

Critical Educational Policies and Inclusive Gamification in Europe: UNESCO, OECD and Community-Based Methodologies

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ABSTRACT:

Contemporary European educational systems are increasingly shaped by transnational governance agendas promoted by UNESCO, the OECD and the European Union. These agendas emphasize sustainability, inclusion, innovation and digital transformation while reinforcing accountability mechanisms, performativity cultures and competency-based governance. Within this context, this study critically analyses the relationship between European educational governance, inclusive gamification and community-based educational methodologies through a hybrid theoretical and empirical approach grounded in critical pedagogy and sustainability education.

The article combines critical educational policy analysis with qualitative empirical evidence derived from participatory interventions involving women with disabilities in inclusive community-oriented learning environments. Using critical qualitative exploratory design, the research employs participatory methodologies, inclusive gamification strategies and thematic discourse analysis. The interventions incorporated collaborative dynamics, active methodologies and escape room-based learning experiences focused on emotional wellbeing, accessibility, democratic participation and social inclusion.

Findings reveal that inclusive gamification can significantly foster collaborative learning, emotional wellbeing and participatory inclusion when implemented through transformative pedagogical frameworks. At the same time, the study identifies structural tensions between emancipatory educational discourses and neoliberal governance mechanisms shaping contemporary European education.

The article contributes to international debates on sustainability education, transformative learning and inclusive educational innovation, advancing discussions related to SDG 4 and SDG 10 by demonstrating the value of community-based methodologies and critical gamification for strengthening democratic participation, accessibility and socially sustainable educational practices.

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Keywords: educational governance; inclusive gamification; critical pedagogy; sustainability education; transformative learning.

Introduction

Educational systems across Europe are currently experiencing profound transformations associated with digitalization, sustainability agendas, competency-based educational reform and transnational governance processes. Previous research has highlighted how technology-enhanced and blended learning environments contribute to the reconfiguration of educational practices and institutional innovation processes (Soler Santaliestra et al., 2016).

International organizations such as UNESCO, OECD and the European Union increasingly influence educational priorities through global policy frameworks connected to innovation, lifelong learning, inclusion, employability and sustainability. These dynamics have intensified debates surrounding educational governance, democratic participation and the social purposes of education within contemporary societies. At the same time, educational institutions are confronted with major social challenges linked to social inequality, emotional wellbeing, disability inclusion, gender discrimination, democratic disengagement and digital exclusion. These challenges also extend to questions of digital citizenship, participation and democratic engagement in increasingly platformized societies (Emejulu & McGregor, 2022). Such challenges have become particularly visible in post-pandemic educational contexts characterized by accelerated technological transformation, growing emotional vulnerability and renewed concerns regarding social cohesion and participatory citizenship.

International educational agendas increasingly emphasize the importance of transformative education capable of fostering sustainability competencies, critical thinking, collaborative learning and inclusive participation (MacIntyre et al., 2024). UNESCO's educational frameworks related to the Futures of Education initiative and Education for Sustainable Development stress

the necessity of constructing educational models grounded in social justice, democratic participation and ethical responsibility. Similarly, OECD educational agendas increasingly incorporate dimensions associated with agency, emotional competencies and adaptive learning.

However, critical educational scholarship continues to highlight important contradictions between emancipatory educational discourses and the persistence of neoliberal governance structures characterized by performativity, accountability, standardization and market-oriented educational policies. Educational innovation frequently becomes reduced to technocratic solutions disconnected from broader questions concerning democracy, participation and social justice. Within this context, gamification and active methodologies have gained substantial visibility in contemporary educational innovation policies. Educational gamification is commonly associated with increased motivation, engagement and collaborative participation. Nevertheless, many gamification approaches remain predominantly instrumental and behaviorist, prioritizing performance metrics over transformative educational experiences.

Consequently, there is a growing need to rethink educational innovation through critical and inclusive perspectives capable of integrating democratic participation, accessibility, emotional wellbeing and community empowerment. Community-based educational methodologies and inclusive gamification may offer important possibilities for developing transformative educational practices oriented toward participation, sustainability and social inclusion. This article addresses these debates through a hybrid theoretical and empirical approach that combines critical educational policy analysis with participatory educational intervention. The study analyses the relationship between European educational governance and inclusive educational innovation while incorporating empirical evidence derived from educational interventions

involving women with disabilities in community-oriented educational environments.

