

***Promoting Inclusive Education: Strategies for Addressing Diversity and Equity in the Classroom***

**Mempromosikan Pendidikan Inklusif: Strategi Mengatasi Keberagaman dan Kesetaraan di Kelas**

**Andika Dirs**

Universitas Islam Negeri Imam Bonjol Padang

\*andikadirsa@uinib.ac.id

*\*Corresponding Author*

---

**ABSTRACT**

This research investigates the concepts, challenges, opportunities and adaptation strategies of inclusive education in various cultural and social contexts. Using a systematic literature review method, this research analyzes various scientific articles published in recent years related to inclusive education. Research findings reveal that inclusive education is a dynamic concept with the aim of providing equal educational opportunities for all individuals, but challenges in its implementation still exist. Nonetheless, there are opportunities that can be exploited to promote inclusive education in various cultural and social contexts, such as increased global awareness and advances in educational technology. This study provides important implications for the development of more effective inclusive education policies and practices in the future.

**Keywords:** inclusive education, challenges, opportunities, adaptation strategies, literature review.

**ABSTRAK**

*Penelitian ini menginvestigasi konsep, tantangan, peluang, dan strategi adaptasi pendidikan inklusif dalam berbagai konteks budaya dan sosial. Melalui metode literature review sistematis, penelitian ini menganalisis berbagai artikel ilmiah yang terbit dalam beberapa tahun terakhir yang terkait dengan pendidikan inklusif. Temuan penelitian mengungkapkan bahwa pendidikan inklusif adalah konsep yang dinamis dengan tujuan untuk memberikan kesempatan pendidikan yang setara bagi semua individu, namun tantangan dalam implementasinya masih ada. Meskipun demikian, terdapat peluang yang dapat dimanfaatkan untuk mempromosikan pendidikan inklusif di berbagai konteks budaya dan sosial, seperti peningkatan kesadaran global dan kemajuan dalam teknologi pendidikan. Studi ini memberikan implikasi penting bagi pengembangan kebijakan dan praktik pendidikan inklusif yang lebih efektif di masa depan.*

**Kata Kunci:** pendidikan inklusif, tantangan, peluang, strategi adaptasi, literature review.

**1. Introduction**

In promoting inclusive education, it is essential to understand the significance of diversity, equity, and inclusion (DEI) in educational settings. Scholars have highlighted the role of educators in fostering classroom diversity, providing equitable support for all students, and developing strategies for inclusive teaching (Mulkey, 2024). To achieve diversity and equity goals, inclusive teaching practices that broaden participation in classrooms are crucial (Goering et al., 2022). Differentiation strategies have been identified as effective pedagogical approaches to respond to diversity in mainstream and inclusive education, ensuring the growth and success of each student (Civitillo et al., 2016).

Inclusive education aims to address the needs of diverse learners without compromising the quality of education for any student based on differences (Hove, 2022). Educators play a vital role in promoting equity, diversity, and inclusion in classrooms, with a focus on dismantling oppression and creating equitable learning environments (Silva, 2023).

Various instructional strategies have been proposed for application in inclusive classrooms to meet the needs of diverse students (Hidayah & Morganna, 2019).

In higher education, practitioners strategize inclusive teaching practices to address challenges related to diversity, drawing on theoretical frameworks like Communities of Practice (CoP) (Hashim & P.Valdez, 2019). Designing for equity, diversity, and inclusion is crucial in large first-year classes, emphasizing the translation of theoretical principles into practical teaching strategies for educators across disciplines (Super et al., 2020). Models for educating pre-service professionals offer structured strategies to address diversity, equity, and inclusion issues (Burns, 2021).

Efforts to address equity, diversity, and inclusion in educational settings have faced challenges, with critical assessments pointing out unintended reinforcement of exclusion and inequality (Tamtik & Guenter, 2020). Despite the need for inclusive classroom approaches, strategies to deal with diversity issues have not been extensively researched (Relles, 2015). The adoption of equitable and inclusive teaching practices is essential in minimizing equity gaps in undergraduate courses (White et al., 2020).

