



New Model of Inclusive Higher Education Practices in Megacities' Universities

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Abstract

This study analyzes the problem of higher professional education for people with disabilities in multinational megacities from different countries. The aim of this paper is to investigate the emerging changes and perspectives of educational inclusion in the universities of Moscow, Jakarta, Barcelona, and Cairo and to develop a new model of inclusive educational practice for universities based on an inclusive ideology of understanding the position of people with disabilities in the education system and society overall. To perform this study and verify the new model proposed by the authors, participants were selected from ten universities that indicated parameters such as accessibility, participation, quality, students' education results, and government funding. The survey aimed to collect participants' perspectives and experiences from diverse elements of the higher education community in the aforementioned locations. 751 participants were selected for the survey with a balanced gender distribution: 48.6% men and 51.4% women. Age distribution was rather diverse: the age group of 18–24 years was 25.7%, the age group of 25–34 years was 27.3%, the age group of 35–44 years was 25.6%, and the age group of 45 years 21.4%. Another distribution was people without disabilities (N=250) and with disabilities (N=551). The reliability of the research was achieved using several methods, including ANOVA. The results of this research show similarities and differences in implementing inclusive education practices across selected locations, providing a detailed picture of the current state and future perspectives of higher inclusive education. The scientific novelty of this research lies in the theoretical-methodological rationale of the new model of inclusive higher education practices in universities of major megacities and in forming the propositions on this model's implementation in higher education institutions.

Keywords:

Higher Education;
Inclusion and Special Education;
Students with Disabilities;
New Model of Inclusive Education;
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1- Introduction

Relevance of the chosen study problem is the necessity of searching for new efficient educational models that would support harmonizing human relationships in general and the professional adaptation of people with disabilities in particular. Universities and official authorities need to achieve the most efficient models, technologies, and environments for the inclusive educational paradigm.

The concept of «inclusion» exists inside the social-cultural space as a higher level of social equity. The inclusive educational paradigm assumes the unity of all personalities inside the educational space, regardless of their physical or mental health, development level, ethnicity, religion, gender, or social-economic status in their families [1].

Inclusive higher education is a concept that promotes collaborative education and training between people with and without disabilities. This type of education will allow all students to fully participate in university life, regardless of their physical, mental, intellectual, and other features.

The inclusive model of higher professional education in various countries differs with the variability and mobility of the systems transformed into a whole process that includes not only international legal relationships but also “society in general, to identify and challenge discrimination and exclusion at an international, national, and local level” [2].

The aim of this paper is to perform comparative analysis between the models of inclusive higher education in the capitals of Russia, Spain, Egypt, and Indonesia; to reveal comparative advantages and disadvantages in those models; and to develop a new model of inclusive higher education practices in megacities' universities.

Popular inclusive educational models in capital universities in the UK and USA are variable because of cultural diversity. At the same time, they are generally focused on the institutionalization of inclusion with the assignment of its functions to certain intra-university organizations, strict legal support, and regulation, as well as a predominantly broader understanding of inclusion than in some other countries, such as Russia. In such models, the object of inclusion is not only a student with special educational needs but also any potentially discriminated subject, as well as his family [3].

The variable part of such models is to emphasize either educational (obtaining specific skills) or social results of their implementation (inclusion in the process of communication and interaction with various social communities) [4].

Higher education in Indonesia includes more than 1,500 institutions. Among them are public and private universities:

- Akademi: provide students with a specialty in a narrow industry;
- Institut: an educational institution with 2–3 faculties for studies in related fields;
- Instituteteknologi: institute of technology;
- Sekolahtinggi: a university that provides the opportunity to study one discipline;
- Universitas is an educational institution with several main faculties for obtaining a diploma in any field of your choice.

State universities are free, whereas private institutions often depend on funds and tuition fees.

Inclusive education in Indonesia is a priority policy of the Ministry of Education, aimed at expanding educational services for all students with special needs through the use of a flexible curriculum, considering local characteristics and learning processes using information technology. Various policies as well as programs have been implemented, such as proposing laws on inclusive education, increasing the education budget, involving universities, the Center for Empowerment and Training of Teachers and Educators to educate students with special needs, and establishing links with non-governmental organizations by private agencies, which have shown encouraging results, although some aspects still require attention and additional research.

In Egypt, more than 60 higher education institutions are active, and more than 3 million students study there. Universities in the Arab Republic of Egypt are divided into public and private, and secular and religious. Higher education institutions are mainly located in cities and are dispersed throughout the country, but most universities are located in Cairo, the capital of the Arab Republic of Egypt, and Alexandria, one of the largest cities in the republic.

Most universities in Egypt provide equal opportunities for education to applicants of both sexes, but a significant proportion of girls complete their education at the secondary school level (grade 9). There is an opinion in Egyptian society that a girl must first be a good housewife and mother, and therefore she has no need for higher education. The development of inclusive education in Egyptian universities is also still at an insufficiently developed level and is implemented only by large public metropolitan universities.

Currently, the inclusion of higher professional education in the inclusive paradigm is one of the leading priorities of Russian, Indonesian, and Egyptian social policy.

The research problem revolves around the profound disparities in the implementation of inclusive higher education policies and practices within the distinct contexts of the selected cities. This study addresses the fundamental issue of achieving inclusivity in higher education within the diverse urban landscapes of Moscow, Jakarta, Barcelona, and Cairo. While there is a global consensus on the importance of inclusive higher education, the translation of this commitment into policies and practices is subject to each city's distinctive conditions and challenges. The research problem is framed within the context of enhancing equitable access, participation, quality, and achievements in higher education, acknowledging that these dimensions manifest differently within the diverse urban settings selected for analysis.

Previous studies have extensively examined inclusive higher education policies and practices, often focusing on specific regions or individual aspects such as accessibility, participation, or student outcomes [5–7]. However, a comprehensive cross-cultural analysis across diverse urban settings, encompassing multiple dimensions simultaneously, remains scarce. Existing literature predominantly concentrates on singular regions or nations, limiting the understanding of a global perspective on inclusivity in higher education [8–10]. Additionally, while some studies touch upon the perceptions of stakeholders, there is a notable gap in research that systematically compares the perceptions across diverse cultures and urban contexts. To address these gaps, this study takes a pioneering approach by conducting a multinational analysis focusing on Moscow, Jakarta, Barcelona, and Cairo. By concurrently investigating multiple facets—accessibility, participation, quality, student outcomes, and government funding—this research aims to offer a holistic view of inclusivity in higher education that can enhance future practices. The focus on diverse urban settings allows for a nuanced understanding of how varying sociocultural contexts influence perceptions and practices. This approach will not only identify commonalities but also reveal potential differences, thus providing crucial insights for policymakers, educators, and stakeholders aiming to promote inclusive practices in higher education on a global scale.

This study addresses the following research questions:

- To what extent do students and other participants in the education process perceive the accessibility of higher education institutions in Moscow, Jakarta, Barcelona, and Cairo?
- To what extent do underrepresented groups, including individuals with disabilities, participate in higher education in the selected cities? What are the primary obstacles and enablers that influence their participation?
- Which variations exist in the quality of inclusive higher education practices in Moscow, Jakarta, Barcelona, and Cairo, and how do teaching methodologies, curriculum designs, and faculty commitment to inclusivity contribute to these differences?
- How do student outcomes, including academic achievements and future employment prospects, differ among the selected cities? To what extent are these variations correlated with socioeconomic factors?
- How do government policies and funding mechanisms differ among the selected cities, and how do these variations affect the perceived inclusivity of higher education institutions?

The scope encompasses a study of 751 participants from these cities and data collected from 10 universities, ensuring a comprehensive representation of different types of institutions. It primarily employs surveys as the data collection method, focusing on accessibility, participation, quality, and outcomes. Therefore, this research is motivated by the urgency of understanding how inclusivity in higher education is conceptualized and realized across distinct geographic and cultural contexts. It endeavors to unravel the complexities surrounding policies and practices, examines facilitators and barriers, and ultimately contributes to enhancing inclusivity in higher education globally.

2- Literature Review

2-1-Inclusive Higher Education Policies and Practices

Inclusive higher education policies and practices have acquired paramount importance in addressing social inequalities and fostering diversity within tertiary education. The evolution of this concept reflects a profound shift from the exclusionary paradigms of the past to a commitment to equitable access and opportunities for all individuals, regardless of socioeconomic status, cultural background, or physical and intellectual abilities [10]. One of the primary principles of inclusive higher education is to remove barriers that hinder the participation of underrepresented groups. These groups may include individuals with disabilities, ethnic and linguistic minorities, or those from economically disadvantaged backgrounds. In this sense, policies and practices prioritize expanding access, minimizing inequities, and providing support services to ease the educational journey. Furthermore, accessibility is the first feature of inclusive higher education, according to Goldberg et al. [11], which focuses on making higher education cheaper and physically accessible. Policies to promote representation among underrepresented groups may include financial

assistance programs, scholarships, and affirmative action policies. Additionally, accessible campuses and liberal admission requirements promote diversity. The second pillar is participation, which requires improving the presence of underrepresented groups in higher education [12]. This is accomplished through outreach initiatives, awareness campaigns, and bridge programs, which ensure that students from varied backgrounds can successfully complete their educational journey.