The research addresses the following questions:

- (1) How do UNESCO, OECD and European educational policies influence contemporary educational governance and inclusion discourses?
- (2) To what extent can inclusive gamification methodologies contribute to community participation, emotional wellbeing and educational inclusion?
- (3) How can critical pedagogical frameworks strengthen transformative educational practices within contemporary European educational contexts?

The article contributes to current international debates concerning educational sustainability, democratic governance and transformative pedagogies in three principal ways. First, it critically analyses the tensions between neoliberal educational governance and inclusive educational discourses promoted through transnational educational agendas. Second, it provides empirical evidence concerning the educational potential of inclusive gamification methodologies developed through participatory community-based intervention. Third, it proposes an interdisciplinary framework connecting critical pedagogy, sustainability education and inclusive educational innovation.

The originality of the study lies in the integration of critical educational governance analysis with participatory inclusive gamification methodologies framed within sustainability-oriented and community-based pedagogical approaches. In doing so, the article advances international discussions concerning educational inclusion, democratic participation and socially sustainable educational transformation.

UNESCO, OECD and European Educational Governance

Contemporary European educational systems are increasingly shaped by supranational governance structures promoted through international organizations such as UNESCO, OECD and the European Union. These institutions influence

educational priorities through policy recommendations, international assessments, sustainability frameworks and competency-based educational models. Educational governance has progressively evolved toward transnational forms of policy coordination that extend beyond national educational systems and generate new dynamics of regulation, accountability and performativity.

Critical educational scholars have analyzed how neoliberal educational policies increasingly transform educational institutions according to market-oriented principles associated with competitiveness, efficiency, standardization and measurable outcomes (Apple, 2006; Giroux, 2011; Rizvi & Lingard, 2010). Apple argued that educational reforms frequently reproduce mechanisms of ideological control through curricular standardization and managerial educational cultures. Similarly, Giroux highlighted the risks associated with the commodification of education and the weakening of democratic educational spaces.

These transformations have intensified under globalization processes that position education as a strategic mechanism for economic competitiveness and labor market adaptation. Rizvi and Lingard emphasized that global educational policy agendas increasingly frame education through economic rationalities linked to productivity, human capital and employability. Consequently, educational systems often prioritize performance indicators and accountability mechanisms over democratic participation and social justice.

Within this framework, OECD educational models have gained considerable influence through international comparative assessments and competency-based approaches. The OECD Learning Compass 2030 proposes educational models centered on competencies, agency, adaptability and lifelong learning (OECD, 2020). While these frameworks incorporate valuable dimensions related to collaboration and emotional competencies, critical perspectives warn that competency-based approaches may also reinforce individualized educational

responsibility and depoliticized understandings of social inequalities. UNESCO educational frameworks have traditionally maintained stronger commitments to humanistic education, democratic citizenship and social inclusion. UNESCO initiatives related to Education for Sustainable Development (ESD) and the Futures of Education agenda emphasize the importance of ethical responsibility, social participation, sustainability and transformative learning (UNESCO, 2021, 2022). Nevertheless, tensions remain between emancipatory educational discourses and the institutional realities of educational governance systems shaped by neoliberal policy structures.

The European educational dimension has therefore become characterized by contradictory

dynamics involving inclusion discourses, sustainability agendas, digital transformation and governance mechanisms simultaneously connected to standardization, competitiveness and institutional performativity. These priorities are also reflected in the European Education Area framework, which emphasizes inclusion, mobility, digital transformation and lifelong learning (European Commission, 2022). Understanding these tensions requires critical pedagogical perspectives capable of analyzing the political, social and ideological dimensions of educational governance.

The principal international policy frameworks examined in this study and their educational priorities are summarised in Table 1.

Table 1. Main International Educational Frameworks Analysed

Institution	Educational Agenda	Principal Objectives
UNESCO	Futures of Education	Sustainability, democracy and inclusion
UNESCO	Education for Sustainable Development	Social responsibility and transformative learning
OECD	Learning Compass 2030	Competencies, agency and adaptability
European Union	European Education Area	Innovation, mobility and digitalization

Critical Pedagogy and Community-Based Methodologies

Critical pedagogy constitutes a fundamental theoretical framework for analyzing contemporary educational transformations and the possibilities of democratic educational participation (Freire, 1970; Giroux, 2011; Biesta, 2021). Freire conceptualized education as a process of critical consciousness capable of transforming social realities through dialogue, participation and emancipatory learning practices. From this perspective, education cannot be reduced to technical instruction or competency acquisition but must instead foster critical reflection concerning social inequalities, power structures and democratic participation.