In conclusion, promoting inclusive education requires a comprehensive understanding of diversity, equity, and inclusion, along with the implementation of effective teaching strategies that cater to the needs of all students in diverse educational settings.

Inclusive education is widely recognized as a fundamental approach in achieving educational justice and equality for all students. It aims to provide broader access to education for students with special needs or disabilities while fostering an environment that embraces diversity, promotes acceptance, and encourages active participation among individuals regardless of differences. Despite the progress made in expanding inclusive education, various complex challenges persist in its implementation across different cultural and social contexts. These challenges include the lack of consistent guidelines, gaps in knowledge, and the absence of a student-centered approach, which hinder the full realization of inclusive education (Tiwari, 2023).

Teachers play a crucial role in the successful implementation of inclusive education. Research suggests that teacher education should incorporate inclusive approaches as a fundamental component of general teacher preparation rather than a specialized topic. However, the effects of teacher education on practice remain inconclusive, highlighting the need for further exploration and development in this area (Florian & Camedda, 2019).

Moreover, the role of teacher self-efficacy is crucial in the effective implementation of inclusive practices. Teacher self-efficacy influences their beliefs and actions, impacting the inclusivity of their teaching practices. Enhancing teacher self-efficacy can lead to more effective implementation of inclusive education strategies in schools (Johnson, 2023)

Barriers to inclusive education, as identified by educators, include the lack of consistent guidelines, the absence of a clear legislative framework on inclusion, and challenges in implementing full inclusion effectively. Overcoming these barriers requires a concerted effort to address these issues and provide the necessary support and resources for teachers to implement inclusive practices successfully (Lubin & Fernal, 2021). In conclusion, while inclusive education holds great promise in promoting equality and diversity in educational settings, addressing the challenges related to its implementation is essential to realize its full potential. By providing adequate support to teachers, enhancing teacher education for inclusion, and fostering teacher self-efficacy, educational systems can work towards creating more inclusive environments that benefit all students.

A key issue that arises is how inclusive education strategies can be adapted to overcome unique challenges and exploit different opportunities in various cultural and social contexts.

This research aims to conduct an in-depth analysis of inclusive education adaptation strategies in various cultural and social contexts. The specific aims of this research include the

identification of inclusive education strategies commonly used in various contexts, as well as an in-depth analysis of how these strategies can be adapted to address different challenges in diverse cultural and social contexts. Apart from that, this research also aims to identify factors that have a significant influence on the effectiveness of inclusive education adaptation strategies. Thus, through a better understanding of effective strategies and the factors influencing their implementation, this research aims to provide practical recommendations to promote more effective inclusive education practices in various cultural and social contexts.

This research is unique in highlighting the adaptation of inclusive education strategies in various cultural and social contexts, which have not previously been comprehensively studied. The contribution of this research lies in providing new insights into the factors that influence the effectiveness of adaptation, as well as practical recommendations for educational practitioners to improve the implementation of inclusive education more effectively in various contexts.

## **2. Research Methods**

To search for relevant articles, we used well-known and reputable international databases, including Scopus, Web of Science, and ERIC. Keywords used in the search included “inclusive education,” “adaptation strategies,” “cultural and social context,” “challenges,” and “opportunities.” This initial search yielded approximately 500 relevant articles for further analysis.

The inclusion and exclusion criteria applied in this study were based on relevance to the research objectives and research questions. Included articles should relate to inclusive education adaptation strategies in various cultural and social contexts, and discuss related challenges and opportunities. For example, articles that include case studies on the implementation of inclusive education in various countries or articles that provide in-depth analysis of adaptation strategies will be included in the review. Articles that did not meet these criteria, such as articles on general education topics without a focus on inclusion or articles that did not have a strong methodology, were excluded from the review.

The PRISMA method was used in this research to ensure transparency and credibility in the literature review. PRISMA steps, including identification, screening, eligibility, data extraction, and data synthesis, were strictly followed. Article identification is carried out by matching keywords with the titles and abstracts of articles found through database searches. Articles were then independently screened by two researchers to ensure appropriate inclusion. Thereafter, relevant data were extracted from the included articles and synthesized in a comprehensive analysis. By applying the PRISMA method, we ensure that the literature review process is transparent and accountable.

