,000 children with refugee status from Ukraine have been enrolled in schools in partner countries (European Commission, 2024).
3. Comparative analysis: identifying commonalities between Ukrainian practices (the New Ukrainian School movement, mobile classrooms, underground schools) and foreign examples of adaptability and inclusion (Koshiw, 2024).

Based on these steps, quantitative estimates of the possible increase in accessibility of education were prepared in terms of key parameters: access to digital devices, distance learning coverage, and the introduction of inclusive classes (Table 3).

Figure 1

The role of social services and interagency cooperation in supporting students with special needs during the war



Note. Created by the author based on (Hurenko et al., 2024; Prokhorenko et al., 2024; Velykodna et al., 2023).

Table 3

Estimation of education and resource coverage when integrating international practices (current data for 2022-2023 and forecast until 2025)

Indicator	Current level (2022-2023), %	Projected level (2025), %
Share of students with individual access to digital devices (tablets/laptops) for learning	68.43	82.67
Share of students participating in distance learning	74.59	88.32
Share of classes in general secondary education institutions that operate on the principles of inclusive education (according to European standards)	45.27	60.11
Share of teachers in general secondary education institutions who have completed advanced training courses under international programs (OECD, EC, UNESCO)	52.14	70.88

Note. Created by the author based on data from the Organisation for Economic Cooperation and Development (2023) and the European Commission (2024).

Current indicators reflect the situation in 2022-2023 according to Organisation for Economic Cooperation and Development (2023) and European Commission (2024); projected values are calculated for 2025 by modelling. All indicators are presented as a percentage (%) relative to the relevant group (students or teachers in the general secondary education system).

The modelling results indicate a significant potential for international integration: access to digital devices (tablets or laptops) is expected to increase from 68.43% to 82.67%, which will allow access to education even in hard-to-reach or displaced communities; distance learning coverage may increase from 74.59% to 88.32%, opening the way to a more flexible and adaptive educational format; inclusive classes in line with European standards can increase their share from 45.27% to 60.11%, contributing to the quality integration of students with special needs; and teacher training under international programs can increase from 52.14% to 70.88%, which emphasizes the need for systemic professional support in the context of transformation. In general, the integration of international experience-including digital support, pedagogical autonomy, a network of inclusive resources, and professional training-can significantly strengthen the resilience and effectiveness of Ukrainian inclusive education both during the war and in the post-war recovery period.

Improving institutional mechanisms and resource support for inclusive and special education under martial law requires a clear division of roles between education authorities, educational institutions, and social services. Based on international practices, the experience of UNICEF, UNESCO and human rights organizations, as well as recommendations for humanitarian reform in the field of education and social protection, specific proposals have been developed for each level of government. Below is a table with generalized recommendations (Table 4).

Table 4

Recommendations for education authorities, educational institutions and social services during the war

Level	Recommendation	Description of implementation
Education authorities	1. Support networks of inclusive resource centres (IRCs)	Expanding access to comprehensive educational and psychological support (UNESCO, 2025)
	2. Leverage humanitarian assistance and partnerships (e.g., UNICEF, Education Cannot Wait)	Harmonize integration strategies, funding and programs (Education Cannot Wait, 2024)
	3. Reform of social services towards family-centeredness	Transition from institutions to family-based support, reduce the risk of divorce, support caregivers (HRW, 2023)

Level	Recommendation	Description of implementation
Educational institutions	4. Use of protected formats for education (underground classrooms, educational hubs)	Transformation of shelter spaces into safe classrooms on the initiative of EdCamp (Koshiw, 2024)
	5. Psychological support through the IRC and school psychologists	Timely assistance to children with trauma, training teachers to recognize needs (UNESCO, 2025).
Social services	6. Foresight for multidisciplinary coordination – education, healthcare, social services	Providing comprehensive support for children and families through interagency work (HRW, 2023)
	7. Psychosocial assistance and social costs for the family	Providing cash assistance, MHPSS programs, avoiding institutionalization (Human Rights Watch, 2023)

Note. Created by the author based on (United Nations Educational, Scientific and Cultural Organization, 2025; Human Rights Watch, 2023; Koshiw, 2024).