Critical pedagogical traditions have emphasized the importance of community participation, collaborative learning and socially transformative educational practices. Educational spaces become democratic environments where learners actively construct knowledge through dialogue, collective participation and critical engagement with social realities (Freire, 1970; Biesta, 2021; Fullan, 2020).

Community-based methodologies reinforce these principles by connecting educational processes with local participation, social inclusion and collaborative problem-solving (Akkerman & Bakker, 2021; Moliner, et al., 2021). Such approaches emphasize horizontal participation, co-creation processes and the recognition of diverse forms of knowledge and experience.

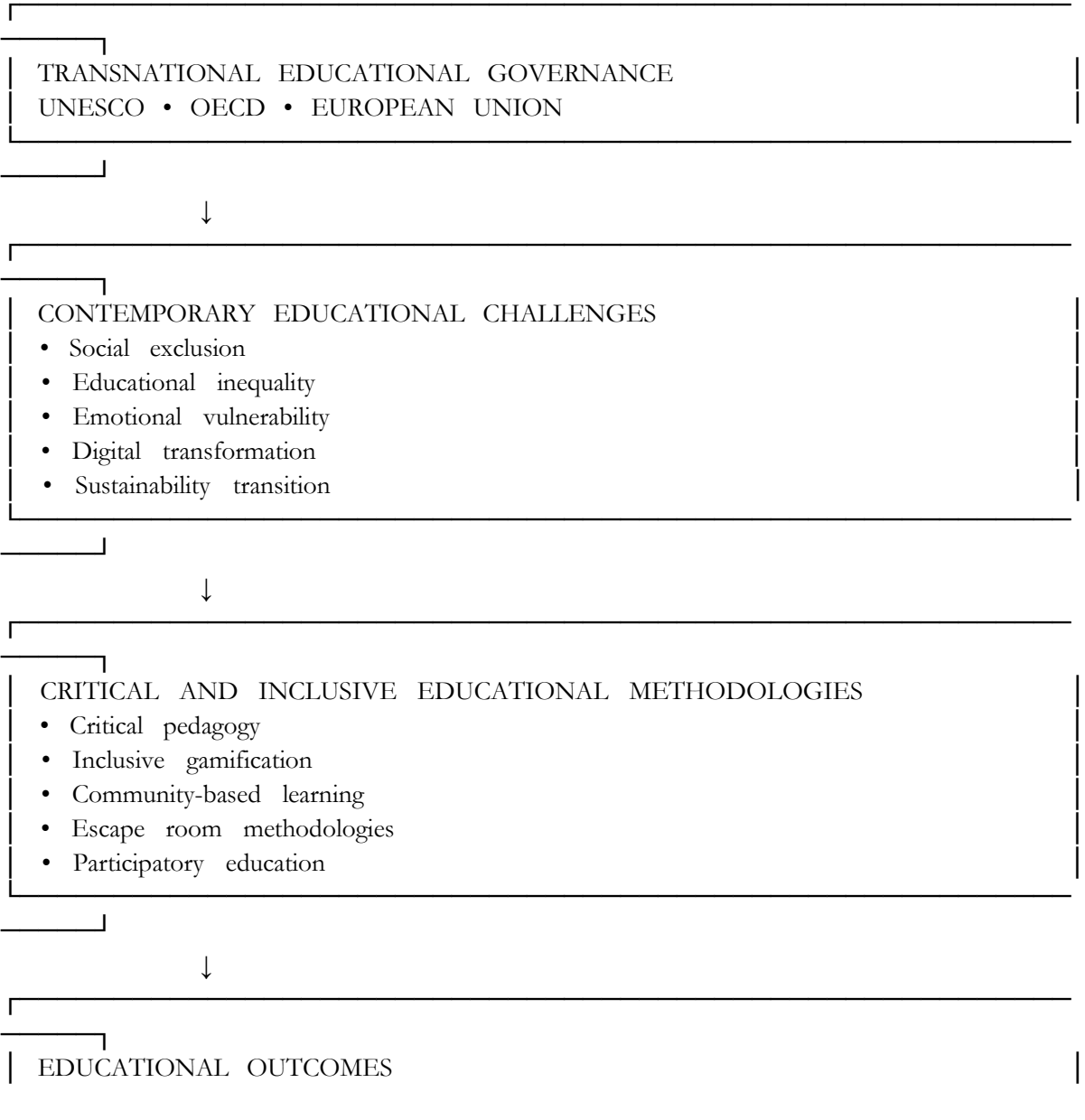
These methodologies are particularly relevant for educational inclusion because they facilitate participatory environments capable of addressing structural inequalities affecting marginalized groups.