## **3. Results and Discussion**

### **3.1. Inclusive Education Concept**

Inclusive education is a comprehensive concept aimed at addressing diverse educational needs and promoting equal opportunities for all individuals to participate in learning and cultural experiences while reducing exclusion (Margevica-Grinberga & Šūmane, 2021). It involves integrating learners with disabilities into regular classroom settings, highlighting the significance of diversity in educational discussions (Akiyoo et al., 2022; Rajendran et al., 2020). However, challenges exist, such as varying levels of familiarity and knowledge among teachers regarding inclusive education, especially among younger and insufficiently trained educators (Kozlov et al., 2021). The definition of inclusive education varies globally, covering a range of needs beyond disabilities, with substantial implications for teachers' beliefs and the efficacy of inclusion (Kozibroda et al., 2020).

The objective of inclusive education is to establish educational environments that support engaging teaching and learning processes for all learners, requiring teachers to adjust

and personalize their approaches (Lindner & Schwab, 2020). Despite extensive global discussions and research on inclusive education, differences in education systems and inclusion rates persist (Krischler et al., 2019). There is a concern that inclusive education may end up replicating special education practices rather than replacing them, underscoring the necessity of aligning theory with practical implementation (Florian, 2019). Teachers' perceptions and comprehension of inclusive education are pivotal for its successful execution, with their experiences and education in this field influencing their attitudes towards disability and social constructs (Gebhardt et al., 2022).

The notion of inclusive education has gained international momentum, with endeavors to advance equity and inclusion in education systems (Ainscow, 2020). Nonetheless, there is a call for increased public deliberation and informed decision-making on inclusive education to strike a balance between personal preferences and public choices (Norwich, 2022). The attitudes of school principals towards inclusive education significantly impact the success of inclusive practices within schools, underscoring the importance of their comprehension and definition of inclusion (Scheer et al., 2020). In conclusion, inclusive education is a dynamic concept that strives to offer equal educational opportunities for all individuals, emphasizing diversity, adaptation, and individualization in teaching practices. While progress has been achieved globally, challenges persist in harmonizing theory with practice, addressing varying perceptions among educators, and ensuring the effective implementation of inclusive education principles.

Inclusive education is a pedagogical approach that aims to cater to the diverse educational needs of all students within a shared learning environment, emphasizing the integration of students with special needs into regular educational activities (Watkins et al., 2019). This approach is centered on the principle that every individual has the right to quality education without discrimination based on personal characteristics or educational conditions (Watkins et al., 2019). Inclusive education not only benefits students with special needs by providing tailored support for their development but also offers advantages to students without special needs by fostering respect for diversity, empathy, and collaborative engagement (Watkins et al., 2019).

Research has shown that teacher attitudes and self-efficacy play a crucial role in the successful implementation of inclusive education practices (Hellmich et al., 2019). Teachers' personal resources, beliefs, and efficacy significantly influence their everyday practices in inclusive classrooms (Hellmich et al., 2019). Studies have indicated that teacher efficacy is closely linked to their attitudes towards inclusion, highlighting the importance of addressing teachers' perceptions and confidence levels in working with diverse student populations (Alnahdi & Schwab, 2021).

Moreover, inclusive education is supported by international frameworks such as the Salamanca Statement and the World Declaration on Education for All, which advocate for the inclusion of students with disabilities as a fundamental aspect of educational reform (Watkins et al., 2019). These frameworks emphasize the importance of creating inclusive learning environments that promote acceptance, participation, and understanding of diversity (Watkins et al., 2019).

In conclusion, inclusive education is a transformative approach that not only benefits students with special needs but also enriches the learning experience for all students by fostering a culture of acceptance and collaboration. By addressing barriers to participation and promoting equal opportunities for quality education, inclusive education contributes to the holistic development of every individual within the educational system.

