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Bridging Worlds, Broadening Minds: V-Sphere Equitable Inclusive Education Model

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ABSTRACT

Virtual learning surges globally, (Inclusive Education for All) IEFA's learners' risk being left further behind. V-Sphere is the combo of social sphere and electronic (Internet) sphere. V-Sphere or forthcoming digitized future is expected more revival of this planet. Education is the one and only defense system of this V-Sphere and IEFA is the base of it. As each human is inclusive by its creation. How can a virtual-sphere inclusive education model dismantle barriers and broaden equitable learning pathways to truly 'bridge worlds' for all, was the aim of the study. Quantitative research design led the study to propose a V-Sphere Equitable Inclusive Education Model (VSEIEM). A self-developed opinionnaire of equitable inclusive education having six parameters i.e., curriculum, teacher training, support service, student achievement, equity and social inclusion was developed. By applying simple random sampling technique, 100 public secondary schools and from each school four teachers (two IT and two Social Sciences) were selected from the Southern Punjab region of Punjab Province, Pakistan. The study concludes the significant role of curriculum, teacher training, student achievement, equity and social inclusion while support services don't have significance role in the equitable inclusive education. At the end of the study a VSEIEM model was proposed having the components IPOF (Input-Process-Output-Feedback) and each parameter like Input which contains resources, policies, and factors that go into the system (e.g., funding, curriculum, teacher training); in process which contains how the system operates, including teaching methods, student engagement, and support services; in outcome which contains results or impacts of the system (e.g., student achievement, equity, social inclusion); and feedback which contains information loop that informs adjustments to inputs and processes to improve outcomes.

Keywords: *V-Sphere, Inclusive Education, Curriculum, Teaching Training, VSEIE Model*

INTRODUCTION

All humans have individuality, and they have their own entity. They are inclusive and their needs are also inclusive even their education. The journey from "Education for All (EFA)" to "Inclusive Education for All (IEFA)" started when UNESCO published its General Education Monitoring (GEM) Report (2020) entitled as "Inclusion in Education: All Means All". Although UNESCO claimed that in its first guide "UNESCO Convention against Discrimination in Education (1960)", emphasized on the inclusion and equity of education as they are the foundations of quality education. Yet UNESCO have defined or elaborate the IEFA concept in GEM report 2020 that inclusive education is themed at to overcome from all kinds of barriers which are discriminating with respect to sexual orientation, gender, religion, economic condition or ability, nationality, language, ethnic or social origin (UNESCO, 2016). The vision of inclusive education is much broader than it is expected as it includes the provision of basic education with a leading to accentuation of poorest to most disadvantaged children, women, and even transgender's

education which should ultimately leading to an endless journey of learning (Shaeffer, 2019; Pirzada, Tabassum & Ahmad, 2024). Inclusive education for all (IEFA) not only a unique concept towards lifelong learning to overcome from all kinds of barriers which are discriminating with respect to sexual orientation, gender, religion, economic condition or ability, nationality, language, ethnic or social origin (Makweya, & Sepadi, 2025). IEFA, leading from front to deal with the students with diverse abilities or background while focusing all learners with or without disabilities even with special abilities being able to learn with an appropriate network of support services through effective leadership (Hove & Phasha, 2024; Ahmad, Sewani, & Fatima, 2025).

V-sphere is the abbreviated term for Virtual sphere. Virtual sphere is the combo of social sphere and Information Technology (IT) sphere. Later IT sphere is also known as e-sphere (Bansal & Senthilkumaran, 2025). V-Sphere is modern concept of using internet in the social places (Feng, 2019). Usage of internet-based technologies in the public places is also considered as v-sphere. He further added that at public spheres, internet education or internet-based media education or information technology literacy is the theme of v-sphere based in the classroom (Bansal & Senthilkumaran, 2025; Ahmad, Noorani, & Channa, 2025). According to Evans (2012) in virtual places, numerous daily events and social interactions occur and these places rely on their abstract existence.

