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ORGANIZATIONAL AND PEDAGOGICAL FOUNDATIONS OF MANAGING INCLUSIVE EDUCATION IN PRIMARY EDUCATIONAL INSTITUTIONS

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Abstract. Inclusive education in primary educational institutions requires an integrated organizational and pedagogical management system capable of responding to the diverse educational, social, psychological, and developmental needs of pupils. The purpose of this study is to examine the organizational and pedagogical foundations of managing inclusive education and to develop a conceptual management model for creating accessible, supportive, and learner-centred primary education environments. The study applies theoretical analysis, comparative analysis, systematization, generalization, and modelling methods. The analysis demonstrates that effective inclusive education management depends on coordinated leadership, teacher competence, differentiated instruction, accessible learning environments, cooperation with parents and specialists, continuous monitoring, and timely pedagogical intervention. Particular attention is given to the role of school leaders in establishing an inclusive organizational culture and supporting collaborative professional practices. The proposed model integrates diagnostic assessment, strategic planning, resource coordination, inclusive pedagogical implementation, stakeholder collaboration, monitoring, feedback, and continuous improvement. The study concludes that inclusive education should be managed not as an isolated intervention for individual pupils but as a systematic transformation of the organizational and pedagogical environment of the entire primary educational institution.

Keywords: inclusive education, primary education, educational management, inclusive pedagogy, school leadership, differentiation, collaboration, monitoring.

Introduction. Contemporary education increasingly recognizes diversity as an integral characteristic of the learning environment. Primary schools bring together pupils with different learning abilities, developmental characteristics, social backgrounds, communication needs, and educational experiences. Consequently, ensuring equal participation and meaningful learning opportunities requires educational institutions to move beyond a uniform model of teaching and develop flexible organizational and pedagogical mechanisms. Inclusive education is based on the principle that every child should have access to quality education and opportunities to participate fully in school life. UNICEF emphasizes that children with disabilities continue to encounter barriers associated with discrimination, inaccessible school services, insufficient learning materials, and limited teacher preparation. Therefore, inclusive education requires changes at the level of school infrastructure, teacher capacity, learning materials, community attitudes, and educational management. The management of inclusive education is particularly important at the primary level because the first years of schooling form the foundation for pupils' academic development, socialization,

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communication, self-confidence, and attitudes toward learning. Difficulties experienced during this stage may influence subsequent educational trajectories. Therefore, school management should create conditions in which differences among pupils are identified early and addressed through appropriate pedagogical strategies. The organizational dimension of inclusive education includes school leadership, allocation of human and material resources, development of internal cooperation mechanisms, coordination with parents and specialists, and creation of accessible learning conditions. The pedagogical dimension includes differentiated instruction, individualization, formative assessment, flexible teaching methods, assistive technologies, peer cooperation, and continuous feedback. OECD research emphasizes that school leadership is important for creating positive school climates in which teachers collaborate and parents and pupils participate in school life. Leadership therefore represents not only an administrative function but also an important mechanism for promoting equity and inclusion.

In this context, the effectiveness of inclusive education can be represented conceptually as follows:

Inclusive Education Effectiveness = Organizational Support + Teacher Competence + Pedagogical Adaptation + Collaboration + Accessibility + Monitoring.

Literature review. The theoretical foundations of inclusive education are associated with the transition from segregated educational practices toward educational environments in which pupils with different needs learn and participate together. Inclusive education therefore involves more than placing pupils with disabilities in mainstream classrooms. It requires adaptation of the curriculum, teaching methods, learning materials, assessment procedures, infrastructure, and social environment.

UNICEF identifies teacher training, accessible infrastructure, appropriate learning materials, community engagement, and systematic monitoring as important components of inclusive education systems.

OECD research similarly indicates that teachers need adequate preparation and continuous professional support to implement inclusive teaching effectively. Inclusive teaching requires specific competencies that enable teachers to respond to increasingly diverse classrooms.

School leadership represents another important dimension. According to OECD, education leaders influence the quality and effectiveness of teaching and learning by establishing direction, improving teaching conditions, supporting professional collaboration, and developing relationships with internal and external stakeholders.

The literature also emphasizes the importance of collaboration. Inclusive education cannot be effectively managed by an individual teacher acting alone. Cooperation between classroom teachers, school administrators, psychologists, special educators, speech and language specialists, social workers, parents, and pupils can provide a more comprehensive response to individual learning needs. OECD evidence highlights the importance of collaborative school cultures and shared professional responsibility.