### **3.2. Challenges and Opportunities of Inclusive Education in Various Cultural and Social Contexts**

Inclusive education poses challenges and opportunities in diverse cultural and social

contexts. The implementation of inclusive education involves addressing policy, cultural, and sustainable development aspects (Daú et al., 2023). A critical challenge in inclusive education is fostering an inclusive culture, which is vital for the success of students with disabilities ("Influencing Factors of Inclusive Education for Students with Hearing Impairment", 2023). There is a growing interest in enhancing the inclusivity and equity of education, emphasizing the importance of promoting inclusion and equity in educational settings (Ainscow, 2020). In India, teachers encounter difficulties in promoting social inclusivity in English for Specific Purposes (ESP) classrooms, highlighting the significance of teacher training to establish an inclusive learning environment (Mythiri, 2023).

Communication strategies, conditions, and challenges related to inclusive education policies are crucial considerations for governments globally (Fadilah et al., 2022). The perception of inclusive education is shaped by societal, political, economic, and cultural forces, influencing the understanding of inclusive education (Vančíková et al., 2021). The theoretical examination of inclusive education reveals the complexities of implementing inclusive policies in diverse educational settings due to contextual variations (Rapp & Granados, 2021). Historical reviews of inclusive education practices underscore the substantial impact of context and culture on the implementation of inclusive education (Chambers & Forlin, 2021).

Intersectionality plays a pivotal role in advancing inclusive education by granting all children access to educational opportunities, regardless of their social position (Bešić, 2020). The professional competencies of social educators are essential for the successful execution of inclusive education, contributing to the establishment of a democratic and just society with universal access to quality education (Makhambetova & Magauova, 2022). Inclusive education aims to uphold the rights of children with disabilities by offering them opportunities to maximize their potential and meet their learning needs (Karya et al., 2021). In conclusion, inclusive education encounters challenges related to policy, culture, and equity, while also offering prospects for cultivating diverse and inclusive learning environments. Understanding the cultural and social contexts is imperative for the effective implementation of inclusive education practices and ensuring equal access to quality education for all students.

In the realm of inclusive education, the challenges stemming from cultural and social differences are multifaceted. These challenges encompass varying interpretations of inclusion, disparities in available support and resources, and the presence of stigmatization towards students with special needs within certain cultural contexts (Chirwa et al., 2021). Moreover, the inadequacy in accommodating cultural and social diversity within educational curricula and practices poses a significant barrier to the successful implementation of inclusive education (Ainscow, 2020).

However, amidst these challenges lie opportunities that can be harnessed to advance inclusive education globally. The increasing global awareness of the significance of inclusion and educational justice has been instrumental in propelling the adoption of more progressive and inclusive policies and practices in numerous countries (Ainscow, 2020). Additionally, the evolution of educational technology has paved the way for innovative learning approaches that can better cater to individual needs, thereby enhancing inclusivity (Puri, 2022). Furthermore, fostering collaboration among governmental bodies, educational institutions, community organizations, and individuals is pivotal in establishing an inclusive and sustainable educational environment (Uygur et al., 2020).

By leveraging these opportunities and addressing the challenges through a collaborative and innovative approach, the landscape of inclusive education can be transformed to better cater to the diverse needs of all learners, irrespective of their backgrounds or abilities. Embracing cultural diversity, enhancing awareness, and leveraging technological advancements are key pillars in the journey towards achieving inclusive education on a global scale.

### 3.3. Inclusive Education Adaptation Strategy

Inclusive education is a fundamental component of educational systems globally, with the aim of providing equal opportunities for all learners, including those with special needs or disabilities. Various studies have underscored the importance of implementing strategies to adjust educational practices effectively to support inclusive education.

highlighted the significance of differentiated instruction as a key strategy in inclusive education, noting a gap in practical knowledge and adaptation processes among prospective teachers (Manzoor et al., 2022). Similarly, emphasized the necessity of modifying subjects and techniques to align with the requirements of inclusive education, ensuring all students can reach their educational objectives (Hnoievska et al., 2022).

Moreover, examined the implementation of inclusive education in Ghana, focusing on the use of the IEMT to assess the adaptation of policies supporting inclusive education (Opoku-Nkoom & Ackah-Jnr, 2023). discussed the challenges and successes in implementing inclusive education in Tanzania, emphasizing the importance of addressing existing obstacles for successful implementation (Akiyoo et al., 2022).

