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МРНТИ 14.25.01
УДК 378.1:376

DOI 10.58319/26170493_2026_3_26

EFFECTIVE POLICIES AND MEASURES TO ENSURE COMFORTABLE ADAPTATION OF STUDENTS IN INCLUSIVE HIGHER EDUCATION: AN ANALYTICAL REVIEW

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ANNOTATION. Inclusive higher education is becoming a global priority, but access to universities does not guarantee successful adaptation and retention of students from vulnerable groups. The problem of comfortable personal adaptation in an inclusive environment requires a systematic analysis of effective policies and practical measures. Goal. To conduct an analytical review of modern approaches, policies and measures that ensure successful adaptation of students in an inclusive higher education environment, with an emphasis on identifying effective strategies and remaining barriers. Methodology. The review was carried out using a systematic approach to the analysis of international publications (2015-2026), including empirical studies, literature reviews and case studies. Results. Three key clusters of effective measures have been identified: personalized academic and psychosocial support, institutional digital accessibility, and partnership programs that create "bridges" between vulnerable groups and the university environment. A critical gap has been established between the proclaimed policies and their implementation, related to insufficient teacher training, fragmented funding, and the persistence of a "deficit model" in the perception of students. Conclusion. Effective adaptation requires a shift from reactive measures to a proactive institutional strategy that integrates the principles of universal learning design (UDL) and considers inclusion as the foundation of educational quality, rather than as an additional burden.

KEYWORDS: inclusive higher education, student adaptation, inclusion policy, universal learning design, digital accessibility, psychosocial support, student retention, social justice.

Эффективная политика и меры обеспечения комфортной адаптации обучающихся в условиях инклюзивного высшего образования: аналитический обзор

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АННОТАЦИЯ. Инклюзивное высшее образование становится глобальным приоритетом, однако доступ к университетам не гарантирует успешной адаптации и удержания обучающихся из уязвимых групп. Проблема комфортной адаптации личности в инклюзивной среде требует системного анализа эффективных политик и практических мер. Цель. Провести аналитический обзор современных подходов, политик и мер, обеспечивающих успешную адаптацию обучающихся в условиях инклюзивного высшего образования, с акцентом на выявление эффективных стратегий и сохраняющихся барьеров. Методология. Обзор выполнен с применением систематического подхода к анализу международных публикаций (2015-2026гг.), включая эмпирические исследования, обзоры литературы и кейс-стади. Результаты. Выявлены три ключевых кластера эффективных мер: персонализированная академическая и психосоциальная поддержка, институциональная цифровая доступность, а также партнерские программы, создающие «мосты» между уязвимыми группами и университетской средой. Установлен критический разрыв между провозглашаемыми политиками и их реализацией, связанный с недостаточной подготовкой преподавателей, фрагментарностью финансирования и сохранением «дефицитной модели» в восприятии обучающихся. Заключение. Эффективная адаптация требует перехода от реактивных мер к проактивной институциональной стратегии, интегрирующей принципы универсального дизайна обучения (UDL) и рассматривающей инклюзию как фундамент качества образования, а не как дополнительную нагрузку.

КЛЮЧЕВЫЕ СЛОВА: инклюзивное высшее образование, адаптация обучающихся, политика инклюзии, универсальный дизайн обучения, цифровая доступность, психосоциальная поддержка, удержание обучающихся, социальная справедливость.

Инклюзивті жоғары білім беру жағдайында білім алушылардың жайлы бейімделуін қамтамасыз етудің тиімді саясаты мен шаралары: аналитикалық шолу

