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Self-Empowerment Through Lifelong Learning and Social Inclusion: Exploring the Impact on Individual Empowerment

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Abstract

This paper assesses lifelong learning and its importance in terms of social inclusion as an educational phenomenon and as the interaction between education practices and social inclusion. The research argues that universal education, accessible to all and focuses mainly on poor and disadvantaged people, is fundamental in the fight against poverty and its promotion and the creation of wealth in the community. It also asserts that lifelong learning is the most critical component in this process. The main purpose of this systematic review is to examine the level of modern trends in lifelong education and its social inclusion role through experimental data, theoretical analysis, and the value judgements of public policy. The research presents a systematic review of articles published in peer-reviewed journals, reports, and policy analyses for 2019–2024. Through thematic analysis, the study identifies the principal topics signifying the social side of lifelong learning. The investigation reveals four main mechanisms, pedagogy and curricula, digital learning and storytelling, social capital, and building community and policy frameworks and strategies that should be used to promote lifelong learning and social inclusion. With these discoveries, it is clear that the inclusive diversity-based educational policies demanded must be implemented, and all teachers must be trained while digital technology is deployed to improve access and engagement. The research indicates that such components can be brought into the education system through collaborative work. This initiative may be used to formalise a lifelong learning paradigm that will be geared towards empowering individuals and creating social harmony.

Key Words: Lifelong learning, Social inclusion, Educational policies, Pedagogy and curricula, Digital technology

INTRODUCTION

Recent notions in nonformal education include finding a proactive lifelong learning paradigm as a process that encompasses accessing new knowledge and skills throughout life (Lambert, 2020). This idea is very relevant when examining social inclusion, particularly

when the learning force becomes operational and people are enlightened to make independent and autonomous decisions that guarantee and safeguard their social status and full-fledged community participation (Tuparevska, Santibáñez and Solabarrieta,

2020). In countries with a developed education system and a greater emphasis on and support of vocational and adult learning, lifelong learning principles are seen as relevant for the eradication of social inequalities and regular opportunities for development for everyone.

Research shows interdependency that has long-term learning implications and social integration based on a give-and-take, which can be either positive or negative (Lambert, 2020). A systematic review by Keating et al. (2020) further points out that lifelong learning to be a crucial factor in resolving educational inequalities and achieving social cohesion. However, Tuparevska, Santibáñez and Solabarrieta (2020) state that marginalised individuals and communities still do not have access to such opportunities. Policy and method discrepancies ensue from different philosophies on the effect of modern educational systems and practices on providing equal access opportunities in the educational realm. Besides that, some general disadvantages are also tied to the continuous practice of research in the sense of tethering the empiric data to the social policy framework and individual empowerment processes (Lambert, 2020).

This review is stimulated by the conviction that education, as the most fundamental aspect of society, not only shapes social structures but also defines individual life trajectories, and this is an issue that ascribes economic strength to itself and experiences social contradictions. The reason for this undertaking is rooted in the fact that it is the know-how of how socio-economic inclusion and individual empowerment can be achieved through lifelong learning. This research has the capacity to give a new voice to issues that are central to educational reform and social policy by providing insights into critical matters that are shaping the identity and values of the education system.

Research Methods

The paper applies a systematic review methodology to studies published from 2019 to 2024 for the identification of recent trends about lifelong learning and its importance to social inclusion in the German context. Materials were chosen as a result of an extensive search of the academic databases - JSTOR, Scopus and Google scholar- when using the keywords "lifelong learning," "social inclusion," "educational opportunities," and "Germany" The use of these search engines was limited to peer-reviewed articles, government reports and policy analyses that are related to the topic. The inclusion criteria encompassed the studies that gave empirical data, theoretical analyses or policy evaluation of the research question, while the exclusion criteria let in only the studies from those contexts but removed any studies outside the stipulated timeline. The data extraction involves the identification of approaches, findings and outputs on lifelong learning, as well as social inclusion. Data analysis that was done revealed thematic synthesis to be applied for classifying findings in coherent themes that came up in the fine-grained comprehension of the topic, as illustrated by Braun and Clarke (2022). It became possible through this approach to identify correlations, juxtaposition and contrasts in the literature that have been concentrated in a reviewed state of the art.