The third component of inclusive higher education stresses curriculum design that recognizes varied learning styles and takes into account different talents and needs. To ensure that every student receives a top-notch education, inclusive pedagogical practices, faculty development, and teaching approaches are essential [10]. Furthermore, the fourth component, outcomes, assesses the performance of inclusive higher education by considering academic achievement, graduation rates, and future career opportunities. These results are critical in determining the impact of inclusive policies and practices. Inclusive higher education policies and practices are critical for individual student achievement and the development of diverse and egalitarian communities. Mutanga & Walker [13] emphasize the significance of ongoing adaptation and innovation in these policies and practices to address the changing problems and possibilities in the higher education landscape. They also highlight the need for empirical research and the sharing of best practices to guarantee that the values of inclusive higher education are not only preserved but also strengthened internationally [13].

2-2-Accessibility to Higher Education

Accessibility is a fundamental dimension of inclusive higher education, which encompasses a variety of policies and practices designed to ensure that higher education is affordable, physically accessible, and available to all individuals, regardless of socioeconomic background, physical abilities, or cultural identity [14]. A key component of accessibility is affordability, which entails ensuring that the expense of higher education does not exclude those from low-income families. Scholarships, scholarships, and financial assistance programs all play an important role in reducing the financial burden of higher education. However, research shows that the expense of higher education remains a considerable obstacle for many people, particularly in low-income areas [15]. This problem emphasizes the necessity of ongoing legislative initiatives to lower financial obstacles and increase access to higher education. Being close to institutions of higher learning geographically is another component of accessibility. It is essential to have colleges and universities nearby to guarantee that students may obtain an education without experiencing excessive hardship. Particularly in less developed areas, the lack of neighboring institutions might be a substantial hindrance [16]. Online and remote learning programs are frequently employed in these situations as a substitute for traditional approaches to improve accessibility.

Increased representation of underrepresented groups, such as ethnic and linguistic minorities, is another component of accessibility. Affirmative action policies and inclusive admissions standards are intended to encourage this. According to one study, these measures are beneficial for increasing access to higher education for underprivileged people [17]. However, there are concerns that these rules may penalize other groups, and the balance between affirmative action and merit-based admissions remains a point of contention. While the literature recognizes the need for accessibility in higher education, it also emphasizes the difficulties of implementing it. Funding constraints, particularly in public higher education systems, might stymie efforts to reduce tuition costs and increase the number of schools [16]. Furthermore, there may always be differences in the standard of education between urban and rural communities, which makes accessibility problematic.

2-3-Participation of Underrepresented Groups

Underrepresented minority participation in higher education is a vital component of inclusive higher education policies and practices. Individuals with impairments, ethnic and linguistic minorities, and people of economically poor origins are examples of these groups [18]. Individuals that have traditionally been disadvantaged or underrepresented must have greater access to higher education to be included. To boost the participation of underrepresented groups in higher education institutions, affirmative action policies and inclusive admissions standards are implemented. According to research, these strategies can successfully increase involvement [19]. These initiatives provide possibilities for people who might otherwise encounter structural barriers to obtaining a higher education. Universities frequently participate in outreach and awareness efforts to increase the participation of underrepresented groups. These programs emphasize the value of a college degree and demystify the application process, aimed at high school students, parents, and communities. Studies have shown that such initiatives are effective in raising minority and low-income students' participation rates [20]. The purpose of bridging programs is to provide minority students with extra help and preparation so they may succeed in higher education by providing them with the information and skills they need. Students from underprivileged backgrounds may benefit most from these initiatives [21].

They assist students in overcoming possible academic and social hurdles by bridging the gap between secondary and higher education. The literature focuses on the numerous issues and limitations that underrepresented groups confront in higher education. Financial restrictions, cultural considerations, and poor preparation in primary and secondary school are some barriers to participation. These obstacles can be particularly severe in areas with

insufficient educational resources [22]. While expanding participation is crucial, it is also critical to focus on minority students' retention and success. Institutions that provide academic and non-academic support services, mentorship, and cultural awareness programs have higher retention and graduation rates among minority students [20]. A key component of inclusive policies and practices is guaranteeing that minority students not only enroll but also successfully complete their higher education journeys. Higher education institutions are more diverse and inclusive when underrepresented groups are present. All children benefit from diversity in the classroom because it fosters critical thinking and intercultural understanding. This further emphasizes the importance of guaranteeing underrepresented groups' success and involvement in higher education.

2-4- Quality of Inclusive Higher Education

Inclusion in higher education is defined by policies and practices that guarantee that educational institutions provide an equal, enriching, and supportive learning environment for all students, especially those from underrepresented groups. This aspect of inclusive higher education focuses on fostering academic success, accommodating varied learning styles, and meeting students' individual needs. Curriculum design is a pillar of inclusive higher education [23]. It is critical to have a curriculum that acknowledges and accommodates different learning styles, talents, and cultural backgrounds. A flexible curriculum, according to research, allows students to interact with the subject more successfully and helps overcome achievement gaps [24]. Curricula that encourage critical thinking, creativity, and problem solving provide a high-quality educational experience. Quality, inclusive education emphasizes pedagogical practices that cater to students' unique needs. This may involve the use of various teaching methodologies, including interactive, experiential, and collaborative learning [25]. Inclusive pedagogical practices enhance student engagement and academic achievement.

Faculty members also play central roles in the quality of inclusive education. Faculty development programs that train instructors in inclusive teaching methodologies and cultural competence are essential [26]. These programs equip educators to adapt their teaching strategies to cater to diverse student groups. Recognizing and addressing cultural factors is another critical element of quality, inclusive education. Faculty and staff who are culturally competent can create a more inclusive and welcoming learning environment. Culturally competent institutions are better equipped to resolve issues related to diversity and inclusivity. In the digital age, technology also plays a significant role in ensuring the quality of inclusive education. Institutions must provide accessible online resources and support for students with disabilities. Online education, if designed with inclusivity in mind, can enhance higher education accessibility and flexibility for all students [27]. Quality assurance mechanisms in higher education should include feedback loops and processes for continuous improvement. These processes should incorporate student feedback to assess the effectiveness of inclusive practices and make necessary adjustments. As per Ali & Abdel-Haq [25], this feedback-driven approach helps institutions fine-tune their inclusive policies and practices. Hence, the quality of inclusive higher education is characterized by a curriculum that accommodates diverse learning styles, inclusive pedagogical practices, faculty development, access to support services, cultural competence, and the use of technology to enhance accessibility.

2-5- Student Outcomes in Inclusive Higher Education

Inclusive higher education policies and practices ultimately aim to produce positive student outcomes by measuring the success of inclusive policies by assessing academic achievements, graduation rates, and employment prospects. A central element of student outcomes is academic achievement. Research consistently shows that inclusive higher education policies positively impact academic performance [28]. Students who benefit from support services, accessible curricula, and inclusive pedagogical practices perform better academically. Graduation rates are another crucial aspect of student outcomes. Inclusive higher education policies ensure that underrepresented groups not only enter but also complete their academic programs. Previous research indicates that universities with support services and mentorship programs often experience higher retention and graduation rates among underrepresented students [29]. The goal of higher education is to prepare students for successful employment. The literature indicates that students who engage in inclusive higher education tend to have better employment prospects [30]. Inclusive policies that emphasize practical skills development and internships can significantly impact post-graduation employment opportunities. The literature also emphasizes the role of socioeconomic factors in student outcomes. Disparities in socioeconomic status can impact not only access to higher education but also post-graduation outcomes. Addressing these disparities and ensuring that all students, regardless of their economic background, have the same chances for academic and career success is a critical aspect of inclusive higher education [22]. Support services and mentorship programs have a substantial impact on student achievement. Institutions that provide these services help minority students succeed by assisting them in navigating possible obstacles in their academic journey. These services are frequently essential in ensuring that students achieve excellent outcomes in higher education. Retention is inextricably tied to student outcomes because students must remain enrolled to succeed. Furthermore, the transition from higher education to the workforce is a critical stage in which inclusive policies may have a major impact on graduates' employability and professional success [30]. The literature emphasizes the importance of student outcomes in the context of inclusive higher education.

2-6- Government Funding and Support

Funding and assistance from the government are critical components of inclusive higher education policies and practices. Government money is an important source of finance for higher education institutions. Government financing is especially important for public institutions that rely on it to maintain and grow their programs. According to research, the amount of public financing has a direct influence on the cost and accessibility of higher education [31]. Governments that invest significantly in higher education can cut tuition prices, making education more accessible. Scholarship programs, scholarships, and financial assistance packages funded by the government play a critical role in increasing accessibility. These initiatives provide financial assistance to marginalized and economically disadvantaged students, allowing them to pursue higher education [32]. Scholarships have played a major role in increasing participation, especially those that specifically target underrepresented populations. Another way that the government may help is by enacting affirmative action laws, which push universities to aggressively seek out, admit, and assist minority students. These rules are frequently accompanied by financial incentives, such as increased funding or awards, to encourage organizations to enhance their inclusion [33]. Governments may encourage diversity by improving physical accessibility and infrastructure. Individuals with disabilities should be accommodated in public facilities, especially colleges, to make the physical environment more inclusive [23]. Such an investment would demonstrate a commitment to providing an accessible learning environment for all students.