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АҢДАТПА. Инклюзивті жоғары білім беру жаһандық басымдыққа айналып келеді, алайда университеттерге қолжетімділіктің болуы осал топтардағы білім алушылардың табысты бейімделуіне және оқуын жалғастыруына кепілдік бермейді. Инклюзивті ортада тұлғаның жайлы бейімделу мәселесі тиімді саясаттар мен практикалық шараларды жүйелі талдауды талап етеді. Мақсаты. Тиімді стратегиялар мен сақталып отырған кедергілерді анықтауға баса назар аудара отырып, инклюзивті жоғары білім беру жағдайында білім алушылардың табысты бейімделуін қамтамасыз ететін заманауи тәсілдерге, саясаттар мен шараларға аналитикалық шолу жүргізу. Әдіснама. Шолу эмпирикалық зерттеулерді, әдебиеттерге шолуларды және кейс-стадиларды қамтитын халықаралық жарияланымдарды (2015–2026 жж.) талдаудың жүйелі тәсілін қолдану арқылы жүргізілді. Нәтижелер. Тиімді шаралардың үш негізгі кластері анықталды: дербестендірілген академиялық және психоәлеуметтік қолдау, институционалдық цифрлық қолжетімділік, сондай-ақ осал топтар мен университеттік орта арасында «көпір» қалыптастыратын серіктестік бағдарламалар. Жарияланған саясаттар мен олардың іске асырылуы арасында оқытушылар даярлығының жеткіліксіздігіне, қаржыландырудың фрагменттілігіне және білім алушыларды қабылдауда «тапшылық моделінің» сақталуына байланысты елеулі алшақтық анықталды. Қорытынды. Тиімді бейімделу реактивті шаралардан оқытудың әмбебап дизайны (UDL) қағидаттарын біріктіретін және инклюзияны қосымша жүктеме ретінде емес, білім беру сапасының іргетасы ретінде қарастыратын проактивті институционалдық стратегияға көшуді талап етеді.

ТҮЙІН СӨЗДЕР: инклюзивті жоғары білім беру, білім алушылардың бейімделуі, инклюзия саясаты, оқытудың әмбебап дизайны, цифрлық қолжетімділік, психоәлеуметтік қолдау, білім алушыларды оқуда ұстап қалу, әлеуметтік әділеттілік.

INTRODUCTION. Modern higher education is characterized by an unprecedented diversity of the student body. Universities are attended not only by traditional applicants, but also by students with special educational needs (SEN), refugees, representatives of socially vulnerable segments of the population, as well as those enrolled in positive discrimination programs [1, 2, 3]. This trend is fixed at the normative level: the UN Convention on the Rights of Persons with Disabilities and Sustainable Development Goal 4 (SDG 4) explicitly require states to ensure inclusive and equitable quality education for all [4, 5].

In the Decree of the Government of the Republic of Kazakhstan "On the Concept of Inclusive Policy in the Republic of Kazakhstan for 2025-2030", higher education is indicated as one of the priority areas for the development of inclusive infrastructure in universities, in connection with which it is pointed out the need to train teachers and tutors to work with students with special educational needs and expand access for students with disabilities and support measures. In the order of the Minister of Education and Science of the Republic of Kazakhstan dated January 20, 2015 No. 19 On the approval of the State Mandatory Standard of Higher Education stipulates the obligation of universities to provide inclusive education. Despite the existence of a legislative framework, the implementation of inclusive education in universities in Kazakhstan faces a number of systemic, organizational, and socio-psychological difficulties. One of the key problems remains the lack of regulatory detail. The laws and orders of the ministries establish the general principles of inclusion, but do not contain clear mechanisms for its implementation in universities. Standards for adapting curricula, financing tutor support and providing technical training facilities have not been developed, and the material and technical base of most universities remains insufficient to implement an inclusive approach.

It is noted by scientists (Esparza, 2026) that despite the introduction of inclusive education in higher education has become a global priority in accordance with the provisions of the UN Convention on the Rights of Persons with Disabilities, however, its implementation remains uneven and is characterized by fragmented institutional measures and conceptual uncertainty. However, as is rightly noted in modern literature, access to education is not yet equal to success in it. Research shows that students enrolled on a quota (grant) or representing vulnerable groups show higher risks of expulsion, especially in their first years. For example, an analysis of the Chilean quota admission system revealed that an increased risk of expulsion in the first year is associated with lower initial academic performance, while in the second year this risk persists even with leveling academic performance, which indicates problems of socio-psychological integration [1]. Similar challenges are recorded in the context of the education of refugee students who face cultural barriers, financial difficulties and psychological trauma [5].