Results

The results section presents a comprehensive analysis of the studies reviewed, focusing on the impact of lifelong learning on social inclusion.

PRISMA Analysis

The PRISMA model during the screening process of study selection and inclusion, provides a clear overview of the search and review methodology employed (Salameh et al., 2020). Figure 1 aids in understanding the scope of research considered and the criteria for study inclusion, ensuring transparency and replicability in the review process.

Figure 1: Prisma Chart Sources Identified (n = Sources that were not full Sources after Duplicates text/in English (n =73) Removed (n = 811)Sources Excluded by Title Sources Screened (n = 738) (n = 659)Articles Assessed by Articles Excluded (n = 16) Abstract (n = 44) Full Texts Articles Articles excluded (n = 16) Assessed for Eligibility (n = 28)

Source: Author, 2023)

CASP Analysis

CASP (Critical Appraisal Skills Programme) analysis of the studies is conducted to assess the quality and relevance of the evidence gathered (Long, French and Brooks, 2020). As illustrated in Figure 2, the analysis scrutinises each study's methodology, results, and conclusions, ensuring that the findings presented are robust and reliable.

Articles Included (n =12)

CASP- Itemo	Benko va and Marev a (2019)	Collins, Azmat and Rentsc hler (2019)c	Guðjónsd óttir and Óskarsdót tir (2019)	Heyder , Südka mp and Steinm ayr (2020)	Hym el and Katz (201 9)::	Juvon en et al.· (2019)\alpha	Klan g·et· al. (202 0)o	Lohbe ck- (2020)::	McD uff et al. (2020)□	Svoe n, Dobs on and Bjørg e (201 9)	Tobb ell-et- al.· (202 0)a	Vetoni emi- and- Kärnä- (2019)o	3
statement- of aims≎	√¤	√¤	√¤	√¤	√¤	√¤	√¤	√0	√¤	√¤	√¤	√¤	3
Qualitati ve- methodol ogy- appropria teo	√a	√ 0	√a	√a	√ 0	√a	√ 0	√o	√a	√a	√a	√a	3
3. · Appropri ate · research · design □	√a	√o	√a	√a	√o	√a	√o	√a	√a	√a	√a	√o	3
Appropri ate recruitme nt strategy	√¤	√ ¤	√¤	√a	√a	√0	√a	√¤	√a	√a	√a	√¤	3
5. Data collection addressed the issue	√¤	√a	√a	√¤	√¤	√a	√¤	√a	√¤	√a	√a	√¤	3
6 Consider ed- researche r-	√¤	√a	√¤	√a	√¤	√¤	√¤	√a	√¤	√¤	√a	√a	3

participa nt relationsh ipo												
7. Ethical- issues- considere do	√¤	√a	√a	√¤	√¤	√¤	√a	√a	√¤	√¤	√¤	√a
8. Rigorous data analysis≎	√0	√0	√¤	√¤	√¤	√¤	√¤	√¤	√0	√¤	√¤	√a
9. Clear- statement- of- findings:	√¤	√a	√a	√¤	√o	√¤	√a	√¤	√¤	√a	√¤	√a
10.· Research· valuable?□	√0	√¤	√¤	√0	√¤	√¤	√¤	√0	√¤	√¤	√¤	√¤

(Source: Author, 2023)

Analysis of Studies

Further rigorous evaluation, is shown in Appendix 1 to highlight the most credible and impactful research on lifelong learning and its role in promoting social inclusion.