The provision of support services within institutions is supported by the government. Governments can provide subsidies to colleges to help them build and sustain services, including disability support offices, academic advising, counseling, and mentorship programs [31]. These programs are critical for assisting students from underrepresented groups as they pursue higher education. Government money is frequently used to support research and innovation in the field of inclusive higher education. Support for research programs that explore the impact of policies and practices, as well as financing for creating and assessing innovative inclusive methods, are critical in moving higher education accessibility forward [33]. Governments can also help with data collection and reporting to track the progress of inclusive higher education. Future policies and practices can benefit from the gathering and analysis of data on student results, participation rates, and the efficiency of support services.

In recent years, numerous research studies have delved into diverse facets of inclusive higher education within urban settings, shedding light on pivotal trends and advancements in the field. One notable trend is the emphasis on culturally responsive pedagogy. Researchers have championed this approach, stressing its significance in integrating and honoring students' cultural backgrounds within curricular frameworks and teaching methodologies [34]. The demonstrated benefits include heightened student engagement, academic achievement, and a strengthened sense of belonging. Simultaneously, investigations into technology-enabled inclusive practices have garnered attention, marking a significant shift toward online learning platforms and digital tools to foster adaptable and accessible learning environments. Scholars have investigated the efficacy of these technological interventions in enhancing student engagement and elevating learning outcomes [35]. Another focal point of recent research pertains to the pivotal role of student support services in ensuring student success and a sense of belonging within higher education. Studies have examined the tailored needs of diverse student populations, evaluating the efficacy of various support services, including academic guidance, career counseling, and mental health resources [36]. Furthermore, a growing body of research underscores the imperative to address social justice and equity within higher education institutions. Scholars have highlighted the significance of initiatives aimed at rectifying systemic inequalities, analyzing their impact on student experiences and outcomes, and identifying prevalent challenges and best practices in this pursuit of equitable education [37-39].

3- Research Methodology

3-1- Flowchart

The research flowchart outlines the systematic progression of the study from conceptualization to data analysis. Initially, the study focused on the overarching theme of inclusive higher education across four diverse cities: Moscow, Jakarta, Barcelona, and Cairo. Stratified sampling was employed to select participants from ten representative universities within these cities. The research used a carefully designed online questionnaire to collect data on participants' perceptions of inclusive higher education policies and practices. The questionnaire in this study was based on an existing questionnaire created by the Vercont Company [40]. The questionnaire was validated through content validity and pilot testing, and its reliability was assessed using Cronbach's alpha, which yielded a high reliability coefficient of 0.85. The online survey garnered responses from diverse demographics, including varying age groups, balanced gender distribution, and considering health conditions up to disabilities. The collected data were analyzed thoroughly, including statistical tests such as ANOVA, to assess the perceptions of accessibility, participation, quality, student outcomes, and government funding across the cities. The results, indicating consistent perceptions, were then discussed, leading to valuable insights and highlighting the need for further qualitative exploration. The entire process was conducted in adherence to ethical considerations and culminated in a comprehensive understanding of the nuanced landscape of inclusive higher education in the selected cities.

The flowchart in Figure 1 shows the approach chosen for this study:

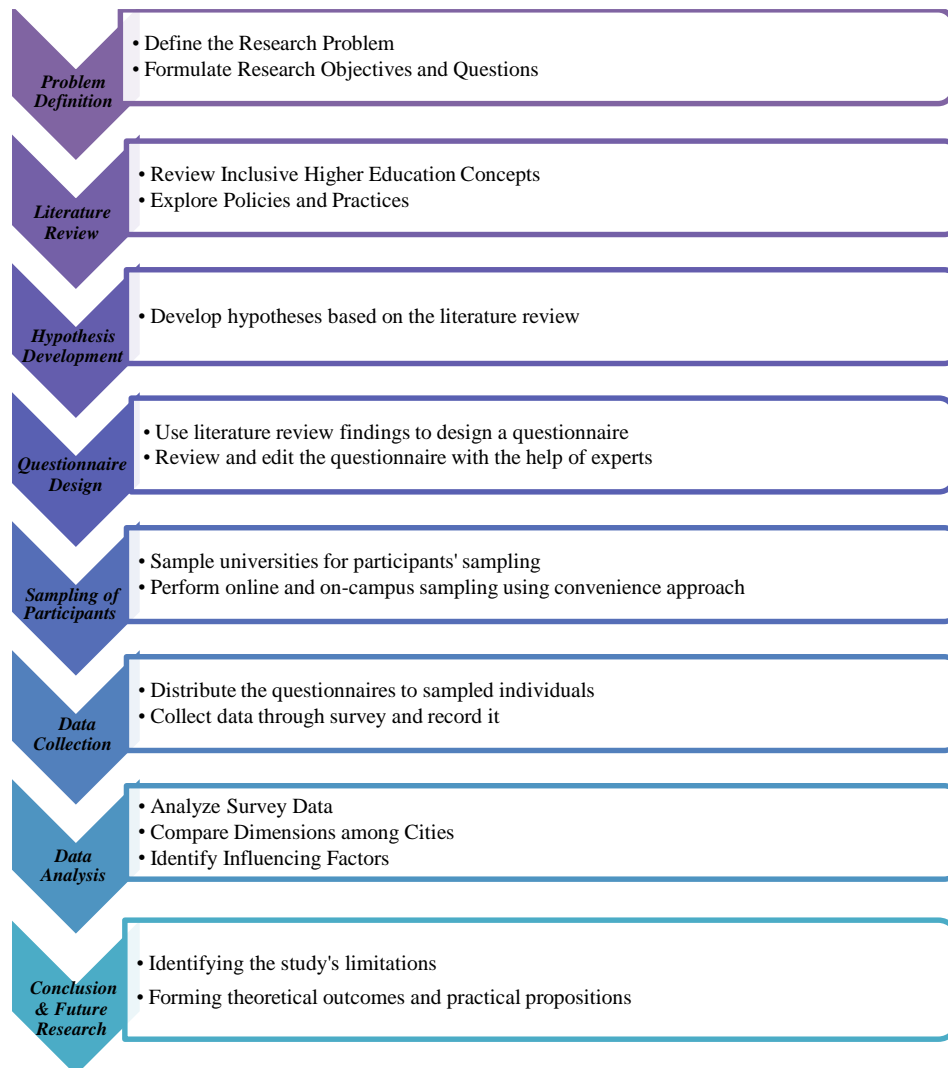


Figure 1. Stages of the research

3-2- Research Design

This study employed a cross-sectional comparative design that is appropriate for investigating inclusive higher education policies and practices in Moscow, Jakarta, Barcelona, and Cairo. According to Saunders et al. [34], the cross-sectional design allows for data collection at a single point in time, which is suitable for comparative analysis of the selected cities. It enables the examination of multiple variables simultaneously across the diverse contexts of these cities. The official websites of the 10 selected universities provide information about policies for the education of people with disabilities. The authors analyzed the regulatory documents of the aforementioned universities: the enrollment system, charters and regulations, methodological recommendations and norms for working with disabled people, and strategic plans of the centers supporting inclusion and special needs. This analysis allowed the authors to synthesize the outcomes of modern conditions of inclusive education and, furthermore, to define a novel model of inclusive education.

3-3- Research Model

The research model is the foundational framework guiding this study's systematic exploration of inclusive higher education across Moscow, Jakarta, Barcelona, and Cairo. This model is centered around four cardinal dimensions that encapsulate the essence of inclusive higher education: accessibility, participation, quality, and outcomes. These dimensions are pivotal in assessing the extent to which individuals, regardless of their socioeconomic background, abilities, or cultural identity, can access and thrive within the higher education systems of these diverse cities. Furthermore, the research model considers several critical control variables, each uniquely shaping the inclusive higher education landscape within each city. Socioeconomic factors, including income and parental education, influence the financial and academic resources available to students. Cultural factors, which encompass societal attitudes and perceptions toward higher education, significantly impact educational choices. Government funding and support, as indicated by public policies and investments, reflect the commitment to inclusive higher education at the national and municipal levels. Lastly, university support services, such as counseling and disability services, ensure that students from diverse backgrounds receive the necessary support to succeed in their academic endeavors.

The authors have developed a coding scheme based on the inclusive education system for policy analysis. All the authors of this research have been working together on the interpretation of the results obtained and the integration of data received from the interviews and documents analyzed. All authors acknowledge that their professional experience in the education sphere may cause certain biases. Therefore, to mitigate potential bias, researchers kept reflexive journals and notes during the entire process of gathering and analyzing the data. Some transcripts of interviews with participants were also reviewed to ensure that their points of view were accurately represented.