It was a time, when geographical boarders also considered as the mindset boarders or mental boarders. Being an Asian, Asian can't support the European or American; being a Christian, not rely on the philosophy of Islam or Jewish; being a female, can't support the male or transgender (Taraman, 2012; Faheem, Gulab, & Ahmad, 2025). But now the time has changed, geographical boarders are now not a matter of interest for anyone. V-sphere has created its own sphere for all kind of public without the discrimination or to overcome from all kinds of barriers which are discriminating with respect to sexual orientation, gender, religion, economic condition or ability, nationality, language, ethnic sor social origin (Sachs, 2014 and Kashif, Shehzadi, & Arshad, 2020; Ahmad, Sewani, & Channa, 2025). Although there are many restrictions or observations regarding the globalization or e-sphere, but technology is overlapping it (Antonini, Cirillo, Rossato, & Torresi, 2017; Naeem, Ali, & Ahmed, 2022).

This phenomenon underscores a shared global responsibility to critically interrogate beliefs and values through a worldwide lens. Mahapoonyanont & Songsang, (2024) argue that the internet enables collective thinking and interaction, giving rise to the paradigm of a "Global Brain." To harness this collective cognitive capacity effectively, global-scale educational reforms are essential for shaping and directing its development. Batista, Ribeiro, Moreno, & Oliveira-Silva (2024) further emphasizes that the emergence of a Global Brain is crucial for fostering clearer planning and decision-making in pursuit of a sustainable future. Ultimately, the evolution of such a global cognitive system is unattainable without a strong foundation of quality education.

Aim of the Study

It was a time when "Education for All" (EFA) was the slogan of the world but in 2020 UNESCO in its GEM report entitled as "Inclusion in Education: All Means All", added that now it's a time to treat individuals as inclusive and inclusive education is themed at to overcome from all kind of barriers which are discriminating on the basis of gender, sexual orientation, religion, economic condition or ability, nationality, language, ethnic or social origin. In simple words now the era of general education is over, and current era is the time of inclusive education. In this context, the rapid global expansion of virtual learning environments, while promising unprecedented access, risks exacerbating educational inequities as marginalized learners face heightened barriers in technology, cultural relevance, connectivity, and support. Without intentional, inclusive design, these divides may deepen, leaving vulnerable populations further behind. There is a critical need to develop a virtual-sphere inclusive education model that

dismantles these barriers and broadens equitable learning pathways, ensuring all learners regardless of context, ability, or background can 'bridge worlds' and thrive in a global learning landscape.

Research Design

Quantitative research design and survey approach supported the study's aim to develop a V-sphere inclusive education model for equitable global learning. An opinionnaire for teachers' perceptions was used as a research instrument. Opinionnaire was based on six factors i.e., curriculum, teacher training, support service, student achievement, equity and social inclusion. Each factor contains five themes. In total 30 statements were the part of the opinionnaire. All the public secondary schools and their teachers of Punjab province was the population of the study. By applying simple random sampling technique, 100 public secondary schools and from each school four teachers (two IT teachers and two Social Sciences teachers) were selected. A total sum of 400 teachers was the target sample of the current study. At the end of the study, a model also developed for V-Sphere equitable inclusive education.

FINDINGS AND DISCUSSION

Note: VM stands for Very Much, SW stands for Somewhat, N stands for Neutral, NVM stands for Not Very Much and NAA stands for Not At All in the following tables.

Factor 1: Curriculum for Equitable Inclusive Education

	Theme	VM	SW	N	NVM	NAA
1	Inclusive Language	4.2	49.4	3.9	27.2	15
2	Inductive Logic based Content	3.3	37.8	7.8	43.3	7.8
3	Global Issues Exploration	25.8	13.9	26.9	29.2	4.2
4	Collaborative Projects	26.1	33.1	13.1	25	2.8
5	Self-Reflection	16.4	53.1	9.7	12.5	8.3
Accumulative Mean		3.65				