Recent UNICEF evidence from Uzbekistan also demonstrates the relevance of inclusive pedagogy, differentiated teaching, assistive technologies, adaptive learning materials, accessible infrastructure, and child-friendly environments in developing inclusive schools. Thus, the literature indicates that inclusive education should be considered a multidimensional management process involving organizational, pedagogical, social, technological, and evaluative components.

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Results and discussion. The organizational foundation of inclusive education begins with the creation of an institutional structure that recognizes diversity as a normal characteristic of the school community. School administrators should establish clear responsibilities for inclusive education, coordinate available resources, organize professional collaboration, and monitor the accessibility of educational processes.

An effective organizational structure may include:

School Leadership → Inclusive Education Coordinator → Teachers → Support Specialists → Parents → Community Partners.

The role of school leadership is particularly significant because inclusive education requires coordinated institutional action rather than isolated classroom interventions. OECD research notes that school leaders are central to creating collaborative environments that support inclusive teaching practices and student well-being.

Table 1. Main organizational components of inclusive education management

Organizational component	**Main function**	**Expected result**
Strategic planning	Establishing inclusive education goals	Clear institutional direction
Resource management	Allocating human, material and digital resources	Improved accessibility
Staff coordination	Organizing cooperation among teachers and specialists	Integrated support
Parent cooperation	Involving families in educational decisions	Stronger home-school partnership
Professional development	Developing teachers' inclusive competencies	Improved pedagogical practice
Monitoring	Tracking participation and learning progress	Timely intervention
Institutional evaluation	Assessing inclusive practices	Continuous improvement

Therefore, inclusive education management should be incorporated into the overall strategic management system of the primary school.

Pedagogical foundations of inclusive education. The pedagogical foundation of inclusive education is based on the recognition that pupils may require different forms, methods, rates, and levels of support while pursuing common educational objectives.

Differentiated instruction is particularly important. Instead of expecting all pupils to complete identical tasks in an identical manner, teachers can adapt:

- task complexity;
- learning materials;
- instructional pace;
- communication methods;
- assessment procedures;
- individual support;
- opportunities for peer collaboration.

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UNICEF guidance emphasizes the importance of recognizing individual needs and adapting activities so that children with different disabilities can participate and achieve in learning activities.

A pedagogical management cycle can therefore be represented as:

Diagnosis → Individual Needs Identification → Learning Goal Setting → Differentiated Planning → Inclusive Instruction → Feedback → Monitoring → Pedagogical Adjustment.

This cycle allows teachers to continuously adapt instruction according to pupils' learning progress.

Teacher competence as a key condition. Teacher competence is one of the central conditions of successful inclusive education. Teachers need knowledge about learner diversity, differentiated instruction, formative assessment, classroom management, communication strategies, and appropriate use of assistive technologies. OECD research indicates that building teacher capacity for inclusive teaching is a key policy area and that teachers require preparation and continuous support throughout their careers.

Teacher competence in inclusive education can be conceptualized through five dimensions:

Inclusive Competence = Diagnostic + Pedagogical + Communicative + Digital + Reflective Competence.

Diagnostic competence enables teachers to identify learning needs.

Pedagogical competence allows teachers to adapt content, methods, and assessment. Communicative competence supports interaction with pupils, parents, and specialists. Digital competence facilitates the use of assistive and adaptive technologies. Reflective competence enables teachers to evaluate their own practices and make necessary adjustments.

Inclusive school culture and leadership. An inclusive school requires an organizational culture based on respect, participation, cooperation, and non-discrimination.

School leaders should therefore:

- formulate an institutional vision of inclusion;
- support teachers in implementing inclusive practices;
- promote collaborative professional learning;
- encourage parental participation;
- ensure accessible educational resources;
- monitor the implementation of inclusive policies;
- create mechanisms for identifying and addressing barriers.

Leadership should not be limited to administrative control. It should function as a mechanism for creating the conditions under which teachers can develop and implement inclusive practices. OECD research highlights the relationship between leadership, collaboration, school climate, and inclusive teaching.

Cooperation between teachers, parents and specialists. Inclusive education requires a multidisciplinary approach. A pupil's educational needs may involve pedagogical, psychological, communication, social, and technological dimensions.