3-4- Sampling

A convenience sample strategy was used to attract participants for this study on inclusive higher education in Moscow, Jakarta, Barcelona, and Cairo. Convenience sampling was adopted because of practical reasons, resource restrictions, and the research sites' different geographic locations. Moscow, Jakarta, Barcelona, and Cairo offer a wide assortment of Russian, Indonesian, Spanish, and Egyptian metropolitan hubs. These locations were chosen for their distinct socio-cultural, economic, and political situations, which enabled a thorough examination of inclusive higher education methods. Participants in Moscow came from famous universities such as Lomonosov Moscow State University, MEPhI National Research Nuclear University, and the Moscow Institute of Physics and Technology. Prominent academic institutions in Jakarta, including the University of Indonesia and Gadjah Mada University, were used to select the attendees. Students from the Universitat de Barcelona and Universitat Autònoma de Barcelona represented Barcelona. Major Cairo universities, Alexandria universities, and Ain Shams universities were included in the study as Egypt representatives. This thorough approach to data collection guarantees broad institutional and geographic coverage. This allowed for an all-encompassing investigation of inclusive higher education practices and policies in the four chosen locations. The study participants were recruited on campus and through the use of internet platforms. First, the administrations of the universities were contacted to obtain their cooperation and authorization to obtain possible volunteers. A mixed-methods approach was used after institutional consent was obtained.

Participants in the research consisted of students, faculty, and administrators from these higher education institutions, as well as policymakers and government officials in each city. Convenience sampling was used to select participants from these diverse groups based on their willingness and availability to participate in the study [34]. This method appears reasonable in the context of limited resources and time constraints, allowing for the collection of valuable insights into the perceptions and experiences of individuals directly involved in higher education practices. While convenience sampling has limits in terms of representativeness, the study's diverse selection of cities and institutions attempted to offset potential bias and capture several opinions on inclusive higher education. The convenience sampling approach was used in the research design and analysis, recognizing its limits while stressing the valuable insights it provided on inclusive practices in these different metropolitan settings. Figure 2 depicts how the individuals for this study were chosen.

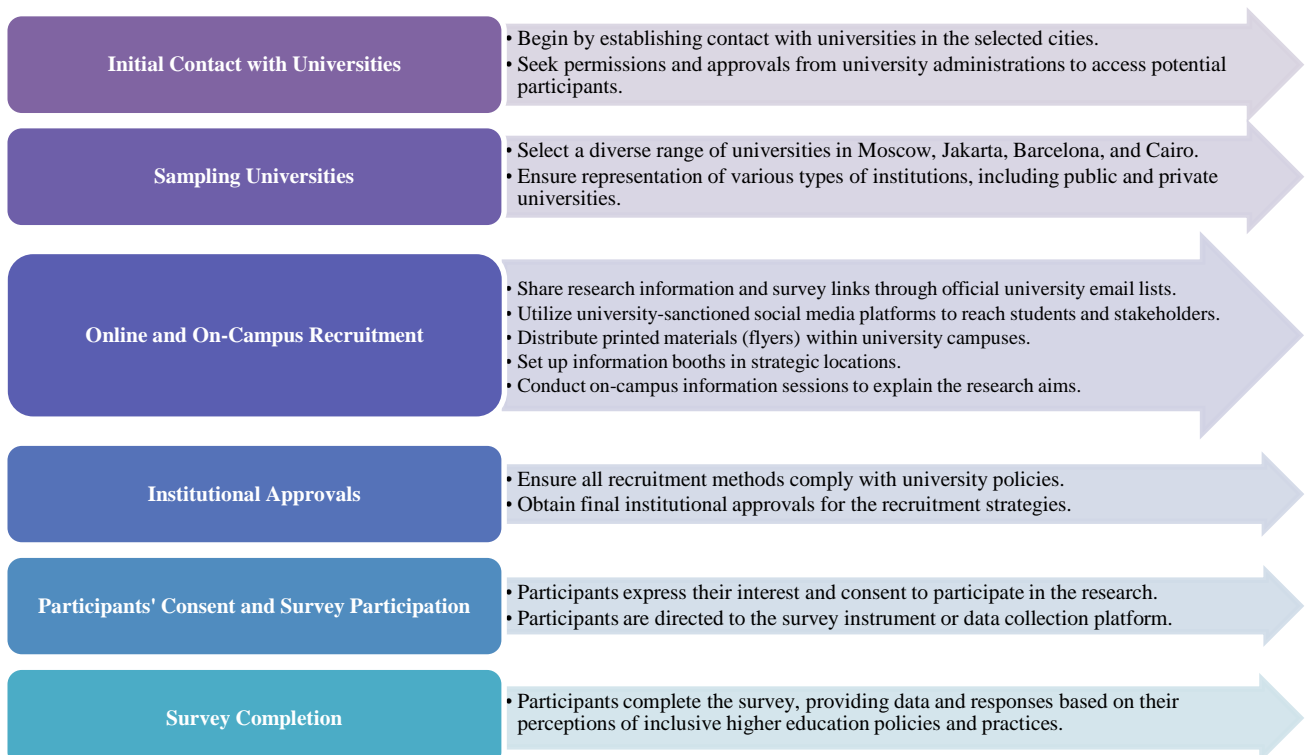


Figure 2. Steps of the sampling process and data collection

3-5- Survey Instrument Development

The construction of a survey instrument for this study on inclusive higher education in Moscow, Jakarta, Barcelona, and Cairo included a thorough iterative process of constructing a complete data gathering tool. The survey aimed to collect participants (without disabilities or health limitations (N=250) and with disabilities or health limitations (N=551) perspectives and experiences from diverse elements of the higher education community in these locations.

The project began with a thorough study of the current literature on inclusive higher education, which assisted in identifying key dimensions and factors such as accessibility, participation, quality, results, government funding, and support services. A series of Likert-scale questions was constructed on the basis of these factors to measure participants' views and experiences. The quality and substance of the survey were enhanced by including input from specialists in the domain. The final survey instrument included Likert scale and demographic questions, with each component specifically designed to target a particular study variable [42]. The survey was distributed online using various data-gathering techniques. The construction of survey instruments was an important phase in the study process because it ensured that the data obtained would be trustworthy, valid, and capable of offering significant insights into the situation of inclusive higher education in Moscow, Jakarta, Barcelona, and Cairo.

The universities were selected according to fulfilling the following criteria [43, 44]:

- Use of special technical training tools for collective and individual use;
- Providing students with disabilities with special technical training aids for individual and permanent use;
- Providing the services of an assistant to provide students with the necessary technical assistance;
- Conduct group and individual correctional classes;
- Providing access to the buildings of organizations engaged in educational activities for students with disabilities;
- Providing psychological and other advisory assistance to students with disabilities;
- System of requirements for the procedure and assessment tools for entrance, intermediate, and final certification;
- System for organizing practice for students with disabilities;
- Employment models for graduates with disabilities, the relationship between the higher education system for people with disabilities, and the labor market;
- Tools for financial support for students with disabilities, scholarship support, and other forms/types;
- Design and implementation of information and analytical support;
- Availability and system-functional characteristics of the resource centers of higher education for people with disabilities;
- Structure and functions of the information and analytical support.

3-6- Data Collection

Data collection for this study on inclusive higher education in Moscow, Jakarta, Barcelona, and Cairo was a complicated process that involved a combination of quantitative and qualitative methodologies. Quantitative data were mostly gathered through the delivery of the survey instrument designed specifically for this study. In each of the selected locations, the survey was disseminated to participants from various aspects of the higher education community, including students, professors, administrators, and policymakers. Respondents were chosen at random using convenience sampling on the basis of their desire and availability to participate. Quantitative information on participants' views and experiences regarding accessibility, participation, quality, results, government funding, and support services in higher education was made available via the Likert-scale survey questions [45]. The process of gathering data involved careful consideration of language and cultural quirks and making sure that the interview and survey questions were suitably translated and tailored for each city. The methodical and uniform data gathering procedure used in all places made it possible to draw insightful cross-cultural comparisons.

Experiment stages:

1. Preparatory stage (March–April 2023): Based on the analysis of philosophical, cultural, psychological, and pedagogical literature, the methodological apparatus of scientific research was formulated, and a questionnaire of students with special educational needs was conducted.
2. The main stage (May–June 2023) was conducted a statement, forming, and final experiments with the participation of students with special educational needs. The model of higher inclusive education was designed and introduced into the management cycle of the University of Indonesia, Universitat de Barcelona, Universitat Autònoma de Barcelona, National Research Nuclear University Mephi, Moscow Institute of Physics and Technology, Lomonosov Moscow State University, Gadjah Madah University, Cairo University, Alexandria University, and Ain Shams University.
3. Final stage (September–October 2023): the results of the pilot work were summed up and analyzed.