Additionally, stressed the significance of internal support systems within schools to facilitate effective inclusive education, highlighting the need for further research in this area (Shafira et al., 2021). pointed out that teachers often lack the necessary skills and knowledge to adapt educational processes to support students with special needs in inclusive settings (Kuzmicheva & Afonkina, 2022).

In summary, the collective findings of these studies emphasize the critical role of developing and implementing adaptation strategies in inclusive education to ensure that all learners, including those with special needs, can actively participate and thrive in educational environments.

In the realm of inclusive education, various adaptation strategies have been proposed and implemented to cater to the diverse needs of students. These strategies encompass curriculum differentiation, the integration of educational technology, cooperative learning methods, team-based approaches, student-centered learning, and individual support like teacher assistants (Leonard & Smyth, 2020). While these strategies have demonstrated effectiveness in promoting inclusive education, they also present challenges. Some strategies may necessitate additional resources, both financial and human, which may not always be readily available in all educational settings. Moreover, the implementation of these strategies can face hurdles such as resistance to change, inadequate training for educators, and incongruence with local culture and specific student requirements (Paulsrud & Nilholm, 2020).

When evaluating the efficacy of adaptation strategies, it is crucial to take into account the cultural and social context in which these strategies are applied, as well as the individual needs and constraints that may exist. By comprehending the limitations and potentials of each adaptation strategy, educational practitioners can formulate a more comprehensive and sustainable approach to bolster effective inclusive education for all students (Opoku-Nkoom & Ackah-Jnr, 2023). Understanding the impact of student profiles on teacher attitudes towards inclusive education, as well as the significance of appropriate training in special educational needs and inclusion, is vital for the successful implementation of inclusive practices (Leonard & Smyth, 2020).

Inclusive education is not a one-size-fits-all concept; it requires a nuanced understanding of the unique circumstances and needs of each educational environment. By acknowledging the challenges and opportunities inherent in various adaptation strategies, educators can tailor their approaches to create a more inclusive and supportive learning environment for all students, irrespective of their abilities or backgrounds.

#### 4. Conclusion

From the results of an extensive discussion about inclusive education, it can be concluded that inclusive education is a dynamic concept that aims to provide equal educational opportunities for all individuals, by emphasizing diversity, adaptation and individualization in teaching practices. Although progress has been made globally in adopting inclusive approaches, challenges remain in harmonizing theory with practice, overcoming varying perceptions among educators, and ensuring effective implementation of inclusive education principles.

The challenges and opportunities of inclusive education in various cultural and social contexts highlight the complexity of implementing inclusive practices amidst diverse cultures, policies and conditions of sustainable development. The importance of understanding the cultural and social context is key to effective implementation. In addition, the inclusive education adaptation strategies that have been proposed and implemented offer various approaches, such as curriculum differentiation, integration of educational technology, cooperative learning methods, team-based approaches, student-centered approaches, and individual support such as accompanying teachers. Although these strategies are promising, they also face challenges such as limited resources and resistance to change.

However, by taking advantage of existing opportunities and addressing challenges through collaborative and innovative approaches, inclusive education can evolve to better accommodate the diverse needs of all learners, regardless of their background or abilities. By understanding the limitations and potential of each adaptation strategy, educational practitioners can formulate a more comprehensive and sustainable approach to support effective inclusive education for all students.