Thus, the central problem is comfortable personal adaptation, a process that encompasses not only academic achievement, but also the formation of a sense of belonging, psychological well–being, and social inclusion. This review aims to systematize effective policies and measures that ensure this process, as well as identify remaining barriers and areas for future research in relation to the domestic educational system.

MATERIALS AND METHODS OF RESEARCH. This work is an analytical review performed using elements of a systematic approach to literature synthesis. The search and analysis of sources were carried out based on the methodology developed in related systematic reviews that studied inclusive practices in higher education [2, 3, 6]. Inclusion criteria: The review included peer-reviewed articles, conference proceedings, and reputable industry reports published primarily in 2015-2026, in English and Russian. The time range was chosen to take into account current trends in the field of inclusive higher education, including the impact of the post-pandemic digital transformation. A combination of keywords was used: "inclusive higher education", "student adaptation", "Universal Design for Learning", "digital accessibility", "psychosocial support", "at-risk students", "inclusion policy". The search query was constructed using Boolean operators (AND, OR) to ensure maximum relevance of the results. The focus was on works directly addressing policies, measures or programs to support the adaptation of students from vulnerable groups (students with disabilities, SEN, refugees, students from socially vulnerable backgrounds) in the higher education system.

It is based on publications in highly rated journals (Higher Education, Higher Education Policy, Frontiers in Education) and conference collections (Springer, GeNeDIS), as well as materials from international organizations (UNHCR). The search was conducted in databases SpringerLink, Scopus and specialized educational platforms.

According to the selection procedure, 127 potentially relevant publications were identified at the first stage. After removing duplicates (n=18) and screening by titles and annotations (n=109), 54 papers were selected for full-text review. At the final stage, according to the results of the assessment of compliance with the inclusion criteria, 38 publications were included in the analytical synthesis. The distribution of sources by type is shown in table 1.

Table 1. Structure of the included publications by type of research

Publication type	Number of shares	Percentage, %
Empirical research (quantitative, qualitative, mixed)	21	55,3
Systematic reviews and meta-analyses	9	23,7
Case studies of individual universities and programs	5	13,2
Analytical reports of international organizations (UNHCR, UNESCO)	3	7,9
Total	**38**	**100**

Source: compiled by the authors based on search results

An analytical strategy should be outlined, as the identified measures and policies have been grouped into thematic clusters based on their functional orientation. In addition, the cross-cutting criterion "effectiveness and barriers" was included in the analysis to assess not only the declared approaches, but also the real problems of implementation. Following the recommendations of experts in the field of inclusive pedagogy [6], we consider inclusion not as a static set of techniques, but as a continuous process of institutional development.

According to the geographical distribution, the analysis of the included publications by country (Fig. 2) shows an uneven distribution of research attention. The vast majority of the work was carried out in countries with developed educational systems, which is consistent with the conclusions of systematic reviews about the strong North American emphasis in the existing literature [10, 14]. The data is presented in table 2.

Table 2. Geographical distribution of included publications

Region / Country	Number of publications	Percentage, %	Examples of thematic focuses
USA and Canada	12	31,6	UDL, inclusion policies, digital accessibility
Western Europe (Great Britain, Germany, Spain)	9	23,7	Inclusive pedagogy, program evaluation
Latin America (Chile, Ecuador)	5	13,2	Quota programs, adaptation of students from vulnerable groups [1]
Asia (China, Indonesia, Malaysia)	4	10,5	Adaptation strategies, cultural barriers [8, 6]
Africa (Kenya, Ethiopia, South Africa)	3	7,9	Refugee programs, resource constraints [4]
Australia and New Zealand	3	7,9	Accessibility policies, assessment of inclusive practices
Russia and the CIS countries	1	2,6	Selected case studies [current research]
International / comparative studies	1	2,6	Cross-cultural analysis of inclusion policies
Total	**38**	**100**	—

Source: compiled by the authors based on the analysis of the subject area of the included publications

Thus, the revealed disparity confirms the existence of a significant geographical gap in the evidence base: data from countries with economies in transition and developing educational systems remain extremely limited [2]. As noted in the review by Esparza et al. (2026), "contextual factors — socio-cultural norms and resource base — significantly influence the implementation of inclusive policies, but Western models are not always directly transferable" [2]. This fact makes the present study relevant to fill this gap.