3-7-Data Analysis

The data analysis for this inclusive higher education research in Moscow, Jakarta, Barcelona, and Cairo was a methodical and rigorous procedure aimed at deriving useful insights from the acquired data. The investigation included quantitative data, allowing for a thorough knowledge of the condition of inclusive higher education in the chosen locations. Quantitative data from the survey's Likert-scale items were examined using statistical software [46]. Descriptive statistics, such as mean scores and standard deviations, were calculated to acquire an overview of participants' impressions of accessibility, participation, quality, results, government financing, and support services in higher education in each city. To identify significant differences and correlations between variables, inferential statistics such as analysis of variance (ANOVA) were used. The comparison of views and experiences across cities and participant groups was made possible using this quantitative approach. To provide a comprehensive picture of inclusive higher education in the four locations, the analysis findings were combined. Trends and variances were determined with the aid of quantitative data. Following the idea of methodological triangulation, the study used two forms of data to strengthen and validate the interpretations. The comprehensive results were applied to address research questions, validate hypotheses, and offer a nuanced picture of inclusive higher education practices and policies in Cairo, Jakarta, Moscow, and Barcelona.

To improve the credibility, reliability, confirmability, and applicability of this research, several strategies were used. Credibility was established by triangulating the survey data sources. Reliability was achieved by creating a detailed process describing the research activities. Confirmability was supported by each researcher's reflexivity and journal keeping. Finally, transferability was assured by providing detailed descriptions of the university context and purposive selection of rich cases to maximize the diversity of participants' perspectives. A comprehensive researcher's journal provides transparency into the rigorous quality procedures used to produce reliable results that authentically represent participants' perspectives and institutional policy contexts.

3-8-Ethical Considerations

The conception and implementation of this research on inclusive higher education in Moscow, Jakarta, Barcelona, and Cairo were guided by ethical concerns. Several critical principles and precautions were followed throughout the study to ensure participant safety, respect, and the integrity of the research. Participants were given clear and thorough information about the study, its objectives, and data usage. Before participation, participants readily provided informed consent, and their privacy and identities were protected. All the information gathered was kept strictly confidential. To safeguard participants' identities, identifying information was deleted or anonymized. The survey tools and data collection procedures were adapted to ensure that they were culturally suitable and courteous in recognition of the unique cultural norms and sensitivities of each city. The study's insightful findings improved inclusive higher education methods. The study was designed to minimize the potential harm or discomfort to participants, and support services were available for those who might experience emotional distress. Moreover, the researchers maintained neutrality and objectivity throughout the study, avoiding any bias or advocacy for particular inclusive practices or policies. Data were securely stored and accessible only to authorized research personnel to prevent unauthorized access or disclosure. Ethical considerations were integral to the research design and implementation, ensuring that the study was conducted with the highest regard for the well-being and rights of the participants and the ethical standards of research integrity.

4- Results and Discussion

4-1-Demographic Profile of Participants

The gender distribution among participants was fairly balanced, with 365 participants (48.6%) identifying as male and 386 participants (51.4%) as female. More specifically, students, teachers, and other universities' employees were approached for responses. Balanced gender representation ensures that the study captures diverse perspectives and experiences related to inclusive higher education policies and practices (Figure 3).

Participants included different age groups. A significant portion of the sample fell within the age group of 25-34, accounting for 27.3% of the participants. The age group of 18-24 constituted 25.7% of the sample, whereas those aged 35-44 represented 25.6%. In addition, 21.4% of the participants were 45 years old or older (mostly teachers). This diverse age distribution enables the study to consider the perceptions and experiences of individuals from various age cohorts, providing a comprehensive perspective on inclusive higher education across cities (see Figure 4).

The research included participants from a total of ten universities across the four megacities. Cairo University had the highest representation, with 95 participants (12.6%), followed by Ain Shams University (10.5%), Alexandria University (10.1%), and the University of Indonesia (9.6%). The remaining universities, including Gadjah Mada University, Lomonosov Moscow State University, Moscow Institute of Physics and Technology, National Research Nuclear University MEPhI, Universitat Autònoma de Barcelona, and Universitat de Barcelona, were all represented, contributing to the diversity of the sample (Figure 5).

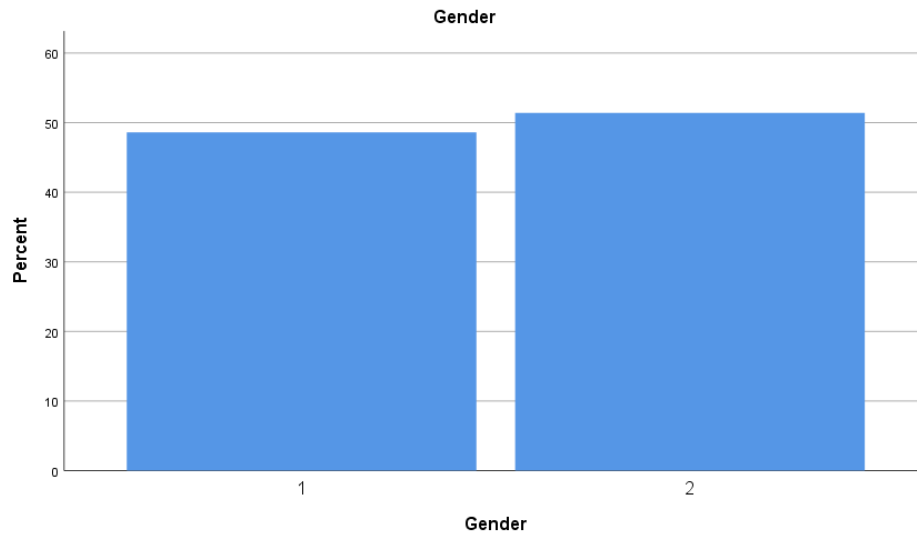


Figure 3. Gender distribution of participants.

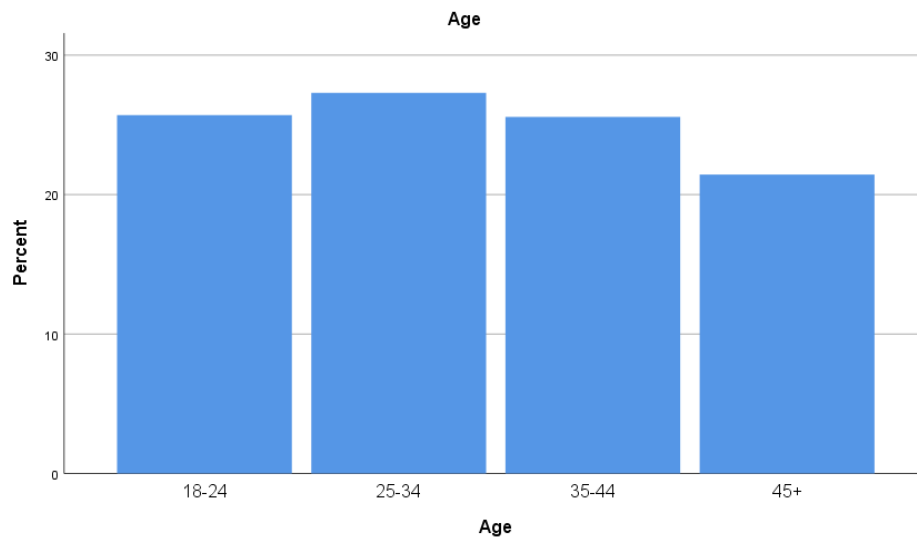


Figure 4. Age distribution of participants

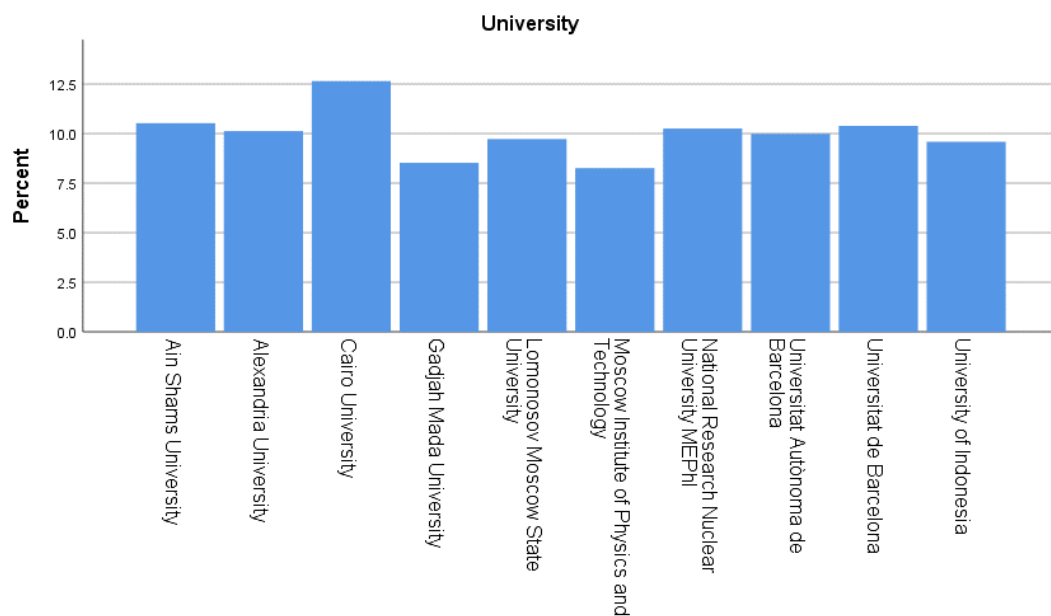


Figure 5. Universities of the participants

4-2-Presentation of the Findings

Tables 1 to 5 show the findings of this study based on a one-way ANOVA.