Factor 1 table indicates public schools teachers' responses as evidence of Curriculum for Equitable Inclusive Education. There are five indicators, and each indicator consist of five points leading towards the intensity of satisfaction from very much to not at all. This table shows that (4.2+49.4) 53.6% respondents are satisfied with the existing syllabi inclusive language of the curriculum, while (27.2+15) 42.2% respondents aren't satisfied with the inclusive language of the present textbooks. The second parameter of the first factor based on the inductive logic-based content. About (3.3+37.8) 41.1% teachers are satisfied with inductive logic-based content of the textbooks, while (43.4+7.8) 51.2% teachers aren't satisfied. The third parameter of the first factor based on the integration of global issues and their exploration in the content of textbooks. Respondents are not clear about the integration of global issues and their exploration in the content of textbooks as (25.8+13.9) 39.7% respondents are satisfied which are less than 50% while (29.2+4.2) 33.4% aren't satisfied which are also less than 50% at the same time a big majority 26.9% respondents are neutral about the integration of global issues and their exploration in the content of textbooks. The fourth parameter of the first factor based on the integration of collaborative projects in the taught curriculum. The table shows that (26.1+33.1) 59.2% respondents are satisfied with the integration of collaborative projects in the curriculum, while (25+2.8) 27.8% respondents aren't satisfied with the integration of collaborative projects in the taught curriculum. The fifth and the last parameter of the first factor based on the self-reflection. The table shows that (16.4+53.1) 69.5% respondents are satisfied with the self-reflection, while (12.5+ 8.3) 20.8% respondents aren't satisfied with the integration of self-reflection in the taught curriculum. Accumulative mean score 3.65 reveals strong inclination of equitable inclusive education in the taught curricula.

Factor 2: Teacher Training for Equitable Inclusive Education

	Theme	VM	SW	N	NVM	NAA
1	Universal Designs for Learning Strategies	22.3	13.9	12.9	29.2	21.7
2	Social Emotional Learning	26.9	30	8.9	28.3	5.8
3	Collaborative Learning	9.7	61.4	8.3	14.2	6.4
4	Differentiated Instruction	15	15	34.7	31.4	3.9
5	Technology Integration	30.6	36.9	7.5	14.4	10.6
Accumulative Mean		3.12				

Factor 2 table indicates public schools teachers' responses as evidence of Teacher Training for Equitable Inclusive Education. There are five indicators, and each indicator consist of five points leading towards the intensity of satisfaction from very much to not at all. This table shows that (22.3+13.9) 36.2% respondents are satisfied, while (29.2+21.7) 50.9% respondents aren't satisfied with the integration of Universal Design for Learning Strategies (UDLS) in the teacher training programs. The second parameter of the second factor based on the Social Emotional Learning. A big majority (26.9+30) 56.9% teachers are satisfied, while (28.3+5.8) 34.1% teachers aren't satisfied with the integration of social emotional learning strategies in the teacher training programs. The third parameter of the second factor based on the integration of collaborative learning. Again, another big majority of (9.7+61.4) 71.1% respondents are satisfied, while (28.3+5.8) 34.1% aren't satisfied with the integration of collaborative learning in the teacher training programs. The fourth parameter of the second factor based on the integration differentiated instructions. The table shows that (15+15) 30% respondents are satisfied, while (31.4+3.9) 35.3% respondents aren't satisfied with the integration of differentiated instructions in teacher training programs as well as a big majority of 34.7% teacher respondents are neutral about the integration of differentiated instructions in the teacher training programs shows that teachers aren't clear about this. The fifth and the last parameter of the second factor based on the technology integration. The table shows that maximum respondents about (30.6+36.9) 67.2% respondents are satisfied, while (14.4+10.6) 25% respondents aren't satisfied with the technology integration in the teacher training programs. Accumulative mean score 3.12 reveals strong inclination of equitable inclusive education in the teacher training programs.