Author(s)	Year≎	Title of Article	Purpose of Articleo	Research Designo	Findings	Conclusion	Relation to This Study
Krasimira- Benkova and Vesela Marevao		Social-Inclusion- Based on Non- Formal- Education©	To analyse and investigate the impact of non-formal learning activities on the social inclusion of children and young people at risk of poverty and social exclusion.	Empirical study- using the "Social- Inclusion Index" ©	Found that non- formal education plays a significant role in promoting social inclusion among vulnerable groups. Highlighted the importance of community building and the etablishment of inclusive values.0	Non-found education is cruxial for promoting social inclusions and preventing evolution business; among young people. 5	This study underscores the value of non-formal education in lifeleng- learning frameworks, especially for- marginalised groups in Germany, by promoting social cohesion and- addressing educational gaps. O
Ayse Collins, Fara Azmat and Ruth Rentschler	20190	Bringing everyone on the same journey': revisiting inclusion in higher educations	To examine the learning environments for students with physical disabilities in higher education and identify the challenges in promoting inclusive education. □	Qualitative study with interviews of: 40 stakeholders at an Australian universityo	Despite prograss- towards- inclusive education, learning- environments- are often tailored to- individual- adjustments- rather than systemic- inclusivity.	Advocates for a more systemic approach to inclusive in higher- education, explanating the need for- employshility and skills development.	Aligns with the need for a holistic understanding of lifelong learning and social inclusion, suggesting that educational policies must transcend- individual: accommodations to achieve broader accial- integration and empowerment.
					Identified challenges include staff training needs and moving inclusion beyond education to- employment.0		
Haféis Guðjenadóttir and Edda Oakaradóttir¶	20190	Dealing with diversity: Debating the focus of teacher- deduction for inclusion ¶	To illuminate different perspectives on preparing teachers and the students for inclusive school settings and gain knowledge about the organisation of initial teacher education at the University of Iceland c	Document analysis and systematic procedure for eventwing various forms of documents related to inclusive education and teacher ducation practices, o	Evidence maggaria and engagaria region and effective teacher obtaction programs focusing our enabling teachers to engage in inclusive practice to provide high-quality practice to refer of the whole lenital Teachers to eath for a referre of the whole lenital Teachers to the structure to adequately prepare teachers.	The study emphasizes the importance of revising and improving studies of revising and improving studies education programs to better prepare adonestion programs to better prepare teachers for inclusive education, addressing both pedagogical practices and the relationship between teachers and learners.	Highlights the significance of teacher education and training implicance of teacher education and training in footening including educational environments, which adjans with the focus on lifeting learning and social inclusion in the Oerman educational context.0
					for inclusive		
Anke Heyder, Anna Südkamp, Ricarda Steinmayr ¶		How are teachers' attitudes toward introduced to the social-emotional school experiences of students with and without special educational needer?	To explore the relationship between teacher's uttitudes toward inclusion and the social integration without exploring of students with and-without special educational needs (SEN) in German primary schools.	A multilevel study involving 757- students and 37- teachers, a sassing teachers' attitudes and student's scalar integration and school well-being of the student's scalar integration and school well-being of the school well-being of the scalar integration and school well-being of the schoo	SEN, suggesting that such attitudes may mitigate the gap in social integration between attudents with and without SEN.0	Positive teacher attitudes towards inclusions are crucial for the successful social integration of	Underscores the impact of educator attitudes on facilitating inclusive education and social-cohesion, relevant for discussions on indicussions on silicussions on silicussions of Cernans education system.
Hymel and Jennifer Katzo		Classrooms for Diversity: Fostering Social Inclusion"	teachers in promoting inclusive classes by understanding social dynamics within educational contexts, addressing the diversity in student populations.	analysis and review of recent educational efforts.0	significance of social inclusion in education and the need for teacher training in promoting diversity and inclusion.	design for learning' to focus on both academic and social inclusion, advocating fror broader approaches to celebrate diversity.	the importance of educational practices and teacher roles in promoting social inclusion, aligning with the German context's focus on lifelong learning for social- equality.0
	20190	*Promoting-	To critically analyse	Review of	Found that	Emphasises the need for proactive-	Echoes the need for-
Juvonen, J., Lessard,		Social Inclusion	barriers to social	theoretical-	positive and	school-based practices and teacher	understanding and