The F-statistic of 0.197 with a p-value of 0.898 indicates that the differences in accessibility perceptions among the cities are not statistically significant. This aligns with a shared commitment to accessible higher education across diverse urban settings.

Table 1. One-way ANOVA for accessibility

| ANOVA | | | | | |
|----------------|----------------|-----|-------------|-------|-------|
| Accessibility | | | | | |
| | Sum of Squares | df | Mean Square | F | Sig. |
| Between Groups | 0.136 | 3 | 0.045 | 0.197 | 0.898 |
| Within Groups | 171.519 | 747 | 0.230 | | |
| Total | 171.655 | 750 | | | |

With an F-statistic of 0.409 and a p-value of 0.747, Table 2 implies that there are no significant differences in perceptions of participation rates of underrepresented groups in higher education among the four cities. This supports the idea of a consistent commitment to inclusivity in participation.

Table 2. One-way ANOVA for participation

| ANOVA | | | | | |
|----------------|----------------|-----|-------------|-------|-------|
| Participation | | | | | |
| | Sum of Squares | df | Mean Square | F | Sig. |
| Between groups | 0.274 | 3 | 0.091 | 0.409 | 0.747 |
| Within groups | 167.020 | 747 | 0.224 | | |
| Total | 167.295 | 750 | | | |

Regarding perceptions of the quality of inclusive higher education practices (Table 3), the F-statistic of 0.714 with a p-value of 0.544 indicates no statistically significant differences among the cities. This suggests a uniform understanding of what constitutes quality in inclusive higher education.

Table 3. One-way ANOVA for quality

| ANOVA | | | | | |
|----------------|----------------|-----|-------------|-------|-------|
| Quality | | | | | |
| | Sum of Squares | df | Mean Square | F | Sig. |
| Between groups | 0.485 | 3 | 0.162 | 0.714 | 0.544 |
| Within groups | 169.181 | 747 | 0.226 | | |
| Total | 169.665 | 750 | | | |

The findings in Table 4 reveal no significant differences in participants' perceptions of student outcomes ($F = 0.395$, $p = 0.756$) across the selected cities. This implies a shared perspective on positive student outcomes, irrespective of cultural and geographical contexts.

Table 4. One-way ANOVA for student outcomes

| ANOVA | | | | | |
|-----------------|----------------|-----|-------------|-------|-------|
| Student Outcome | | | | | |
| | Sum of Squares | df | Mean Square | F | Sig. |
| Between groups | 0.268 | 3 | 0.089 | 0.395 | 0.756 |
| Within groups | 169.006 | 747 | 0.226 | | |
| Total | 169.274 | 750 | | | |

The findings in Table 4 reveal no significant differences in participants' perceptions of student outcomes ($F = 0.395$, $p = 0.756$) across the cities. This implies a shared perspective on positive student outcomes, irrespective of cultural and geographical contexts.

Table 5. One-way ANOVA for funding

| ANOVA | | | | | |
|----------------|----------------|-----|-------------|-------|-------|
| Funding | | | | | |
| | Sum of Squares | df | Mean Square | F | Sig. |
| Between groups | 0.057 | 3 | 0.019 | 0.088 | 0.967 |
| Within groups | 161.225 | 747 | 0.216 | | |
| Total | 161.282 | 750 | | | |

The p-value of 0.898 for accessibility was significantly higher than the commonly accepted alpha level of 0.05, indicating that there were no statistically significant differences in participants' perceptions of the accessibility of higher education institutions across the four cities (see Table 1). This means that, according to the participants' responses, accessibility is fairly consistent among the cities. Moreover, for participation, the p-value ($p = 0.747$) also exceeded the alpha level of 0.05, indicating that there were no statistically significant differences in participants' perceptions of participation rates of underrepresented groups across the cities (see Table 2), meaning that the cities exhibit similar participation rates according to the participants' responses. Similarly, the p-value for quality ($p = 0.544$) surpasses the alpha level of 0.05 (see Table 3). This means that there were no statistically significant differences in participants' perceptions of the quality of inclusive higher education practices among the cities. According to the participants, the quality appears to be consistent across the cities. The p-value for student outcomes ($p = 0.756$) was notably higher than the alpha level, indicating no statistically significant differences in participants' perceptions of student outcomes, including academic achievements and employment prospects, across the cities (see Table 4). The participants' responses imply that student outcomes are similar across the four cities. In addition, the p-value for funding ($p = 0.967$) was substantially higher than the alpha level, indicating that there were no statistically significant differences in participants' perceptions of government funding and support for higher education among the cities (see Table 5). According to the participants, funding and support did not significantly differ across the cities.

The research indicates that there are no statistically significant differences in participants' perceptions of accessibility across the four cities. This implies that the commitment to equitable access to higher education is consistently perceived by participants in these diverse urban settings.

The study's results align with established theoretical insights that advocate for a global commitment to inclusive higher education. The congruence in perceptions across diverse urban settings resonates with theories emphasizing the universality of inclusivity principles that transcend geographic and cultural boundaries. This study corroborates theoretical frameworks asserting that the fundamental tenets of inclusive higher education, such as equitable access, participation, and quality, are widely acknowledged and embraced globally [45–47]. The findings contribute to the theoretical discourse by providing empirical evidence of the practical manifestation of these inclusive principles in diverse international contexts. The consistency observed underscores the robustness of theoretical propositions in predicting a shared commitment to inclusivity. This study not only validates existing theories but also prompts further theoretical exploration, encouraging scholars to delve into the intricacies of how cultural, social, and political factors interact with these global principles to shape the landscape of inclusive higher education. The findings of this study resonate with parallel research underscoring a universal dedication to inclusive higher education. The uniformity in perceptions across diverse urban landscapes echoes comparable studies, affirming a shared understanding of inclusivity principles. This consistency lends credence to the idea that, despite contextual nuances and geographic disparities, a collective commitment to inclusivity pervades the world. The alignment in perceptions across varied cultural and urban contexts not only reinforces the universality of the commitment to inclusive practices but also underscores the potential for collaborative global efforts to advance inclusivity in higher education.

4-3-Discussion of Key Findings and Comparison with Previous Literature

The findings of this study on inclusive higher education across Moscow, Jakarta, Barcelona, and Cairo shed light on various dimensions, including accessibility, participation, quality, student outcomes, and government funding. The ANOVA results indicate no statistically significant differences in participants' perceptions of accessibility across the four cities. This finding aligns with the global recognition of the importance of accessible higher education. However, there is still a need to investigate in more detail: what constitutes accessibility in the analyzed cities? The absence of significant differences may not necessarily imply equitable access. Previous literature implies that while policies may emphasize accessibility, implementation can vary significantly, leading to disparities in practice [14, 16]. Variations may arise due to the physical infrastructure of institutions, financial barriers, and the availability of support services.

The results reveal no statistically significant differences in participants' perceptions of the participation rates of underrepresented groups across the cities. This finding is promising because inclusivity in higher education necessitates the active involvement of diverse student populations. It resonates with literature emphasizing the

importance of inclusivity as a cornerstone of higher education [19]. However, previous research has shown that participation rates may vary depending on the cultural, socioeconomic, and political contexts of cities. Strategies to encourage participation, such as outreach programs, affirmative action policies, and financial incentives, may differ in effectiveness [9]. Furthermore, the ANOVA results show no statistically significant differences in participants' perceptions of the quality of inclusive higher education practices across cities, implying that participants see education quality as relatively consistent across Moscow, Jakarta, Barcelona, and Cairo. Quality evaluation is comprehensive and can include elements such as instructional approaches, faculty dedication, and curriculum design. Moríña [23] emphasizes the significance of quality in the goal of inclusive education, citing research that emphasizes the necessity for inclusive pedagogical methods and faculty development. It is critical to examine the precise quality factors that participants considered in their replies.

In addition, there are no statistically significant changes in the participants' opinions of student results between the cities, according to the research. This result implies that participants believe that students from the chosen locations have comparable academic success and career opportunities. However, prior research has shown that several variables, such as the availability of post-graduation resources, socioeconomic circumstances, and support services, frequently affect student outcomes [29]. It is critical to investigate these aspects in order to comprehend the intricacies that underpin students' academic and professional success. The ANOVA findings show no statistically significant variations across cities in participants' assessments of government financing and support for higher education. These data imply that government financing and assistance do not differ much between cities, according to the participants. Implementing inclusive policies and practices requires government assistance [30]. However, the research reveals that the impact of government financing and assistance may differ depending on resource distribution, scholarship programs, and affirmative action rules. It is critical to understand how these factors influence perceived support for inclusive education.