The relationship between inclusion and participation has become increasingly relevant within contemporary educational debates (Ainscow, 2020; Ainscow et al., 2024; Florian, 2019). Inclusive education cannot be understood solely as institutional access but must involve meaningful participation, recognition and democratic engagement. Disability studies scholars have highlighted the importance of moving beyond medicalized perspectives toward

social and participatory understandings of disability and inclusion.

Within this framework, emotional wellbeing, social participation and educational accessibility become central dimensions of transformative educational practices. Educational methodologies capable of fostering collaborative participation, emotional support and community empowerment may contribute significantly to inclusive educational environments. This conceptual relationship between transnational governance, critical pedagogical methodologies and sustainable educational outcomes is synthesized in Figure 1.

Figure 1. Conceptual Framework of Critical Educational Governance and Inclusive Gamification



- Emotional wellbeing
- Collaborative learning
- Democratic participation
- Accessibility and inclusion
- Community empowerment



SUSTAINABLE EDUCATIONAL FUTURES

- SDG 4
- SDG 10
- Social sustainability
- Democratic governance
- Transformative learning

Inclusive Gamification and Sustainable Educational Innovation

Gamification has emerged as one of the most influential educational innovation strategies within contemporary educational systems (Bozkurt, 2023; Selwyn, 2022). Educational gamification involves the incorporation of game dynamics, participatory challenges and collaborative learning mechanisms into educational contexts. Recent educational research suggests that gamification may contribute positively to motivation, engagement, collaborative learning and participatory educational experiences.

Similarly, recent evidence from technology-enhanced learning research suggests that digital and mobile learning environments can contribute to the development of educational competencies and active participation processes when implemented through pedagogically meaningful approaches (Soler Santaliestra et al., 2024).

However, critical perspectives have warned that gamification frequently becomes instrumentalized through technocratic educational approaches focused primarily on behavioral management and performance optimization. In such cases, gamification risks reproducing competitive individualism and superficial engagement rather than promoting

meaningful learning and democratic participation.

Consequently, inclusive gamification requires critical pedagogical frameworks capable of integrating participation, accessibility, emotional wellbeing and social inclusion. Community-based gamification methodologies can foster collaborative learning dynamics that strengthen social participation and inclusive educational environments.

Escape room methodologies have become particularly relevant within educational innovation contexts due to their collaborative, participatory and problem-solving characteristics. Educational escape rooms may facilitate teamwork, communication, emotional engagement and participatory learning experiences. When designed from inclusive perspectives, these methodologies can support accessibility, collaborative participation and social empowerment.

Recent international debates concerning sustainability education increasingly emphasize the importance of transformative learning processes connected to the Sustainable Development Goals (SDGs) (van der Wee et al., 2024; Jickling & Sterling, 2017; Kopnina, 2024; MacIntyre et al., 2024). SDG 4 stresses inclusive and equitable quality education, while SDG 10

focuses on reducing inequalities and fostering social inclusion. Educational innovation strategies capable of promoting participation, inclusion and democratic engagement therefore become particularly relevant within sustainability education frameworks (Grund et al., 2024). Moreover, contemporary discussions concerning digital citizenship, emotional wellbeing and educational participation highlight the need for educational methodologies that strengthen social connection, collaborative learning and inclusive participation. Inclusive gamification and community-based methodologies may therefore contribute significantly to educational sustainability and democratic educational transformation.

Methodology

Research Design

This study adopts a critical qualitative exploratory design supported by participatory and community-based educational methodologies. The research combines theoretical-critical policy analysis with empirical educational intervention processes developed through inclusive gamification activities involving women with disabilities. The methodological approach integrates elements of participatory action research, qualitative educational research and community-based intervention. This design allows the study to explore both the structural dimensions of educational governance and the practical implications of inclusive educational

innovation.

