

PARTICIPATION OF SOCIAL PARTNERS IN CREATING AN INCLUSIVE EDUCATIONAL ENVIRONMENT

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Abstract. Inclusive education represents a complex and multidimensional field, characterized by theoretical debates and practical challenges. Its significance lies in its profoundly social nature, as it directly influences the lives of individuals, families, and communities. The international community increasingly recognizes inclusive education as both a legal obligation and a moral imperative, aimed at ensuring the realization of the fundamental human right to quality education throughout life. Inclusive education reflects a state policy focused on eliminating barriers and promoting equal participation for all learners. The effective collaboration between school, family, and community plays a crucial role in this process, requiring scientific understanding, strategic planning, and the anticipation of both positive and negative outcomes. This paper analyzes the role of social partners in fostering inclusive educational environments and highlights the importance of coordinated actions in supporting students with special educational needs.

Keywords: inclusive education, social partners, special educational needs, integration, collaboration, development.

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Rezumat. Această problemă a educației incluzive este complexă, discutabilă, dar principalul este că este cu adevărat socială, pentru că în cursul soluționării sale, sunt afectate interesele unui număr mare de oameni. Comunitatea internațională consideră educația incluzivă ca o problemă legală, deoarece este concepută pentru a promova realizarea dreptului omului de a primi o educație de calitate pe tot parcursul vieții. Educația incluzivă este politica statului în dezvoltarea sistemului de învățământ general de înlăturare a barierelor și de asigurare a participării active a tuturor copiilor la procesul educațional. Optimizarea colaborării dintre școală, familie și comunitate în sistemul de educație incluzivă a copiilor cu nevoi educaționale speciale necesită, în primul rând, înțelegerea științifică profundă, modelarea și prognozarea tuturor consecințelor pozitive și negative posibile.

Cuvinte cheie: copiii cu nevoi educaționale speciale, educație incluzivă, integrare, compensare, dezvoltare.

1. Introduction

Ensuring equal access to education for all children, including those with special educational needs (SEN), represents one of the fundamental priorities of modern educational systems. This objective is not only an educational concern but also a social, economic, and ethical imperative, as it directly influences the development of inclusive and equitable societies. In the Republic of Moldova, this priority is closely connected to national strategies aimed at promoting social cohesion, reducing inequalities, and fostering sustainable development. Education, in this context, is recognized as a key mechanism for

empowering individuals and enhancing their capacity to actively participate in social and economic life.

The transition from segregated educational models to inclusive approaches reflects a profound paradigm shift in both theory and practice. Historically, children with special educational needs were often placed in specialized institutions, where they were separated from their peers. Although such systems aimed to provide targeted support, they frequently resulted in social exclusion and limited opportunities for integration. Contemporary educational perspectives, influenced by international policies such as the Salamanca Statement, advocate for the inclusion of all learners within mainstream educational settings. This approach emphasizes not only physical access to education but also meaningful participation, equal opportunities, and recognition of diversity as a valuable resource rather than a limitation.

A central principle of inclusive education is the understanding that learning barriers are not solely intrinsic to the individual but are often created by rigid curricula, inadequate teaching methods, and inflexible institutional structures. From this perspective, the responsibility for inclusion shifts from the learner to the educational system. Consequently, inclusive education requires comprehensive systemic reform, including the adaptation of curricula, the diversification of teaching strategies, the implementation of inclusive assessment methods, and the development of supportive and accessible learning environments. These transformations are essential for ensuring that all students, regardless of their abilities or backgrounds, can achieve their full potential.

Moreover, inclusive education is strongly grounded in human rights principles, as reflected in international frameworks such as the Convention on the Rights of the Child [3], which guarantees every child's right to education without discrimination. This legal perspective reinforces the moral obligation of states and educational institutions to create conditions that support equal participation and respect for diversity.

Another critical dimension of inclusive education is the active involvement of families and communities. Families play a fundamental role in supporting children's emotional development, motivation, and educational engagement. At the same time, communities provide additional resources, services, and opportunities that facilitate social integration and inclusion. The collaboration between schools, families, and community actors creates a supportive network that enhances the effectiveness of inclusive practices. Without such partnerships, efforts to promote inclusion may remain fragmented and limited in impact.