The results of this study demonstrate the difficulty of inclusiveness in a global setting by demonstrating a lack of substantial changes in participants' perceptions across cities regarding several characteristics of inclusive higher education. Although the results show promise, they also call for a deeper investigation of the particular issues and difficulties that the survey instrument might not have been able to identify. Comparing the findings with those of previous literature, it becomes evident that the pursuit of inclusive higher education is widely recognized and endorsed worldwide [6]. However, the realization of inclusivity varies significantly depending on geographic and cultural contexts. This research identifies that the commitment to inclusivity is global, but its implementation fluctuates based on each city's specific socio-cultural, economic, and political contexts [7]. Accessibility, as indicated by the findings, is an essential component of inclusive higher education. However, the literature emphasizes that it is not merely about physical accessibility but also about affordability, financial aid, and institutional support for underrepresented groups [47]. The absence of significant differences in accessibility perceptions indicates that the commitment to equitable access is recognized by participants across these cities. However, a qualitative exploration might uncover disparities in actual access, which quantitative data might not fully capture.

In terms of participation, previous research has highlighted the effectiveness of outreach programs and affirmative action policies [27]. The findings of this study indicate that these strategies may be relatively consistent in their effectiveness across cities. However, the qualitative component of the research might offer insights into the specific strategies employed in each city and their impact on participation. The results indicating no significant differences in quality perceptions across cities align with the literature emphasizing the importance of quality in higher education [31]. In addition, the literature highlights the significance of inclusive pedagogical practices and faculty development in promoting a high-quality education environment. Qualitative analysis may reveal specific practices and policies that contribute to this perceived quality. The findings regarding student outcomes reflect the global commitment to ensuring that students achieve academic success and have favorable employment prospects. However, quantitative data may not fully capture the nuances of academic achievements and employment outcomes. Inclusivity-related factors, such as support services, may play a crucial role. In terms of government funding and support, the literature underscores the pivotal role of governments in creating an enabling environment for inclusive policies and practices [32]. The lack of significant differences in perceptions implies that participants view government funding and support as consistent. However, qualitative data could provide insights into specific government initiatives that contribute to these perceptions. Hence, the findings of this study underscore the global commitment to inclusive higher education but also emphasize the need for qualitative exploration to uncover the specific policies, practices, and challenges that underlie the quantitative findings.

4-4-Implications for Inclusive Higher Education Policies and Practices

The findings of this research on inclusive higher education across Moscow, Jakarta, Barcelona, and Cairo have significant implications for the development and enhancement of policies and practices aimed at fostering inclusivity in higher education. The most prominent implication emerging from this research is the perception of cross-cultural consistency in various dimensions of inclusive higher education, including accessibility, participation, quality, student

outcomes, and government funding. The finding that there were no significant differences in participants' perceptions across the four diverse cities indicates that the commitment to inclusivity in higher education is a global phenomenon [6]. Policymakers and higher education institutions worldwide can be guided by this consistency in promoting the shared principles of inclusivity. Although the quantitative findings provide an important overview, they do not capture the nuances and intricacies of inclusive higher education policies and practices in each city. Therefore, this study underscores the importance of qualitative exploration. Future research should delve into specific policies, strategies, and challenges that contribute to perceived consistency. This qualitative research can uncover the cultural, contextual, and institutional factors that influence the application of inclusive policies, shedding light on best practices that can be adapted and shared across diverse settings.

To ensure true accessibility, policymakers should focus on addressing the issues of affordability and financial aid. This includes implementing need-based scholarships, reducing tuition fees, and providing comprehensive financial support for underrepresented groups. This study highlights the importance of developing financial structures that make higher education accessible to all individuals, irrespective of their socioeconomic backgrounds [12]. The findings indicate that strategies for encouraging the participation of underrepresented groups appear to be relatively consistent across cities. Policymakers and higher education institutions should focus on sharing effective strategies that promote participation. Outreach programs, mentoring initiatives, and affirmative action policies have proven to be effective in creating more inclusive learning environments and perceptions of consistent quality in inclusive higher education. To maintain and improve this quality, institutions should continue to emphasize inclusive pedagogical practices, faculty development, and curriculum design [7]. This study implies that quality enhancement in higher education is achievable, but it requires continuous investment in teaching and learning practices that cater to diverse student populations. Although the study did not directly examine support services, they are integral to inclusive higher education. The existing literature has shown that effective support services, such as academic advising, counseling, and disability support, play a crucial role in the academic success and retention of underrepresented groups. Policymakers and institutions must ensure that such programs are easily accessible, sufficiently supported, and responsive to the different needs of students. The findings that there are no significant disparities in participants' evaluations of government financing and higher education support are positive. Governments play a critical role in fostering an atmosphere conducive to inclusive policies and practices. According to the findings, governments in the chosen cities are regarded as equally helpful. To keep this promise, politicians should continue to invest in higher education, distribute resources to disadvantaged groups, and create regulations that promote diversity.

This study emphasizes the possibility of adapting and transferring policies across cultural boundaries. The apparent uniformity among the selected cities offers valuable insights for policymakers and higher education establishments in different locations. It is crucial to keep in mind, nevertheless, that effective policy transfer and adaptation require a sophisticated comprehension of the distinctive cultural, social, and political settings of each environment. Policymakers should concentrate on tailoring policies to local circumstances while adhering to the essential principles of inclusion. As a result, the consequences of this research are threefold, as stated by Müller & Mildenerger [29]. On the one hand, they underline the presence of a worldwide commitment to inclusive higher education, which serves as a basis for common ideas and values. The study, on the other hand, emphasizes the necessity for qualitative research to uncover the specific policies, practices, and problems that contribute to perceived consistency. These implications may be used by policymakers, institutions, and academics to promote more inclusive, egalitarian, and culturally sensitive higher education systems across the world. By sharing effective strategies, enhancing support services, and prioritizing government commitment, the perfect implementation of inclusive higher education can be achieved, irrespective of geographic and cultural contexts.

4-5-Limitations of the Study

This research has certain limitations. Similar to many other studies in the field of education, this study was conducted across just 10 educational institutions, so the results cannot be generalized to a wider area (although the method itself can be used in other places). The authors recognize that institutional work on inclusion was, of course, more widespread, and respondents may not have been aware of the full range of interventions and activities undertaken. Moreover, in analyzing these data, the authors generalized and extrapolated the data to circumstances and groups of respondents, while the objective reality can be much more complex. This study indicates common biases associated with surveys: respondents were self-selected (a potential for volunteer bias), and although the questions were scrupulously worded, there is always a risk that respondents may not be entirely accurate. Finally, students with disabilities were not involved; therefore, we believe that it would be useful to include the views of students with disabilities in future iterations of the survey.

While this research on perceptions of inclusive higher education policies and practices has its limitations, it is necessary to acknowledge them. The use of convenience sampling, while practical for a study with resource and time constraints, poses limitations in terms of generalizability. The selected participants may not be fully representative of the diverse higher education communities in the selected cities. Variations in experiences and perceptions may not

have been adequately captured, and the sample may not fully represent the entire higher education population. The primary emphasis of this study is on participants' impressions of inclusive higher education policies and practices. Although these views are useful, they may not correspond to real practices on the ground. Future studies should include both qualitative and quantitative assessments of policies, practices, and their real-world consequences to gain a thorough understanding.

Likert-scale questions were used in the survey instrument to collect participant impression data. Likert scales are a popular and effective tool; however, they cannot adequately convey the richness and depth of attitudes and experiences. In-depth interviews and qualitative data may yield more thorough insights. This is a cross-sectional study that captures perceptions at a single point in time. It lacks a longitudinal viewpoint, which may indicate patterns and changes over time. Policies and practices in inclusive higher education are fluid and open to change, and longitudinal research might provide a more complete view. Furthermore, although the study acknowledges the significance of cultural context, it does not thoroughly investigate the cultural subtleties that impact inclusive higher education in these locations. A more in-depth examination of cultural elements and their influence on policies and practices would broaden the scope of the inquiry.

Participants in this study included students, faculty members, administrators, and policymakers from diverse parts of the higher education community. It does not, however, adequately convey the variation among these groupings. Factors such as gender, age, ethnicity, and socioeconomic background can influence perceptions and experiences, and their interplay was not thoroughly explored. This study primarily examines perceptions at the institutional level, and while it touches upon government funding and support, it does not comprehensively investigate the implementation of inclusive policies at the policy level. A more in-depth examination of policy implementation, legal frameworks, and their efficacy would provide a more holistic understanding.

5- Conclusions

This study conducted a comparative analysis of inclusive education models using the example of the implementation of inclusive higher education in Russia, Indonesia, Spain, and Egypt. The conducted study allowed for the following outcomes:

- All studied capital universities from different countries create the necessary conditions for educating people with disabilities and adhere to the principles of equal treatment of all students. Therefore, inclusive education, which is the joint education of students with and without disabilities, is one of the leading strategies in the education system.
- In Egypt, inclusive education for people with special educational needs is a relatively new approach that is so far less effective than in other countries. This is because of financial problems and the need to develop appropriate personnel.
- Russian universities are building block models of inclusive education that aim to increase sensitivity to the characteristics of each student. In Spain and Indonesia, inclusive education models are variable; they focus on legal aspects and address a wide category of people who need special support.
- Following the growing number of students with special educational needs, a need arises to find effective models of inclusive education. Universities need to develop their strategies and select the most effective models and technologies to implement an inclusive paradigm.
- The basis for the successful implementation of inclusive education should be a system of regulations and mechanisms, as well as training and strong interactions between all participants in the process.
- This study identified some challenges in implementing inclusive education in all selected countries, such as financial barriers and restrictions on access to education. It is necessary to improve the infrastructure of universities, provide adaptive technologies for students with disabilities, and develop support in the field of career counseling and mentoring.
- The lack of teachers and mentors familiar with the principles of inclusion and courses on developmental disabilities is a problem that arises when implementing inclusive education. All universities should strive to develop social and human capital to ensure effective, inclusive education.