Factor 3: Support Service for Equitable Inclusive Education

	Theme	VM	SW	N	NVM	NAA
1	Individual Counselling Services	29.2	33.6	9.4	16.9	10.8
2	Language Support	2.8	14.4	18.6	56.9	7.2
3	Accessibility Services	3.3	25.3	8.9	53.6	8.9
4	Family Engagement	40.6	20.6	20.8	15	3.1
5	Student Advocacy	18.3	49.7	10.3	17.2	4.4
Accumulative Mean		3.02				

Factor 3 table indicates public schools teachers' responses as evidence of Support Services for Equitable Inclusive Education. There are five indicators, and each indicator consist of five points leading towards the intensity of satisfaction from very much to not at all. This table shows that (29.2+33.6) 62.8% respondents are satisfied, while (16.9+10.8) 27.7% respondents aren't satisfied with the individual counselling. The second parameter of the third factor based on the Language Support as a support service. About (2.8+14.4) 17.2% teachers are satisfied, while (56.9+7.2) 64.1% teachers aren't satisfied with the language support services. The third parameter of the third factor based on the accessibility services. The table shows that (3.3+25.3) 28.6% respondents are satisfied, while (53.6+8.9) 62.5% respondents aren't

satisfied with the accessibility services as support services. The fourth parameter of the third factor based is family engagement. The table shows that (40.6+20.6) 61.2% respondents are satisfied, while (15+3.1) 18.1% respondents aren't satisfied with family engagement as support services. The fifth and the last parameter of the third factor based on the students' advocacy. The table shows that maximum respondents about (18.3+49.7) 68% respondents are satisfied, while (17.2+4.4) 21.6% respondents aren't satisfied with the students' advocacy as support service. Accumulative mean score 3.02 reveals moderate inclination of equitable inclusive education in the support services.

Factor 4: Student Achievement for Equitable Inclusive Education

	Theme	VM	SW	N	NVM	NAA
1	Personalized Learning	5	24.4	36.9	30.6	3.1
2	Cultural Relevance	11.7	9.2	6.4	43.9	28.9
3	Engaging Pedagogy	30.3	34.2	10	18.3	7.2
4	Access to Digital Resources	30	14.2	36.9	12.2	6.7
5	Progress Monitoring	41.4	16.4	10	27.5	4.7
Accumulative Mean		2.82				

Factor 4 table indicates public schools teachers' responses as evidence of Students' Achievement for Equitable Inclusive Education. There are five indicators, and each indicator consist of five points leading towards the intensity of satisfaction from very much to not at all. This table shows that (5+24.4) 29.4% respondents are satisfied, while (30.6+3.1) 33.7% respondents aren't satisfied as well as about a big majority 36.9% respondents are neutral about the personalized learning as a key students' achievement. The second parameter of the fourth factor based on the Cultural Relevance. A big majority (11.7+9.2) 20.9% teachers are satisfied, while (43.9+28.9) 72.8% teachers aren't satisfied with the cultural relevance. The third parameter of the fourth factor based on the integration of engaging pedagogy. A big majority of (30.3+34.2) 64.5% respondents are satisfied, while (18.3+7.2) 25.5% aren't satisfied with the integration of engaging pedagogy as students' achievement. The fourth parameter of the fourth factor based on the access to digital resources. The table shows that (30+14.2) 44.2% respondents are satisfied, while (12.2+6.7) 18.9% respondents aren't satisfied, at the same time about 36.9% respondents are neutral about the access to digital resources. The fifth and the last parameter of the fourth factor based on the monitoring progress. The table shows that maximum respondents about (41.4+16.4) 57.8% respondents are satisfied, while (27.5+4.7) 32.2% respondents aren't satisfied with the monitoring progress as a students' achievement. Accumulative mean score 2.82 reveals low inclination of equitable inclusive education in the students' achievement.

Factor 5: Equity and Social Inclusion for Equitable Inclusive Education

	Theme	VM	SW	N	NVM	NAA
1	Diverse Representation	4.4	60.6	9.7	19.7	5.6
2	Inclusive Policies	29.2	26.1	6.7	33.1	5
3	Student Voice	4.7	28.9	4.7	58.9	2.8
4	Universal Access	2.8	52.8	7.2	11.7	25.6
5	Community Partnership	7.8	11.9	20	50.8	9.4
Accumulative Mean		3.07				