Rastogi, R., Schacter, H.L., and Smith, D.S.o	20200	Settings: Challenges and Opportunities to	and propose practices for inclusive education that help connect diverse students. O	empirical: evidence on group- dynamics and- contextual- conditions- contributing to- exclusion.5	interactions across diverse student groups reduce stereotypes and biases, highlighting the role of teachers and extracurricular activities in facilitating social inclusion.0	training to increase social inclusion and reduce seducational disparities.	learning concepts to address social inclusion, reinforcing the significance of inclusive educational practices in- mitigating social- inequalities in Germany. ²
Olsson I., Wilder J., Lindqvist G., Fohlin N., Nilholm C.o		Learning Intervention to Promote Social Inclusion in Heterogeneous Classrooms*O	effects of cooperative learning (CL)- intervention on social- inclusion in- classrooms.0	design with intervention and control groups.0	significant but small effect of CL on children's social- acceptance, no- significant- effect on- children's friendships and- perceptions of- classroom relationships.	changes in social inclusion for children with SEN with the study's duration and intensity. More floors in needed on teacher implementation of CL.0	importance and challenges of implementing cooperative learning strategies in classrooms to enhance social inclusion, relevant to understanding the role of educational practices in promoting lifelong learning and social equality.
Lohbeck, Annetteo	20200	"Does integration play a role?" Academic self-concepts, self-esteem, and self-perceptions of social integration	To investigate the relationships and differences in math and verbal self-concepts, self-esteem, and self-perceptions of social integration among elementary	Comparative study using two samples of elementary students in inclusive and mainstream classes.0	Found no significant differences in- academic self- concepts, self- esteem, and self-perceptions of social	Integration into mainstream classes does not negatively affect students' cademic self-concepts, self-estem, or self-perceptions of social integration. Self-estem mediates the relationship between social integration and academic self-concepts.0	Suggests that inclusive education policies do not compromise the self-concept, self-esteem, or perceived social integration of students, aligning with the study's focus on
		of elementary school children in inclusive and mainstream classes*	school students in inclusive versus- mainstream classes.0		integration between students in- inclusive and- mainstream settings. Self- esteem and social- integration- positively- related to- academic self- concepts.		social inclusion and lifelong learning as mechanisms for addressing educational disparities.0
Nona McDuff OBE, Dr. Annie Hughes, John Tatam, Dr. Elizabeth Morrow, Prof. Fiona Ross CBEo	20200	Improving Equality of Opportunity in Higher Education through the Adoption of an Inclusive Curriculum Framework	To analyze and investigate the impact of the Inclusive Curriculum: Framework (ICF) on promoting equality of opportunity in higher education by integrating inclusioninto the curriculum.	Theoretical insights, case studies, and implementation analysis at Kingston-University, England o	The ICF- enhances equality of opportunity through strategic approach and innovation in- practice, showing early- positive impacts- on premoting inclusivity in- leaching.o	The ICF is critical for enhancing equality of opportunity in higher education and can be applied internationally to improve inclusivity.	This article provides imagination systemic imagination systemic imagination and practices to promote social inclusion. Implicitly implications the importance of inclusive curricula in lifetong learning for social equality.
Brit Svoen, Stephen Dobson, Linda Tangen Bjørge	20190	Let's Talk and Share! Refugees and Migrants Building Social Inclusion and Wellbeing	To explore how- digital learning resources and storytelling can support refugees and migrants in building	Analysis of digital- stories and online learning resources developed in the Erasmus+ReGap- project.0	Digital storytelling and online resources facilitate social inclusion and wellbeing	Digital stories and learning resources are effective tools for promoting social inclusion and wellbeing among refugees and migrants, contributing to- their integration and sense of belonging.	This study underlines the role of digital education and storytelling in facilitating social inclusion and wellbeing,
		through Digital- Stories and Online-Learning Resources	social-inclusion-and-wellbeing,¤		among refugees and migrants, allowing them to connect with their experiences and integrate into new societies.		relevant to lifelong learning frameworks aiming at empowering individuals through education.0
Jane Tobbell, Rob Burton, Andrea Gaynor, Berenice Golding, Kath Greenhough, Christine Rhodes and Stephen Whiteo		Inclusion in higher education: an exploration of the subjective experiences of studentso	To explore the meanings of inclusion to students in higher education through their subjective experiences.	Qualitative study- using narratives from 251- students.5	Students' understandings of inclusion were closely linked to experiences in their learning environment, highlighting the importance of relationships and flexible practices for participation.	For gename inclusion in higher characters, when the characters are the characters are meeted to enhance relationship building and flexible practices to accommodate diverse student needs.	This article provides insights into the complexities of implementing inclusive education policies in higher education, emphasising the need-for more inclusive-practices.
Jukkar Vetoniemi- and Eija- Kāmā¤	20190	Being included— experiences of social- participation of- pupils with- special education needs in- mainstream schoolso	To investigate the social participation experiences of SEN-pupils in mainstream schools and how these experiences reflect on inclusion policies.	Qualitative study- based on narratives from four SEN pupils.0	Pupils' perceptions of social- participation were influenced by their experiences with the school- environment, often leading to- negative- feelings despite-	Inchairs exhools must actively improve learning environments to promote the social participation of all-pupils, recognising individual-strengths.0	This study sheds light on the gap between inclusion policies and the lived experiences of SEN pupils in mainstream schools, highlighting areas for improvement in practice.
					personal strengths buffering total social segregation.		c