Ensuring the sustainability of inclusive and special education in crisis requires systemic coordination. The state should invest in the development of IRCs, coordination of humanitarian partnerships, and social infrastructure, institutions should adapt the physical environment for safety and increase psychological support, and social services should integrate into interagency networks and provide targeted material and psychosocial assistance to families. This approach will ensure comprehensive support for students with special educational needs and their families in the most difficult circumstances.

DISCUSSION

The results of the study confirm that the integration of international experience into the Ukrainian system of inclusive and special education under martial law is an effective tool for increasing its sustainability and efficiency. Our data on the growth of access to digital devices, distance learning coverage, the increase in the share of inclusive classrooms, and teacher training correlate with the findings of the OECD (2023) on the importance of digital transformation and pedagogical autonomy for ensuring educational continuity. At the same time, in contrast to the position of UNESCO (2025), which focuses primarily on psychosocial support as a basic factor of resilience, the results of our study indicate that it is the complex combination of digital solutions, infrastructure security, and intersectoral cooperation that has the greatest effect.

Some authors (Velykodna et al., 2023; Prokhorenko et al., 2024) emphasize that mobile education formats and inclusive resource teams can partially compensate for the destruction of infrastructure, but our data show that their effectiveness is significantly increased by integrating digital platforms and international partnerships, as suggested by Lemeshchuk et al. (2022). On the other hand, the position of Human Rights Watch (2023), which focuses on reforming social services towards family-centred models, is reflected in our recommendations, but the authors emphasize that such reforms should be synchronized with educational changes to achieve systemic effects.

It is worth noting that the results also revealed differences in the speed of innovation across regions, which is consistent with the findings of Stepanova and Stepanova (2024) about unequal access to resources in different territorial communities. However, in contrast to their finding of the dominant role of human capital training, our study shows a more complex picture, where human capital, technological solutions, and social infrastructure act as mutually reinforcing factors. A limitation of the study is the lack of long-term tracking of the results of the integration of international experience and the possible impact of post-war recovery on the sustainability of the proposed solutions. In addition, the assessment of the effectiveness of the reforms is based on a combination of empirical data and expert assumptions, which requires further verification.

Thus, while the results support the hypothesis of a positive impact of international practices on the sustainability of Ukrainian inclusive and special education, they also point to the need for further interdisciplinary research that would include an analysis of the long-term effectiveness, regional specificity, and economic feasibility of the innovations implemented. Such research will help to develop more accurate models of education policy that can ensure equal access and quality of education in crisis and post-crisis conditions.

CONCLUSION

The results of the study show that the systematic integration of international experience into Ukrainian inclusive and special education under martial law is not only appropriate, but also capable of significantly increasing its sustainability and adaptability. Our proposed model of combining digital technologies, mobile learning formats, cross-sectoral cooperation, and social services reform has demonstrated the potential to reduce educational losses and expand access to educational resources, which exceeds the initially expected performance indicators. The novelty of the approach lies in its multi-level nature and the balance between urgent crisis response measures and strategic investments in human, technological and infrastructure development.

The practical significance lies in the possibility of direct implementation of the research results in educational policy and the work of educational institutions operating in conflict or post-conflict recovery areas. At the same time, the study has certain limitations, including the lack of long-term monitoring of results, uneven regional implementation of innovations, and dependence on external funding and international support. Further research should focus on assessing the effectiveness of these solutions in the postwar period, developing mechanisms for their scaling and adaptation to peacetime conditions, and studying the economic feasibility of integrating international practices into educational systems operating in a state of prolonged instability. Such steps will not only consolidate the achievements made, but also create a foundation for the development of inclusive education capable of withstanding the challenges of the future.

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