Factor 5 table indicates public schools teachers' responses as evidence of Equity and Social Inclusion for Equitable Inclusive Education. There are five indicators, and each indicator consist of five points leading towards the intensity of satisfaction from very much to not at all. This table shows that (4.4+60.6) 65%

respondents are satisfied, while (19.7+5.6) 25.3% respondents aren't satisfied with diverse representation. The second parameter of the fifth factor based on the inclusive policies. About (29.2+26.1) 55.3% teachers are satisfied, while (33.1+5) 38.1% teachers aren't satisfied with the inclusive policies. The third parameter of the fifth factor based on students' voices. About (4.7+28.9) 33.6% respondents are satisfied, while (58.9+2.8) 61.7% aren't satisfied with students' voices. The fourth parameter of the fifth factor based on the universal access. The table shows that (2.8+52.8) 55.6% respondents are satisfied, while (11.7+25.6) 37.3% respondents aren't satisfied with the universal access. The fifth and the last parameter of the fifth factor based on the community partnership. The table shows that only (7.8+11.9) 19.7% respondents are satisfied, while (50.8+9.4) 60.2% respondents aren't satisfied with the community partnership. Accumulative mean score 3.07 reveals moderate inclination of equitable inclusive education in the equity and social inclusion.

Gender-wise comparison of Curriculum in Equitable Inclusive Education

Gender	N	Mean	SD	T	Sig
Male	200	2.72	0.59	0.068	0.04
Female	200	2.80	0.59		

There's a statistically significant difference between males (M = 2.72, SD = 0.59) and females (M = 2.80, SD = 0.59) in their views on the inclusive education curriculum (p = 0.04 < 0.05). Females scored slightly higher, but the practical difference is small.

Gender-wise comparison of Teacher Training in Equitable Inclusive Education

Gender	N	Mean	SD	T	Sig
Male	200	2.91	0.55	.069	0.04
Female	200	2.91	0.56		

There's a statistically significant difference between males (M = 2.91, SD = 0.55) and females (M = 2.91, SD = 0.56) in their views on the inclusive education curriculum (p = 0.04 < 0.05). Females scored slightly higher, but the practical difference is small.

Gender-wise comparison of Students' Achievement in Equitable Inclusive Education

Gender	N	Mean	SD	T	Sig
Male	200	2.89	0.56	.070	0.03
Female	200	2.89	0.57		

There's a statistically significant difference between males (M = 2.89, SD = 0.56) and females (M = 2.89, SD = 0.57) in their views on the inclusive education curriculum (p = 0.03 < 0.05). Females scored slightly higher, but the practical difference is small.

Gender-wise comparison of Support Service in Equitable Inclusive Education

Gender	N	Mean	SD	T	Sig
Male	200	2.65	0.81	1.32	0.068
Female	200	2.74	0.83		

There's no statistically significant difference between males (M = 2.65, SD = 0.81) and females (M = 2.74, SD = 0.83) in their views on the inclusive education curriculum (p = 0.068 > 0.05).