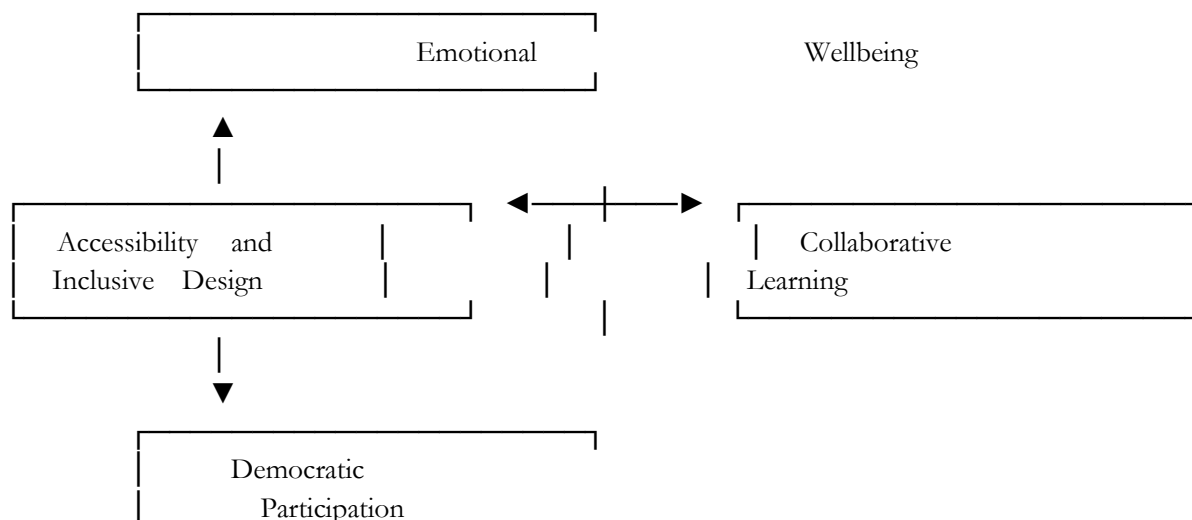
Participants and Context

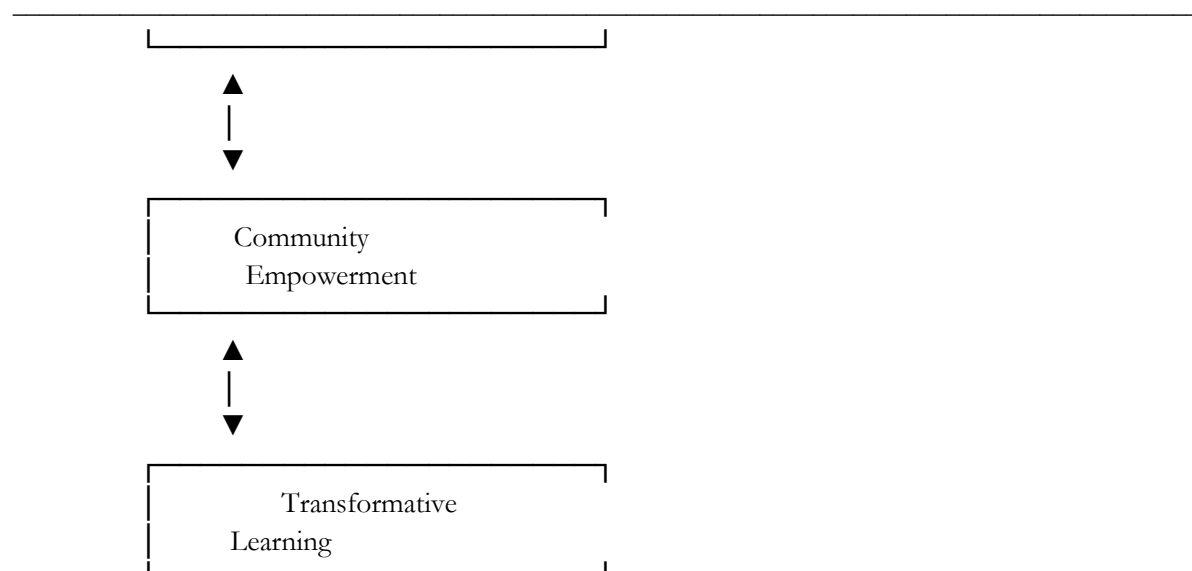
The empirical dimension of the study involved women with disabilities participating in community-oriented educational and social inclusion programs developed in collaboration with local institutional and educational organizations. Participants were involved in educational activities focused on inclusion, emotional wellbeing, social participation and collaborative learning. The intervention processes were developed within community participation frameworks oriented towards accessibility, inclusion and democratic educational engagement.