Discussion

The investigation of lifelong learning as a driver of social inclusion has yielded four main themes that, jointly, relate to our research question. These themes are: inclusive curriculum and pedagogy as a foundation for lifelong learning; digital learning and story-telling for promoting access and engagement; social capital and community building through lifelong educational initiatives; and policy and strategic frameworks for scaffolding lifelong learning

interventions designed for social inclusion. These themes provide a different view of the strategies for social inclusion to be designed and implemented.

Inclusive Curriculum and Pedagogy as Foundations for Lifelong Learning

The inclusion of curriculum and pedagogy as bases for lifelong learning across the reviewed papers suggests a consensual agreement on the vital role of educational inclusivity in creating an appropriate environment that supports lifelong learning for all students, including those with special educational needs (SEN) and physical disabilities. Prior studies indicate that systemic changes, effective teacher training, and the use of inclusive educational methods are crucial for the provision of quality education for all (Guðjónsdóttir and Óskarsdóttir 2019; Collins, Azmat, and Rentschler 2019). An often-explored topic relates to the call for educational systems to go beyond individual accommodations to systemic transformations that embed inclusivity in the curriculum and teaching methodology (Collins, Azmat, and Rentschler, 2019). This option is also supported by McDuff et al. (2020), who argue for institutional change through the strategic design of the Inclusive Curriculum Framework (ICF), whose aim is to guarantee equal opportunities for students throughout their journey. Similarly, Vetoniemi and Kärnä (2019) call for adapting learning environments to meet the needs of diverse students and establishing an inclusive culture, which is necessary for lifelong learning.

The research indeed reveals the significant role of teacher attitudes and education in creating a welcoming environment. Guðjónsdóttir and Óskarsdóttir (2019) aim at the empowerment of teachers as codevelopers of the curriculum who can apply different teaching methods, taking into account the uniqueness of each student. The role of teacher attitudes is 127mphasized in the study of Hymel and Katz (2019) as well as Heyder, Sűdkamp, and Steinmayr (2020), where the implementation of universal learning design was a success

In addition, the essays propose that promoting social belonging and respect in the classroom is crucial. Juvonen et al. (2019) and Klang et al. (2020) emphasise the need to foster understanding of group dynamics and use cooperative learning approaches to promote student social acceptance and integration. This approach is critical for designing an inclusive curriculum that focuses on academic needs and promotes social harmony and inclusion, thus developing students into lifelong learners. Notwithstanding, there are the challenges that have been highlighted in the mentioned studies. which include the slow transition towards inclusive settings and the persistent obstacles that hinder the full involvement of SEN students in mainstream education (Vetoniemi and Kärnä, 2019; Guðjónsdóttir and Óskarsdóttir, 2019). In spite of these obstacles, the results of the articles taken together suggest that inclusive curriculum and pedagogy should be an integral part of educational systems that have a desire to promote lifelong learning and social inclusion for all students. The synthesis of these articles gives a concise appeal to educational stakeholders to emphasise inclusivity in curriculum design and pedagogical strategies. Thus, educational institutions can design a learning environment that does not only accommodate but even embraces diversity, thereby laying the foundation for lifelong learning and the empowerment of all pupils.

Digital Learning and Storytelling for Enhancing Access and Engagement

The topic of digital learning and storytelling for improving accessibility and engagement plays a key role in the debate on inclusive education and lifelong learning. Although the articles may be quite different in their main focus, they all highlight the importance of digital tools and storytelling to create more accessible and involving learning settings for all, including those with special educational needs (SEN) and disabilities. According to Collins, Azmat, and Rentschler (2019), online tools such as recorded lectures and online resources also contribute to the teaching and learning processes for students with disabilities. Therefore, it not only improves access but also engagement, with an added element of participation for the students who may be physically challenged. Also, Svoen, Dobson, and Bjørge (2019) pinpointed that digital stories and online courses improve social inclusion and wellbeing, especially for refugees and migrants. Collectively, these articles emphasise the contribution of digital technologies in creating enabling education environments (Collins, Azmat, and Rentschler, 2019; Svoen, Dobson, and Bjørge, 2019).