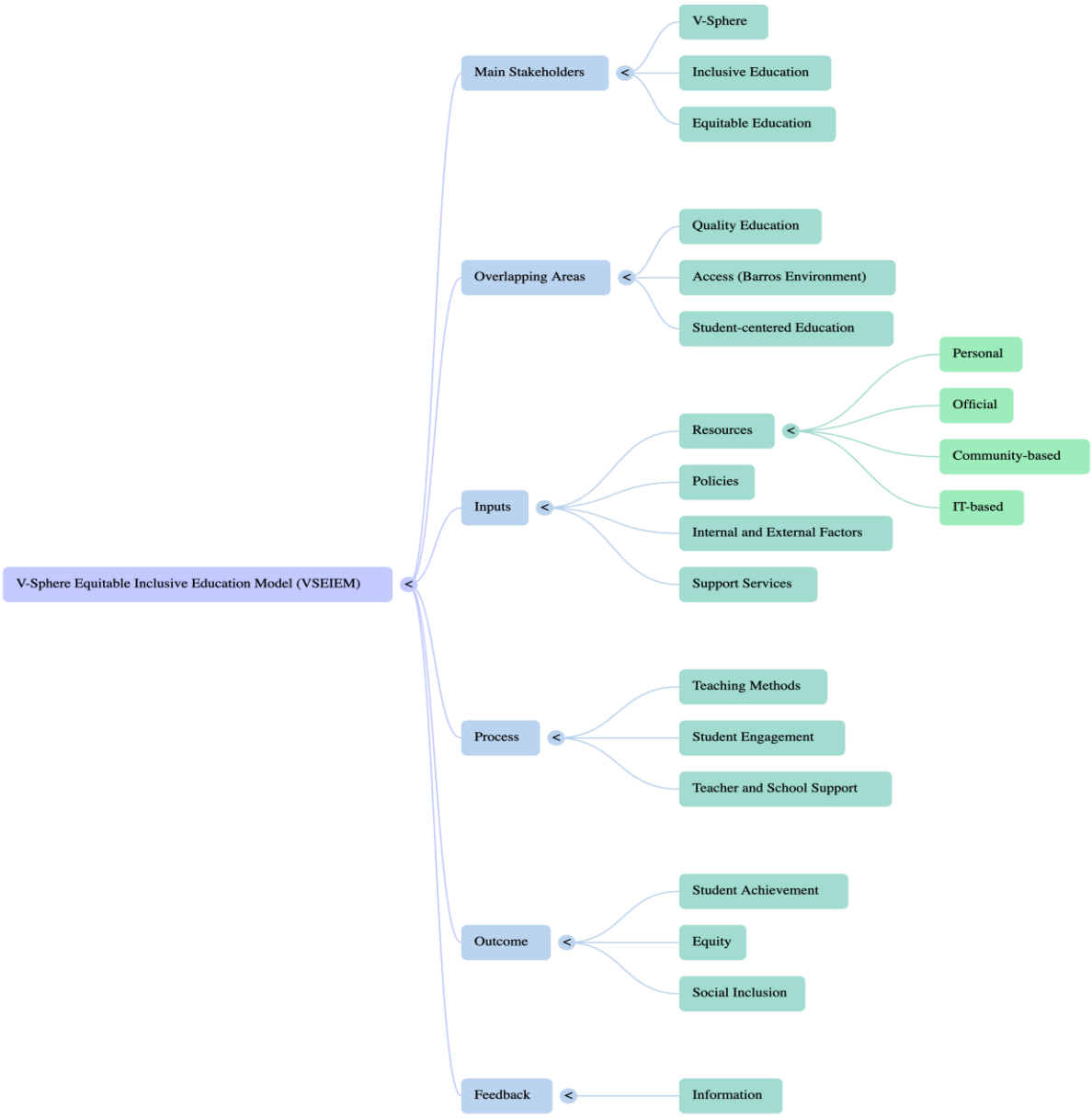
Gender-wise comparison of Equity and Social Inclusion in Equitable Inclusive Education

Gender	N	Mean	SD	T	Sig
Male	200	2.90	0.56	0.068	0.003
Female	200	2.90	0.56		

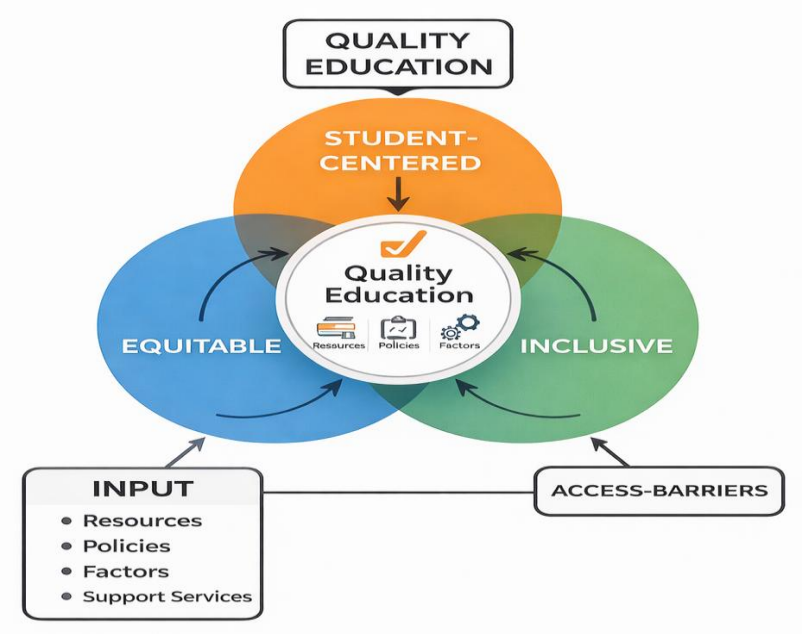
There's a statistically significant difference between males (M = 2.90, SD = 0.56) and females (M = 2.90, SD = 0.56) in their views on the inclusive education curriculum (p = 0.03 < 0.05). Females scored slightly higher, but the practical difference is small.