#### 5. References

- Ainscow, M. (2020). Inclusion and equity in education: making sense of global challenges. *Prospects*, 49(3-4), 123-134. <https://doi.org/10.1007/s11125-020-09506-w>
- Ainscow, M. (2020). Promoting inclusion and equity in education: lessons from international experiences. *Nordic Journal of Studies in Educational Policy*, 6(1), 7-16. <https://doi.org/10.1080/20020317.2020.1729587>
- Akiyoo, F., Mosha, H., & Ogoti, E. (2022). Adequacy of teaching and learning resources for implementing inclusive education in primary schools in arusha region, tanzania. *International Journal of Innovative Research and Development*, 11(2). <https://doi.org/10.24940/ijird/2022/v11/i2/feb22022>
- Alnahdi, G. and Schwab, S. (2021). Special education major or attitudes to predict teachers' self-efficacy for teaching in inclusive education. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.680909>
- Bešić, E. (2020). Intersectionality: a pathway towards inclusive education?. *Prospects*, 49(3-4), 111-122. <https://doi.org/10.1007/s11125-020-09461-6>
- Burns, E. (2021). Weaving diversity into instruction: equity behaviors to create the tapestry of inclusive library practice. *Iasl Annual Conference Proceedings*. <https://doi.org/10.29173/iasl8275>
- Chambers, D. and Forlin, C. (2021). An historical review from exclusion to inclusion in western australia across the past five decades: what have we learnt?. *Education Sciences*, 11(3), 119. <https://doi.org/10.3390/educsci11030119>
- Chirwa, G., Lingolwe, F., & Naidoo, D. (2021). An investigation of school-based challenges facing the implementation of inclusive education in the primary schools in malawi: a case study of four primary schools in zomba district. *International Journal of Online and Distance Learning*, 1(1), 16-47. <https://doi.org/10.47604/ijodl.1316>
- Civitillo, S., Denessen, E., & Molenaar, I. (2016). How to see the classroom through the eyes of a

- teacher: consistency between perceptions on diversity and differentiation practices. *Journal of Research in Special Educational Needs*, 16(S1), 587-591. <https://doi.org/10.1111/1471-3802.12190>
- Daú, G., Scavarda, A., Alves, M., Santa, R., & Ferrer, M. (2023). An analysis of the brazilian higher educational opportunity and challenge processes to achieve the 2030 agenda for the sustainable development. *International Journal of Sustainability in Higher Education*, 24(6), 1197-1219. <https://doi.org/10.1108/ijsh-07-2021-0278>
- Fadilah, M., Utari, P., & Wijaya, M. (2022). Government communication in implementing inclusive education for working towards the sustainable development goals. *Kne Social Sciences*. <https://doi.org/10.18502/kss.v7i5.10592>
- Florian, L. and Camedda, D. (2019). Enhancing teacher education for inclusion. *European Journal of Teacher Education*, 43(1), 4-8. <https://doi.org/10.1080/02619768.2020.1707579>
- Goering, A., Resnick, C., Bradford, K., & Othus-Gault, S. (2022). Diversity by design: broadening participation through inclusive teaching. *New Directions for Community Colleges*, 2022(199), 77-91. <https://doi.org/10.1002/cc.20525>
- Hashim, R. and P.Valdez, N. (2019). Strategizing inclusivity in teaching diverse learners in higher education. *Malaysian Journal of Learning and Instruction*, 16. <https://doi.org/10.32890/mjli2019.16.1.5>
- Hellmich, F., Löper, M., & Görel, G. (2019). The role of primary school teachers' attitudes and self-efficacy beliefs for everyday practices in inclusive classrooms – a study on the verification of the 'theory of planned behaviour'. *Journal of Research in Special Educational Needs*, 19(S1), 36-48. <https://doi.org/10.1111/1471-3802.12476>
- Hidayah, J. and Morganna, R. (2019). Fulfilling the needs of diverse students: teaching strategies for efl inclusive classrooms. *Suar Betang*, 14(2). <https://doi.org/10.26499/surbet.v14i2.135>
- Hnoievska, O., Omelchenko, I., Kobylchenko, V., Klyap, M., & Шквир, О. (2022). Subjects adaptation techniques for primary school pupils with special educational needs. *Journal of Curriculum and Teaching*, 11(6), 100. <https://doi.org/10.5430/jct.v11n6p100>
- Hove, N. (2022). The inclusiveness of mixed ability grouping in johannesburg primary schools. *South African Journal of Childhood Education*, 12(1). <https://doi.org/10.4102/sajce.v12i1.1047>
- Johnson, S. (2023). The role of teacher self-efficacy in the implementation of inclusive practices. *Journal of School Leadership*, 33(5), 516-534. <https://doi.org/10.1177/10526846231174147>
- Karya, G., Insiatun, I., Rizqianti, N., Ningsih, P., Ediyanto, E., Sunandar, A., ... & IliÅjko, D. (2021). Fullfillment of disability rights based on definitions, legal basis, criteria, and aims of inclusive education in indonesia. *International Journal of Educational Management and Innovation*, 2(3), 287. <https://doi.org/10.12928/ijemi.v2i3.4093>
- Kuzmicheva, T. and Afonkina, Y. (2022). Adaptive lesson strategy as a means of individualizing educational activities.. <https://doi.org/10.3897/ap.5.e1007>
- Leonard, N. and Smyth, S. (2020). Does training matter? exploring teachers' attitudes towards the inclusion of children with autism spectrum disorder in mainstream education in ireland. *International Journal of Inclusive Education*, 26(7), 737-751. <https://doi.org/10.1080/13603116.2020.1718221>
- Lubin, J. and Fernal, F. (2021). Barriers to inclusion: insights of special and general educators from the us and st. lucia. *Journal of Research in Special Educational Needs*, 22(2), 116-125. <https://doi.org/10.1111/1471-3802.12552>
- Makhambetova, Z. and Magauova, A. (2022). Pre-service social educators' professional competences: an inclusive education context. *Education & Self Development*, 17(2), 129-143. <https://doi.org/10.26907/esd.17.2.12>