Educational Intervention and Gamification Strategies

The educational intervention incorporated inclusive gamification methodologies including collaborative activities, participatory dynamics and educational escape room strategies. The intervention sought to promote social participation; emotional wellbeing; collaborative learning; accessibility and inclusion; community engagement; democratic participation. The gamified activities were designed according to inclusive principles intended to facilitate accessibility, teamwork and participatory engagement. The pedagogical dimensions structuring the intervention are represented in Figure 2.

Figure 2. Community-Based Inclusive Gamification Model





Data Collection

Data collection included: semi-structured interviews; participant observation; field notes; reflective educational records; collaborative evaluation processes.

The qualitative materials allowed the identification of emerging categories associated with inclusion, emotional wellbeing, social participation and educational accessibility.

Data Analysis

The data were analyzed through thematic qualitative coding supported by critical discourse analysis. The analysis focused on identifying patterns related to social exclusion; educational participation; emotional wellbeing; collaborative learning; institutional inclusion; community empowerment; sustainability and participation. The analytical process combined inductive thematic identification with critical pedagogical interpretation.

Results

Social Exclusion and Participation Inequalities

The findings reveal the persistence of significant barriers affecting social participation and educational inclusion among women with disabilities. Participants frequently described experiences associated with restricted leisure opportunities, limited social interaction and

institutional barriers affecting inclusive participation.

The qualitative evidence suggests that exclusion processes are not limited to physical accessibility but also involve emotional, relational and symbolic dimensions connected to social recognition and democratic participation. Participants highlighted the importance of collaborative educational environments capable of fostering belonging, confidence and social interaction. These findings reinforce the relevance of community-based educational methodologies for addressing exclusion and strengthening inclusive participation.

Emotional Wellbeing and Community Engagement

The intervention processes generated important effects related to emotional wellbeing, self-confidence and collaborative participation. Participants frequently associated inclusive educational activities with feelings of empowerment, social recognition and emotional support. These findings are particularly relevant within contemporary societies increasingly characterized by emotional exhaustion and social fragmentation (Han, 2015).

The collaborative structure of the activities facilitated social interaction and reduced feelings of isolation. Community-oriented educational environments contribute positively to interpersonal relationships and participatory

engagement. The findings suggest that emotional wellbeing constitutes a central dimension of inclusive educational innovation and should therefore be considered within educational governance and sustainability frameworks. This interpretation is consistent with scholarship emphasizing the political and educational significance of emotions within inclusive educational environments (Zembylas, 2022).

Inclusive Gamification and Collaborative Learning

Inclusive gamification methodologies, particularly educational escape room activities, facilitated collaborative learning dynamics

characterized by teamwork, communication and shared problem-solving. Participants positively valued the participatory and interactive nature of the activities. Gamified methodologies promote active involvement and reduce hierarchical educational dynamics.

Importantly, the findings indicate that inclusive gamification becomes more effective when implemented through critical and community-oriented pedagogical frameworks rather than purely instrumental motivational approaches.

The main emergent qualitative categories and their associated educational implications are presented in Table 2.

Table 2. Emerging Qualitative Categories and Educational Implications

Main Theme	Emerging Category	Educational Implications
Inclusion	Participatory accessibility	Democratic engagement
Emotional wellbeing	Social belonging	Educational sustainability
Gamification	Collaborative participation	Transformative learning
Governance	Institutional collaboration	Community empowerment
Participation	Horizontal interaction	Inclusive citizenship
Sustainability	Relational learning	Social transformation

Institutional Collaboration and Educational Governance

The intervention highlighted the importance of institutional collaboration between educational organizations, community services and social participation programs. Inclusive educational innovation requires coordinated governance structures capable of integrating accessibility, participation and sustainability objectives. The findings suggest that community-based educational methodologies may contribute to strengthening collaborative educational governance. At the same time, the research identified institutional limitations associated with bureaucratic rigidity, resource inequalities and fragmented inclusion policies.