On the other hand, studies such as those by Klang et al. (2020) and Lohbeck (2020) do not directly consider digital learning and storytelling. Yet, the focus is on cooperative learning, the psychological and social dimensions, and technology integration. These tools could contribute to collaborative learning experiences and provide personalised learning pathways, all of which are in line with the goal of inclusive education. Guðjónsdóttir and Óskarsdóttir (2019), Heyder, Sűdkamp, and Steinmayr (2020), and Juvonen et al. (2019) suggest the integration of digital technologies and storytelling by introducing innovative teaching methods and calling for the preparation of educators for group dynamics and diverse teaching techniques. These approaches are, by default, compatible with digital learning methods, which can provide diverse and flexible approaches to content delivery that will fit the different learning needs and preferences of students.

Likewise, according to Hymel and Katz (2019) and Vetoniemi and Kärnä (2019), digital learning and storytelling can be used as fundamental components for an inclusive curriculum. These articles, through their advocacy for universal design for learning and the adjustment of learning settings to accommodate the diverse needs of SEN pupils, suggest a context where digital tools could greatly improve engagement and access, thus promoting a more inclusive educational system. So, we notice that digital learning and storytelling have a high potential for improving access and engagement in inclusive education settings. This discourse reflects a common view on the inclusion of digital learning resources and storytelling in the curricula and pedagogy as foundational components for lifelong learning and social inclusion.

Social Capital and Community Building Through Lifelong Learning

Scholarly articles of this research investigate various aspects of lifelong learning as a tool for social capital and community building and thus suggest a holistic approach to educational inclusion. Benkova and Mareva (2019) emphasise the contribution of non-formal education in developing inclusive social and community values among young people and that it creates social capital. Likewise, Collins, Azmat, and Rentschler (2019) recognise the crucial function of creating a supportive and cooperative educational environment for students with disabilities, which is based on the idea that such inclusive practices play a great role in the creation of communities and social capital among all students.

Moreover, Guðjónsdóttir and Óskarsdóttir (2019) present teacher education as a crucial component for the preparation of teachers to create inclusive environments that promote social cohesion, citizenship, and equitable societal participation. This finding is similarly consented to by Heyder, Sűdkamp, and Steinmayr (2020), who examine the role of teachers' attitudes in the social integration and well-being of students and argue that positive school experiences promote the development of a sense of community and belonging.

Hymel and Katz (2019) call for educational settings that enhance social cohesion and citizenship by arguing that schools are critical contexts for students to engage with diverse peers and thus build social capital. Juvonen et al. (2019) argue that extracurricular activities and inclusion-oriented clubs play a crucial role in social inclusion beyond the classroom in the development of social capital because they offer students chances to connect with diverse groups. Klang et al. (2020), in which they focus on cooperative learning in the classroom, also allude to the greater theme of social capital by trying to heighten social acceptance and friendship among the students. Lohbeck (2020) considers students' self-conceptions of social integration within inclusive and mainstream educational settings, arguing that inclusive educational approaches facilitate a sense of belonging and community.

McDuff et al. (2020) and Svoen, Dobson, and Bjørge (2019) emphasise the importance of diversity and digital storytelling in the creation of social inclusion and well-being, which proves that these approaches can be quite reliable instruments for social capital formation among marginalised communities. McDuff et al. (2020), Svoen Tobbell et al. (2020), and Vetoniemi and Kärnä (2019) reinforce the role of relationships and the effectiveness of social participation in creating a feeling of inclusion and self-esteem, which are critical for the accrual of social capital and the building of community through lifelong learning. When fostering inclusive environments, stimulating diverse interactions, and prioritising the creation of supportive relationships in educational contexts, lifelong learning can highly promote the creation of cohesive communities and the strengthening of social capital.