Results. An analysis of the literature has identified three macro clusters of effective measures, each of which, however, faces typical barriers to implementation.

Personalized support: from the "deficit model" to the "strengths model". The traditional approach to inclusion is often based on the "medical model", where the student is

perceived through the prism of his deficit or special need requiring compensation [2, 3]. This leads to a reactive strategy: help is provided only after an official request and disclosure of the diagnosis, which creates a psychological barrier, because many students are afraid of stigmatization and do not disclose their characteristics [7].

Proactive personalization, focused on the strengths of the individual, is considered more effective. An illustrative example is the Chinese practice of "One Student– one Strategy", implemented at the Xi'an Institute of Translation. This program assumes:

Early diagnosis: a comprehensive analysis of the student's academic and personal characteristics at the start of training;

Individual development plans: a combination of "general" tasks (basic training) and "individual" modules aimed at unlocking potential;

Teamwork of tutors: involving teachers, supervisors, and classmates in the support process.

The results of this program demonstrate a significant reduction in anxiety and academic difficulties among students who were previously considered "weak" or "underachieving." The authors emphasize that a key success factor is a change of ideology from "equalization" to recognition of the uniqueness of each student [8]. However, as studies in other contexts show, such personalization is based on a lack of resources (human, temporary) and low teacher readiness. Research in Ethiopia and other developing countries shows that even with progressive legislation, universities often do not have trained tutors or the material base to implement individual trajectories [2, 5].

Institutional accessibility: from one-time adaptations to universal design. The second most important cluster of measures concerns the environment, both physical and digital. Traditionally, accessibility was provided through adaptations: the provision of a sign language interpreter, special software, and additional exam time [3]. These measures are critically important, but they do not solve the problem systematically and are often delayed, as they require an individual request.

The current trend is the transition to universal learning Design (UDL) and inclusive design. The digital environment plays a key role here. Research shows that well-designed online courses (with subtitles, structured materials, flexible schedules) not only help students with disabilities, but also improve learning for everyone, including students with ADHD and anxiety disorders [3, 7].

A systematic approach to digital accessibility requires an institutional level of solutions:

1. Policy: Adoption of accessibility standards (e.g. WCAG) at the university-wide level. WCAG (Web Content Accessibility Guidelines), as a set of technical standards designed to ensure accessibility of web content, help developers, designers and owners of web resources to create products that are accessible to all users, including people with disabilities.;

2. Infrastructure: using adaptive LMS systems and ensuring compatibility with assistive technologies;

3. Teacher training: formation of competencies for creating accessible content and inclusive interaction [2, 7].

However, as noted in the digital Accessibility review, the COVID-19 pandemic has dramatically exposed the crisis in this area: even in developed countries, many systems have turned out to be unprepared, and accessibility policies often remain declarative and unsupported by resources [7]. Introduction of AI and XR technologies (virtual reality (VR), augmented reality (AR), mixed reality (MR)) It opens up new opportunities for personalization, but at the same time carries risks of algorithmic bias, which requires a critical approach [2, 7].

"Bridges" to the community: partnership and social integration

The key challenge for adaptation is not only learning, but also a sense of belonging. Students from marginalized groups often face cultural isolation and a lack of understanding of academic norms [4, 6].

Intermediary programs that create a "bridge" between the student's environment and the university community are an effective solution. For example, Elimisha Kakuma (Kenya): The program, created by former refugees, prepares students from the Kakuma camp for admission to foreign universities. It includes not only academic training, but also psychological support, as well as familiarization with culture and academic requirements before departure. It is critically important that the program creates a physical space ("safe space") inside the camp, where a learning community is formed that gives a sense of support [4]. Examples from Language Education (EAP): A systematic review of inclusive practices in the EAP highlights the need for culturally relevant pedagogy that does not require foreign students to give up their identity in order to adopt "Western" academic norms. Instead of a "scarce" model (the student must catch up to the standard), a socio-practical approach is proposed, where linguistic and cultural features are recognized as a resource [6, 9]. The study on Chile also confirms that there is insufficient financial assistance to retain students enrolled under quotas.; Systemic measures for social integration are needed, taking into account the structural inequality with which students come to university [1].