Proposed Model

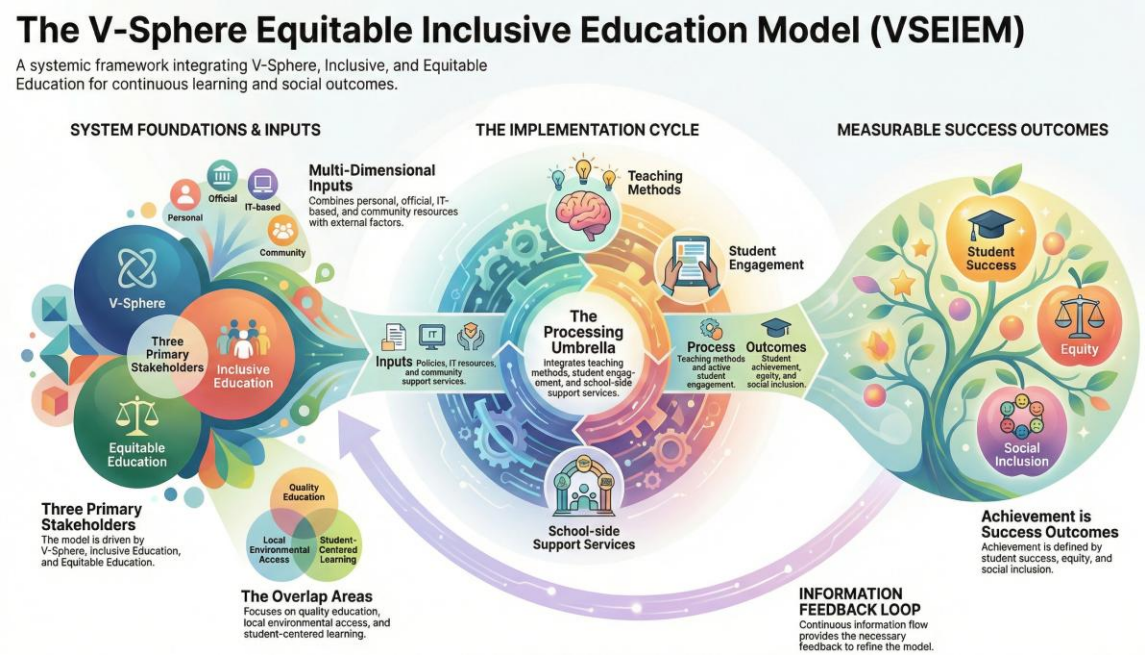
In the guideline of the study as well as to achieve the aim of the study, a model is proposed model below.



VSEIEM Model is described in the following diagram



V-Sphere Equitable Inclusive Education Model has three main stakeholder or variables i.e., V-Sphere, Inclusive Education and Equitable Education. There are also overlapping areas or fields which are quality education, access barriers (Natural or Local Environment in which student is growing) and student-centered education. In addition, different kind of resources like personal, official, community based, IT based etc., policies, factors (internal and external), and support services are considered as Input. In process, different teaching methods, students' engagement and support services from the teacher and school side are worked under the umbrella of processing. In outcome, students' achievement, equity, and social inclusion are parameters of outcome and information is the part of feedback. All work together to develop a V-Sphere Equitable Inclusive Education Model (VSEIEM). A detailed virtual presentation of the model is here.



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