Policy and Strategic Frameworks to Support Lifelong Learning for Social Inclusion

The research on policy and strategic frameworks for lifelong learning to promote social inclusion demonstrated the need for a flexible policy that brings together all the different branches of education, Benkova and Mareva (2019), Collins, Azmat, and Rentschler (2019), and Guðjónsdóttir and Óskarsdóttir (2019) emphasise the role of inclusive policies and practices in enabling social inclusion through education. Benkova and Mareva (2019) argue for countermeasures in the context of non-formal educational settings, while Collins, Azmat, and Rentschler (2019) champion systemic changes within the higher education system to realise the ultimate ideal of inclusion. These points of view indicate a wider consensus on the necessity of multi-level strategic frameworks to foster inclusivity and encourage lifelong learning. Moreover, Heyder, Südkamp, and Steinmayr (2020) and Juvonen et al. (2019) also emphasise the need for a positive teacher approach to inclusion, suggesting that policy and strategic frameworks should be adopted regarding teacher professional development and training as critical components in promoting social inclusion (Heyder, Südkamp, and Steinmayr, 2020; Juvonen et al., 2019).

This is consistent with what was suggested by the European Agency Teacher Education for Inclusion project, as reported by Hymel and Katz (2019), who point out the need for in-depth research into effective teaching strategies and well-organised teacher education to support lifelong learning and poverty reduction. The works of Klang et al. (2020) and Lohbeck (2020), though not specifically meant to address policy frameworks, still give insights into educational methods that can help decisionmakers in the area of lifelong learning and social inclusion policies. Klang et al. (2020) emphasise the cooperative learning (CL) approach as a pedagogical approach to support social inclusion within the classroom, and Lohbeck's discovery on the favourable influence of inclusive education on academic selfconcepts and social integration revises the positive effect of inclusive policies for all students (Klang et al., 2020; Lohbeck, 2020). McDuff et al. (2020) examined the strategic deployment of the Inclusive Curriculum Framework (ICF) in England as an illustration of policy frameworks in place for lifelong learning and social inclusion. This is reinforced by Svoen et al.'s (2019) proposal of novel indicators to measure the success of online learning resources in promoting social inclusion with strategic approaches to identifying how to use digital learning for social inclusion.

Alternatively, the work of Tobbell et al. (2020) and Vetoniemi and Kärnä (2019) focuses on the complexity and sluggish transfer to fully inclusive environments, bringing better attention to collaborative learning and student-centred pedagogies. This emphasises the use of policy and strategic programmes that will not only support the integration of students with special educational needs into the mainstream but also their lifelong learning as tools for social inclusion (Tobbell et al., 2020; Vetoniemi and Kärnä, 2019). This cumulative knowledge recommends the collaborative efforts of policy and strategic framework development, which underscores the need for inclusive education, the provision of teacher training, and systemic change in structures to make sure that lifelong learning opportunities are accessible and friendly for everyone.

Conclusion

Social inclusion issues related to lifelong education as a powerful tool have been decisively discussed, and the outlined themes, including the multi-varied functions of inclusive curriculum and teaching, digital learning, social capital, and policy frameworks, have illuminated the processes through which people acquire education and become active in social affairs. Some in-depth studies focus on the power of curriculum design and teaching to support inclusion, urging education systems to go beyond the boundaries by providing individualised learning considerations. Linking these technologies to storytelling to improve engagement and accessibility, this inclusivity is fostered, catering for the needs of learners dealing with disabilities and those from marginalised communities.

The current state of scholarly study proves a very desperate need to overhaul the current educational policies and strategies. Critics emphasise that the progress of inclusion in actual practice is very slow and that there are various obstacles that prevent active participation by all students, especially those who receive special education. Additionally, the discourse indicates a lapse in the most effective integration of digital tools into the educational philosophy, resulting in the isolation of these tools from the reach and participation in meaningful learning. These criticisms

underline the importance of implementing integration policies through active strategies that provide equal opportunities to everyone, not only through words but also through action within the educational environment.

The focus on these issues by the researchers demonstrates the shared life-long learning and social integration that hold a very strong bond between them, showing education as the backbone of an equitable society. As we explore the diverse aspects of education policymaking, educational innovation, and community development, it becomes apparent that there is a need for coordinated action to overthrow the structural barriers to education. Through the processes of promoting accessibility initiatives, facilitating the accessing of technology, and cultivating community spirit through education, we let an educated society where learning to enjoy lifelong learning be considered as the basic values emerge. Beyond benefiting individuals, the overall objective of this mission is to bolster social ties, translating education from a justifiable tool to a critical instrument for the rebuilding and inclusion of society.

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