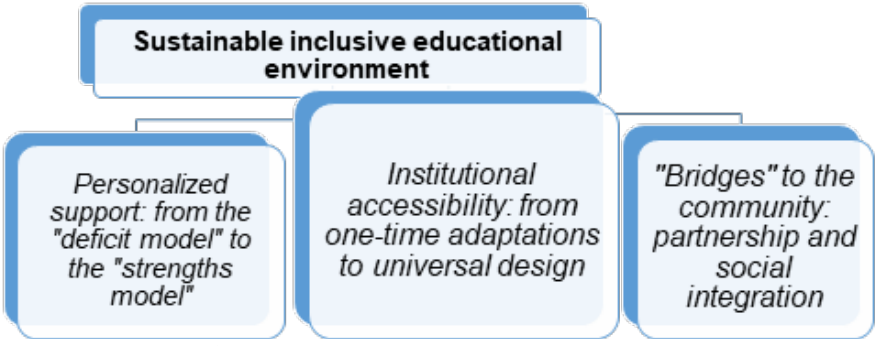


Figure 1. Model of three clusters of effective inclusive adaptation measures

RESULTS AND THEIR DISCUSSION. The analysis shows that despite the variety of specific measures, their effectiveness is determined by the depth of institutional changes, rather than the number of one-time actions. We have identified key contradictions and gaps in the educational space.:

1. The gap between policy and practice. Many countries adopt laws on inclusion following global mandates

(CRPD, SDG 4). However, at the level of a particular university, these policies are often implemented formally: a "department for work with the disabled" is created, but the general culture and pedagogical approaches remain the same, focused on the "average" neurotypical student [2, 5].

2. The "medical model" as the dominant paradigm. Paradoxically, even advanced systems often reproduce a discriminatory approach, requiring students to "prove" their inability to receive support [3]. This places the burden of adaptation on the student himself, who is forced to constantly "defend" his right to study, instead of receiving support by default [2, 3].

3. The problem of "additional costs". Inclusion is often perceived by the administration as an additional, rather than a basic element of the budget, which leads to the search for short-term grants, which makes support programs unstable. As shown in the reviews, sustainable solutions require a revision of financial models, where inclusion is seen as an investment in quality, rather than as a social burden [2].

The current evidence base has a number

- of gaps: lack of longitudinal studies, since most studies describe short-term effects (for example, the first year of adaptation). Data is needed on the long-term success trajectory of students with SEN and on the impact of inclusive measures on their career outcomes [2];
- lack of data from emerging economies and countries with educational systems in transition (such as Russia or Kazakhstan). Contextual factors (sociocultural norms, resource base) strongly influence implementation, and Western models are not always directly transferable [5, 9];
- differentiation of the concepts of "adaptation" and "inclusion". In the literature, these concepts are often confused.

It is important to distinguish between adaptation (adaptation of an individual to the environment) and inclusion (changing the environment to suit the diversity of individuals). Effective policy requires the realization that true inclusion is the transformation of the system itself, and not just the "lapping up" of students.

CONCLUSION. Effective personal adaptation in inclusive higher education is a complex institutional task that goes far beyond creating "special conditions" for individual groups. The conducted review allows us to formulate the following key conclusions and recommendations:

1. Paradigm shift: It is necessary to abandon the "reactive model" (responding to stated problems) and switch to a "proactive universal design". Inclusion should be built into the foundation of educational programs, architecture, and the digital environment from the beginning, rather than being "added" from above.

2. Personalization through consistency: Individual trajectories (as in the "One student, one Strategy" model) should not be a one–time action of enthusiasts, but a standard procedure provided with resources and trained staff.