Sustainability, Inclusion and Transformative Learning

The findings demonstrate important connections between inclusive educational methodologies and sustainability-oriented educational practices. Participants developed collaborative competencies, participatory attitudes and community awareness linked to inclusive social participation. The educational intervention reinforced principles associated with transformative learning, democratic engagement and social sustainability. Consequently, inclusive gamification methodologies may contribute to broader sustainability education objectives connected to SDG 4 and SDG 10. These tensions between dominant governance logics and transformative educational possibilities are synthesized in Table 3.

Table 3. Tensions Between Neoliberal Educational Governance and Transformative Education

Neoliberal Educational Governance	Transformative and Sustainable Education
Accountability systems	Democratic participation
Standardization	Inclusion and accessibility
Competition	Collaboration
Performativity cultures	Emotional wellbeing
Technocratic innovation	Critical pedagogy
Individualization	Community participation
Market-oriented education	Sustainability and social justice
Educational efficiency	Transformative learning
Datafication and control	Human-centered educational relationships

The specific contributions of the study to the Sustainable Development Goals are outlined in Table 4.

Table 4. Contribution of the Study to the Sustainable Development Goals

Sustainable Development Goal	Contribution of the Research
SDG 4	Inclusive and equitable educational innovation
SDG 5	Gender-sensitive participation and empowerment
SDG 10	Reduction of social exclusion and inequalities
SDG 16	Democratic participation and inclusive governance
SDG 17	Institutional and community collaboration

Discussion

The present research contributes to contemporary international debates concerning educational governance, sustainability education and inclusive educational innovation by critically examining the relationship between European educational policies and community-based gamification methodologies. The findings demonstrate that educational transformation cannot be understood exclusively through technological modernization or competency-based educational reform but must instead be analyzed through broader social, political and ethical frameworks connected to democracy, participation and inclusion.

The analysis confirms that UNESCO, OECD and European educational agendas increasingly promote educational discourses associated with

sustainability, inclusion, emotional wellbeing and collaborative learning. Nevertheless, the research also reveals persistent tensions between these emancipatory discourses and neoliberal governance structures characterized by accountability systems, performativity cultures and standardized educational models.

These findings are consistent with critical educational scholarship arguing that educational governance frequently appropriates progressive educational language while maintaining managerial and technocratic policy structures. Consequently, educational innovation risks becoming depoliticized when participation, inclusion and wellbeing are reduced to measurable indicators disconnected from democratic educational transformation.

The study further demonstrates that inclusive

gamification methodologies can generate meaningful educational experiences when implemented through critical pedagogical and participatory frameworks. In contrast to instrumental gamification approaches centered exclusively on motivation or behavioral reinforcement, the intervention developed within this research prioritized collaboration, accessibility, emotional participation and community engagement.

The positive effects identified in relation to emotional wellbeing, social interaction and collaborative participation reinforce recent international research emphasizing the importance of affective and relational dimensions within sustainability-oriented educational practices. Emotional wellbeing emerged not as a secondary outcome but as a central condition for meaningful educational participation and democratic inclusion.

The findings also contribute to international discussions concerning disability inclusion and educational accessibility. Participants consistently highlighted the importance of educational environments capable of fostering recognition, belonging and horizontal participation. These results support inclusive education perspectives arguing that educational inclusion must involve active participation and social recognition rather than merely institutional integration.

From a sustainability perspective, the study advances debates surrounding SDG 4 and SDG 10 by demonstrating that inclusive educational innovation may strengthen democratic participation, collaborative citizenship and socially sustainable educational practices. Community-based methodologies and inclusive gamification therefore emerge as relevant pedagogical strategies for connecting educational sustainability with social justice and participatory governance.

Importantly, the research also reveals the significance of institutional collaboration within inclusive educational innovation processes. Sustainable educational transformation requires coordinated relationships between educational institutions, community organizations and social

participation services. Fragmented governance structures and bureaucratic rigidity continue to constitute significant barriers for inclusive educational development.

The study therefore proposes a reconceptualization of educational innovation grounded in critical pedagogy, democratic participation and community empowerment. Educational transformation should not be reduced to digital modernization or competency optimization but should instead prioritize socially sustainable educational relationships capable of fostering inclusion, accessibility and collective participation.

Ultimately, the findings reinforce the argument that transformative educational practices require educational governance models oriented toward democratic participation, emotional wellbeing and social justice. Inclusive gamification methodologies may contribute significantly to these objectives when developed through critical, participatory and community-based educational frameworks.