Overall, this article proposes a new model for the development of inclusive education for people with disabilities, which should change the ideology of higher professional schools and focus on the socialization of students. The model must remove environmental and attitudinal barriers, update the infrastructure, provide learning accommodations, and develop social and emotional support for students. It is also important to pay attention to the training of personnel and leaders in the field of inclusive education.

6- Declarations

6-1-Author Contributions

Conceptualization, G.K.; methodology, I.L. and V.G.; software, M.K.; validation, P.M.; formal analysis, L.S. and M.G.; investigation, L.S. and M.G.; resources, P.M. and I.L.; data curation, I.M. and O.D.; writing—original draft preparation, I.L. and I.M.; writing—review and editing, G.K. and P.M.; visualization, N.S.; supervision, G.K.; project administration, G.K.; gathering data on Russian Federation: I.L. and G.K.; gathering data on Egypt: N.S.; Gathering data on Indonesia: I.M.; gathering data on Spain: P.M. All authors have read and agreed to the published version of the manuscript.

6-2-Data Availability Statement

Data are not publicly available due to ethical restrictions, as they contain information that could compromise the privacy of research participants.

6-3-Funding

The authors received no financial support for the research, authorship, and/or publication of this article.

6-4-Institutional Review Board Statement

Ethical review and approval were waived for this study because human interactions were limited with anonymous interviewing.

6-5-Informed Consent Statement

Informed consent was obtained from all subjects involved in the study.

6-6-Conflicts of Interest

The authors declare that there is no conflict of interests regarding the publication of this manuscript. In addition, the ethical issues, including plagiarism, informed consent, misconduct, data fabrication and/or falsification, double publication and/or submission, and redundancies have been completely observed by the authors.

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Appendix I: Questionnaire (Developed by the authors on the basis of [40])

This questionnaire will never be available to the management and specialists of the educational organization. The survey organizer guarantees the confidentiality of the information provided.

Section 1: General Information

1.1. Gender:

1. Male
2. Female

1.2. Age:

1. 18-24
2. 25-34
3. 35-44
4. 45+

1.3. Educational Level:

1. Undergraduate
2. Graduate
3. Doctoral

1.4. Current City of Residence: _____

1.5. What is your position in the university?

1. Student
2. Teacher
3. Non-teaching university employee

1.6. The area of training (specialty) in which you are studying or teaching at the educational organization: _____

1.7. If you are a student, do you study full-time or part-time?

1. Full-time
2. Part-time
3. Hybrid

1.8. Under what conditions do you study at an educational organization?

1. With tuition fees
2. At the expense of the budget
3. In the target direction at the expense of the government budget
4. In the target direction at the expense of an enterprise

1.9. Do you have health limitations that require inclusive education or an inclusive environment?

1. Yes
2. No

1.10. What kind of health condition do you have, if any?

1. Visual impairment
2. Hearing impairment
3. Musculoskeletal disorders
4. Somatic diseases

1.11. Are you satisfied with the learning process at the university?

1. Yes, completely
2. Rather yes than no
3. More likely no than yes
4. No
5. I find it difficult to answer

1.12. How is the learning process organized?

1. Inclusive, in general groups
2. Special, in separate (specialized) groups
3. Mixed, partly in general groups, partly in separate
4. According to an individual curriculum
5. On a universal basis
6. Using distance learning technologies

1.13. How was support provided for entrance examinations for disabled people and persons with limited health capabilities? You can choose several options

1. Providing a separate audience
2. Increasing the duration of entrance examinations
3. Presence of an assistant and provision of technical assistance
4. Providing technical means in accordance with the nosology
5. Providing the opportunity to choose the form of entrance examinations (written, oral)
6. I don't know, I didn't use it: I took the opportunity to choose the form of entrance examinations (written, oral) under general conditions
7. Other

1.14. What organizational structure is responsible for inclusive education of people with disabilities and people with disabilities in your university?

1. Special structural unit (department, division, faculty, center, etc.)
2. Giving authority for responsibility for inclusion to the general structures of the university
3. Availability of a separate specialist(s) on the university staff
4. Other

1.15. Assess the level of barrier-free architectural environment at your university (Likert-scale: 1 = totally unsatisfactory, 5 = totally satisfactory)

1. Accessibility of the surrounding area:
2. Availability of entrance routes and routes of movement within the university:
3. Availability of specially equipped sanitary and hygienic premises:
4. Availability of special seats in classrooms:
5. Availability of a warning and alarm system:

1.16. What specialists worked (are working) with you during your studies at the university? You can choose several answer options:

1. Educational psychologist (psychologist, special psychologist)
2. Typhlopedagogue
3. Teacher of the Deaf
4. Sign language interpreter
5. Typhlosurd interpreter
6. Teacher-tutor
7. Social worker (social educator)
8. Specialist in special hardware and software
9. Assistant (assistant) providing students with disabilities and persons with disabilities with the necessary technical assistance
10. Other

- 1.17. What does psychological and pedagogical support for inclusive education of people with disabilities include at your university? You can choose several options
1. Monitoring the schedule of the educational process and implementation of certification activities
 2. Providing educational and methodological materials in accessible forms
 3. Organizing individual consultations for disabled students
 4. Individual curricula and training schedules
 5. Scheduling classes taking into account the accessibility of the environment
 6. Psychological counselling
 7. I find it difficult to answer
 8. Other
- 1.18. What does social support for inclusive education of people with disabilities include at your university? You can choose several options
1. Allocation of additional scholarships and financial assistance
 2. Providing accommodations for disabled people in the hostel
 3. Transport delivery to the university
 4. Involvement in student government
 5. Organization of leisure and summer holidays
 6. Organization of a volunteer movement to help disabled students
 7. I find it difficult to answer
 8. Other
- 1.19. What does medical and health support for inclusive education of people with disabilities include at your university? You can choose several options
1. Adaptation of the discipline “Physical Education” for disabled people with various nosologies
 2. Sports equipment adapted for students with various disabilities
 3. Dispensary adapted for disabled people
 4. A clinic department or a first-aid post at a university adapted for people with disabilities
 5. Sports complex adapted for disabled people
 6. Health camp accessible to the disabled
 7. I find it difficult to answer
 8. Other
- 1.20. Do you think your university and university teachers are ready to teach disabled people and people with disabilities? (Likert-scale: 1 = Strongly Disagree, 5 = Strongly Agree)
- 1.21. How is the university organized to employ disabled graduates and persons with disabilities? You can choose several options:
1. Availability of special disciplines to prepare for employment
 2. Presentations and meetings of employers with disabled students
 3. Organization of training practices at special workplaces
 4. Individual consultations for students and graduates on employment issues
 5. Master classes and training
 6. Assistance in finding employment in jobs with quotas for people with disabilities
 7. Availability of a database of vacancies for disabled graduates at the university
 8. There are no special events, everything is on a general basis
 9. Other
- 1.22. What could you suggest to improve the quality of education for people with disabilities and people with special needs at your university?_____

Section 2: Accessibility (Likert-scale: 1 = Strongly Disagree, 5 = Strongly Agree)

- 2.1. The cost of higher education in my city is affordable.
- 2.2. Higher education institutions in my city provide various scholarships and financial aid options.
- 2.3. Physical accessibility of higher education institutions is adequate in my city.

Section 3: Participation (Likert-scale: 1 = Strongly Disagree, 5 = Strongly Agree)

- 3.1. My city actively encourages underrepresented groups to pursue higher education.
- 3.2. Outreach and awareness campaigns in my city have been effective in promoting higher education.
- 3.3. Inclusive admission criteria in higher education institutions in my city have increased diversity among students.

Section 4: Quality (Likert-scale: 1 = Strongly Disagree, 5 = Strongly Agree)

- 4.1. The curriculum in the higher education institutions in my city is designed to accommodate diverse learning styles.
- 4.2. Instructors in my city use inclusive pedagogical practices.
- 4.3. Faculty members in my city participate in ongoing professional development to enhance inclusivity in education.

Section 5: Outcomes (Likert-scale: 1 = Strongly Disagree, 5 = Strongly Agree)

- 5.1. Students in my city demonstrate academic achievement in higher education.
- 5.2. Graduation rates in higher education institutions in my city are commendable.
- 5.3. Students from higher education institutions in my city have favourable employment prospects after graduation.

Section 6: Government Funding and Support (Likert-scale: 1 = Strongly Disagree, 5 = Strongly Agree)

- 6.1. Government funding for higher education in my city adequately supports inclusive policies and practices.
- 6.2. Government scholarship programs effectively promote access to higher education.
- 6.3. Government incentives and affirmative action policies encourage inclusivity in higher education institutions.