3. Investments in human capital: The key barrier is the low readiness of teachers. Without systematic professional development in the field of UDL, intercultural communication and assistive technologies, any policies will remain declarations.

4. Integration of support: Psychosocial and academic support should be integrated. Programs like Elimisha Kakuma show that building community and a sense of security is just as important as transferring knowledge.

This study will allow us to develop ideas about the socio-psychological mechanisms of adaptation of inclusive students in the conditions of a modern university in Western Kazakhstan. The work will deepen scientific knowledge about the structure of adaptation strategies, the internal resource potential of the individual and their relationship to the success of educational activities. The results of the study can expand the conceptual and categorical apparatus of educational psychology, contribute to the development of the theory of inclusive learning and personality psychology in the educational environment.

The practical value of the research lies in the possibility of using the data obtained in the development of programs for psychological and pedagogical support for students with special educational needs, as well as in the training of teachers and supervisors to work in an inclusive environment.

The identified adaptation strategies and resources can be applied in the creation of training, correctional, developmental and preventive programs aimed at increasing the psychological stability and social integration of inclusive learners. The research results can be used in the activities of inclusive education centers, psychological support services, and in the development of educational standards that take into account the individual characteristics of students.

Thus, the future of inclusive higher education lies not in the plane of "how to help students with disabilities fit in," but in rethinking the very concept of "norm" in an academic environment where diversity becomes a basic value and a condition for the quality of education.

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МРНТИ 14.35.07
УДК 378:004.8

DOI 10.58319/26170493_2026_3_31

ИНСТИТУЦИОНАЛЬНАЯ ГОТОВНОСТЬ КАЗАХСТАНСКИХ УНИВЕРСИТЕТОВ К ВНЕДРЕНИЮ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА: УСЛОВИЯ, ОГРАНИЧЕНИЯ И НАПРАВЛЕНИЯ РАЗВИТИЯ

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АННОТАЦИЯ. Стремительное распространение технологий искусственного интеллекта требует от университетов адаптации на уровне стратегических и нормативных документов. Несмотря на активное формирование национальной нормативной базы в сфере искусственного интеллекта, степень её отражения в институциональных документах университетов остаётся недостаточно изученной. Целью исследования является оценка институциональной готовности казахстанских университетов к внедрению искусственного интеллекта на основе контент-анализа их стратегических и нормативных документов. Эмпирическую основу составили 52 документа, размещённые в открытом доступе. Анализ осуществлялся с использованием авторской аналитической матрицы, включающей три измерения: этическое, правовое и социальное. Результаты показывают, что в рамках анализируемой выборки около 75% кейсов относятся к начальному уровню институциональной готовности и не содержат содержательных норм, регулирующих использование искусственного интеллекта. Выявлен системный разрыв между формированием национальной нормативной базы и её операционализацией на уровне университетов. На основе полученных данных предложена типология кейсов по уровню институциональной готовности, а также сформулированы принципы разработки институциональной политики использования искусственного интеллекта. Полученные результаты свидетельствуют о необходимости перехода от декларативного включения искусственного интеллекта в стратегические документы к разработке комплексных нормативных рамок. Практическая значимость исследования заключается в возможности использования его результатов университетами и регуляторами при совершенствовании политики внедрения искусственного интеллекта.

КЛЮЧЕВЫЕ СЛОВА: искусственный интеллект, институциональная готовность, высшее образование, контент-анализ, этика ИИ, публичный сектор, Казахстан

Қазақстандық университеттердің жасанды интеллектті енгізуге институционалдық дайындығы: шарттары, шектеулері және даму бағыттары

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АҢДАТПА. Жасанды интеллект технологияларының жедел таралуы университеттерден стратегиялық және нормативтік құжаттар деңгейінде бейімделуді талап етеді. Жасанды интеллект саласында ұлттық нормативтік базаның белсенді қалыптасуына қарамастан, оның университеттердің институционалдық құжаттарында көрініс табу дәрежесі жеткілікті деңгейде зерттелмеген. Зерттеудің мақсаты