In addition, the increasing complexity of contemporary societies requires educational systems to respond to diverse learner needs through innovative and flexible approaches. Inclusive education, therefore, is not only about addressing the needs of students with SEN but also about improving the quality of education for all learners. By promoting diversity,

equity, and participation, inclusive education contributes to the development of democratic values, social responsibility, and mutual respect.

In this context, the present study aims to explore the role of social partners in creating inclusive educational environments, emphasizing the importance of collaboration, shared responsibility, and coordinated action in supporting students with special educational needs. Understanding these dynamics is essential for developing effective strategies that ensure both educational success and social inclusion.

2. Conceptual Framework of Inclusive Education

The development of inclusive education is strongly influenced by international policies, particularly the Salamanca Statement (1994), which introduced the concept of “schools for all”. This document emphasizes that educational systems must be designed to accommodate the diversity of learners, rather than expecting learners to adapt to rigid systems.

Inclusive education is grounded in several theoretical perspectives, among which the social model of disability is particularly relevant. According to this model, disability is not an inherent limitation but a consequence of environmental barriers and societal attitudes. This perspective shifts the responsibility for inclusion from the individual to the system.

In addition, inclusive education is closely linked to human rights frameworks, including the Convention on the Rights of the Child, which guarantees every child’s right to education. These international instruments provide the legal and ethical foundation for inclusive practices [1].

Thus, inclusive education should be understood as a comprehensive reform that addresses structural inequalities, promotes diversity, and ensures equal opportunities for all learners [2].

Principles of Inclusive Education

The implementation of inclusive education is based on several fundamental principles:

- *Equity and equal opportunities*: ensuring that all students have access to quality education regardless of their abilities or background;
- *Individualization and differentiation*: adapting teaching strategies to meet diverse learning needs;
- *Participation and inclusion*: promoting active involvement of all students in the learning process;
- *Collaboration and partnership*: fostering cooperation among educational stakeholders;
- *Sustainability*: ensuring long-term effectiveness of inclusive practices through continuous evaluation.

These principles provide a framework for designing inclusive educational policies and practices that are both effective and equitable.

The Role of Social Partners in Inclusive Education

The success of inclusive education largely depends on the active involvement of social partners, including schools, families, communities, and various institutional actors.

1. School–Family Partnership

The relationship between school and family represents the cornerstone of inclusive education. Parents possess valuable knowledge about their children’s needs, abilities, and preferences, which can significantly inform educational planning. Effective communication and collaboration between teachers and parents contribute to better educational outcomes and stronger emotional support for students [4].

2. Community Involvement

Communities play a vital role in providing resources, services, and opportunities for social integration. Community organizations, NGOs, and local authorities can support inclusive education through programs that promote accessibility, awareness, and social participation.

3. Interinstitutional Collaboration

Inclusive education requires cooperation between multiple sectors, including education, healthcare, and social services. This interdisciplinary approach ensures that students receive comprehensive support addressing both educational and non-educational needs.

Advantages of Inclusive Education

Inclusive education offers numerous benefits:

- *for students*: improved self-esteem, social skills, and academic performance;
- *for teachers*: development of innovative pedagogical practices;
- *for society*: reduction of inequality and promotion of social cohesion.

Moreover, inclusive education fosters values such as empathy, respect, and tolerance, which are essential for democratic societies.

Effective inclusive education relies on the implementation of specific strategies: individualized learning plans, collaborative teaching approaches, use of assistive technologies, flexible learning environments, continuous assessment and feedback.

Additionally, promoting cooperative learning and peer interaction enhances both academic and social development.

Challenges and Limitations

Despite its benefits, inclusive education faces several challenges:

- insufficient resources and infrastructure;
- lack of specialized training for teachers;
- resistance to change within educational systems;

- limited collaboration between institutions.

Addressing these challenges requires systemic reforms, policy support, and continuous professional development.

Teacher training is a critical component of inclusive education. Educators must develop competencies in: inclusive pedagogy, differentiated instruction, communication and collaboration, conflict management [5, 6].

Similarly, parents and community members should be supported through training and awareness programs.

3. Conclusion

The participation of social partners is essential for the creation of inclusive educational environments. Inclusive education represents a holistic approach that integrates educational, social, and ethical dimensions.

Effective collaboration between school, family, and community ensures that students with special educational needs are not only integrated but fully included in the educational process. Future efforts should focus on strengthening partnerships, improving teacher training, and ensuring the sustainability of inclusive practices.

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