Consequently, cooperation can be organized through:

Teacher ↔ Parent ↔ Psychologist ↔ Special Educator ↔ School Administration.

Regular communication among these participants allows the school to develop more coherent support strategies. Parent participation is especially important because parents possess valuable information about the child's interests, communication patterns, strengths, difficulties, and learning

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preferences. At the same time, schools should provide parents with understandable information about educational goals, progress, and available support.

Monitoring the quality of inclusive education. Monitoring should not focus exclusively on academic achievement. Inclusive education requires multidimensional indicators.

Table 2. Indicators for monitoring inclusive education

Dimension	Indicators
Accessibility	Physical and digital accessibility
Participation	Attendance and classroom participation
Learning	Academic progress and achievement
Social integration	Peer interaction and cooperation
Emotional well-being	Sense of belonging and confidence
Teacher practice	Use of differentiated and inclusive methods
Family involvement	Communication and participation
Institutional support	Availability of specialists and resources

The monitoring process can be represented as:

Data Collection → Analysis → Identification of Barriers → Intervention → Monitoring → Evaluation → Improvement.

This approach allows school administrators to move from reactive management toward preventive and evidence-informed management.

Organizational barriers to inclusive education. Despite the potential of inclusive education, several organizational barriers may limit its implementation.

These include:

1. insufficient teacher preparation;
2. inadequate accessible infrastructure;
3. limited availability of adapted learning materials;
4. insufficient specialist support;
5. weak cooperation between school and family;
6. large class sizes;
7. limited time for individualized support;
8. insufficient monitoring mechanisms;
9. negative stereotypes and social attitudes;
10. inadequate institutional resources.

UNICEF's recent global research emphasizes that inclusive education requires sustained commitment, recognition of learner needs, system reform, and adequate resourcing. Consequently, solving these problems requires systemic rather than isolated interventions.

Discussion. The findings indicate that inclusive education management should be understood as a continuous institutional process rather than a set of individual accommodations. The first important implication is the transition from administrative management to developmental management. The school administration should not merely ensure compliance with inclusion-related requirements but should actively create conditions for teacher development, collaboration, innovation, and student participation. The second implication concerns the transition from uniform instruction to differentiated pedagogical management. Pupils may share common educational objectives while requiring different

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pathways to achieve them. The third implication is the transition from individual teacher responsibility to distributed responsibility. Inclusive education is more sustainable when responsibility is shared among administrators, teachers, specialists, parents, and the wider school community. The fourth implication concerns continuous monitoring. Monitoring should provide information that can be used for pedagogical decision-making rather than functioning merely as an administrative reporting mechanism. Finally, inclusive education should be connected with the broader concept of educational quality. UNICEF's current evidence from multiple countries emphasizes that exclusion is not inevitable and that system-level reforms, resources, and recognition of learners' needs can create environments in which children participate, learn, and thrive.

Conclusion. Inclusive education in primary educational institutions requires an integrated organizational and pedagogical management system that places the individual needs, participation, development, and well-being of every pupil at the centre of educational decision-making. The study demonstrates that successful inclusion cannot be achieved solely through the physical placement of pupils with diverse needs in mainstream classrooms. It requires changes in school leadership, teacher professional competence, curriculum implementation, learning materials, assessment, infrastructure, stakeholder cooperation, and monitoring. The organizational foundation of inclusive education is based on strategic planning, effective resource management, distributed responsibility, collaborative leadership, and the development of an inclusive school culture. The pedagogical foundation involves differentiated instruction, individualization, formative assessment, flexible learning strategies, adaptive materials, and continuous feedback.

The proposed management model — Institutional Diagnosis → Inclusive Strategic Planning → Identification of Learner Needs → Resource Coordination → Teacher Preparation → Differentiated Instruction → Stakeholder Collaboration → Monitoring → Feedback → Corrective Intervention → Evaluation → Continuous Improvement — provides a systematic framework for organizing inclusive education at the primary school level.

The effectiveness of this model depends on the interaction of leadership, teacher competence, pedagogical adaptation, accessibility, collaboration, monitoring, and continuous improvement. Therefore, inclusive education should be viewed not as a separate educational programme but as an integral characteristic of high-quality primary education. Future research should focus on empirical testing of the proposed model in primary schools, development of measurable indicators for inclusive education management, evaluation of teacher professional-development programmes, and assessment of the effectiveness of digital and assistive technologies in supporting diverse learners.

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