Conclusions

This article has critically examined the relationship between European educational governance, inclusive gamification and community-based educational methodologies within the policy frameworks promoted by UNESCO, OECD and the European Union. The study demonstrates that contemporary educational systems are increasingly shaped by contradictory dynamics in which sustainability discourses, inclusion agendas and digital innovation coexist with neoliberal governance mechanisms centered on performativity, accountability and institutional standardization.

The research confirms that educational transformation cannot be reduced to technological modernization or competency-based reform detached from broader democratic, ethical and social concerns. Instead, the findings suggest that genuinely transformative educational innovation requires pedagogical models capable of integrating critical participation, emotional wellbeing, accessibility, social recognition and

community empowerment.

One of the principal contributions of this study lies in demonstrating that inclusive gamification methodologies may function as socially transformative educational practices when implemented through critical pedagogical and participatory frameworks. The empirical evidence derived from community-oriented interventions involving women with disabilities reveals that collaborative gamified environments can significantly strengthen emotional wellbeing and self-confidence; social participation and collective engagement; collaborative learning processes; inclusive accessibility and democratic interaction; community belonging and relational support. Importantly, the study challenges reductionist understandings of gamification frequently present within contemporary educational innovation discourses. Rather than conceptualizing gamification as a purely motivational or technological resource, the article proposes a critical reconceptualization of inclusive gamification as a participatory and emancipatory pedagogical strategy capable of fostering democratic educational experiences and socially sustainable learning environments.

The findings additionally contribute to current international debates concerning sustainability education and the implementation of SDG 4 and SDG 10. The research demonstrates that inclusive educational innovation may strengthen democratic citizenship, collaborative participation and social sustainability when educational methodologies prioritize accessibility, recognition and community engagement.

From a governance perspective, the article reveals persistent tensions between institutional educational structures and transformative educational aspirations. While international educational agendas increasingly promote inclusion, wellbeing and participation, educational institutions frequently continue operating through bureaucratic, fragmented and performance-oriented models that limit democratic educational transformation. Consequently, the study argues that future

educational policies should move beyond narrowly technocratic and market-oriented frameworks toward educational models grounded in democratic participation; critical pedagogy; relational and emotional learning; inclusive accessibility; sustainability and social justice; community-based educational collaboration.

The article also contributes theoretically by integrating critical educational governance analysis with sustainability education, disability studies and inclusive gamification research. This interdisciplinary articulation represents one of the principal strengths and innovative dimensions of the study, particularly within contemporary international debates concerning educational futures and socially sustainable educational transformation.

Furthermore, the study introduces an original conceptual framework connecting transnational educational governance; critical pedagogical theory; inclusive gamification; emotional wellbeing; sustainability-oriented participation; community empowerment. This integrated framework offers important possibilities for future comparative international research examining how educational systems can simultaneously promote inclusion, democratic participation and sustainable educational innovation.

Despite these contributions, several limitations should be acknowledged. The contextual nature of qualitative intervention limits the generalizability of the findings across broader educational contexts. Additionally, future studies should incorporate longitudinal comparative designs, larger interdisciplinary samples and mixed method approaches capable of evaluating long-term educational, emotional and social impacts.

Future research should also explore emerging debates concerning artificial intelligence, algorithmic governance and digital educational platforms within inclusive and sustainability-oriented educational systems (Luckin, 2022; Williamson, 2023). These dimensions are becoming increasingly relevant as educational

governance progressively incorporates data-driven decision-making and platform-based educational models.

Ultimately, the article argues that the future of European education depends not merely on technological innovation or institutional reform, but on the capacity of educational systems to construct democratic, participatory and socially sustainable learning environments grounded in critical consciousness, accessibility and collective empowerment. In this sense, inclusive gamification and community-based pedagogies may constitute strategic pathways toward more humane, democratic and transformative educational futures.

Author Contributions

Conceptualization, R.S.-C.; methodology, R.S.-C.; A.R.G.-C.; C.R.-J.; validation, R.S.-C.; formal analysis, R.S.-C.; investigation, R.S.-C.; A.R.G.-C.; C.R.-J.; resources, R.S.-C.; writing—original

draft preparation, R.S.-C.; writing—review and editing, R.S.-C.; visualization, R.S.-C., A.R.G.-C.; C.R.-J.; supervision, R.S.-C.; A.R.G.-C.; C.R.-J.; project administration, R.S.-C. The main author has read and agreed to the published version of the manuscript.

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Declaration of interest statement

The authors report there are no competing interests to declare.

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