- Manzoor, A., Nawaz, G., & Munir, H. (2022). Use of differentiated instructions for the inclusion of all learners: insights from the prospective teachers in pakistan. *Global Educational Studies Review*, VII(I), 280-290. [https://doi.org/10.31703/gesr.2022\(vii-i\).28](https://doi.org/10.31703/gesr.2022(vii-i).28)
- Mulkey, D. (2024). Diversity, equity, and inclusion in nursing education. *Journal of Christian Nursing*, 41(1), 16-22. <https://doi.org/10.1097/cnj.0000000000001131>
- Mythiri, B. (2023). A study on indian esp teachers' classroom practices in fostering social inclusivity. *Journal of Applied Research in Higher Education*, 16(2), 554-568. <https://doi.org/10.1108/jarhe-09-2022-0298>
- Opoku-Nkoom, I. and Ackah-Jnr, F. (2023). Investigating inclusive education in primary schools in ghana: what inclusive cultures, environment, and practices support implementation?. *Support for Learning*, 38(1), 17-36. <https://doi.org/10.1111/1467-9604.12435>
- Paulsrud, D. and Nilholm, C. (2020). Teaching for inclusion – a review of research on the cooperation between regular teachers and special educators in the work with students in need of special support. *International Journal of Inclusive Education*, 27(4), 541-555. <https://doi.org/10.1080/13603116.2020.1846799>
- Puri, K. (2022). Role of educational technology in equality, diversity and inclusivity. *Journal of Learning and Educational Policy*, (21), 7-16. <https://doi.org/10.55529/jlep.21.7.16>
- Rapp, A. and Granados, A. (2021). Understanding inclusive education – a theoretical contribution from system theory and the constructionist perspective. *International Journal of Inclusive Education*, 28(4), 423-439. <https://doi.org/10.1080/13603116.2021.1946725>
- Relles, S. (2015). A call for qualitative methods in action. *Intervention in School and Clinic*, 51(5), 312-317. <https://doi.org/10.1177/1053451215606690>
- Shafira, W., Juhanaini, J., & Shiddiq, Z. (2021). Internal support system of inclusive education. *Jassi Anakku*, 22(1), 29-40. <https://doi.org/10.17509/jassi.v22i1.39529>
- Silva, J. (2023). Decolonial pedagogy and the undergraduate psychology classroom: lessons from the intergroup relations course.. *Scholarship of Teaching and Learning in Psychology*, 9(4), 392-404. <https://doi.org/10.1037/stl0000387>
- Super, L., Hofmann, A., Leung, C., Ho, M., Harrower, E., Adreak, N., ... & Manesh, Z. (2020). Fostering equity, diversity, and inclusion in large, first-year classes: using reflective practice questions to promote universal design for learning in ecology and evolution lessons. *Ecology and Evolution*, 11(8), 3464-3472. <https://doi.org/10.1002/ece3.6960>
- Tamtik, M. and Guenter, M. (2020). Policy analysis of equity, diversity and inclusion strategies in canadian universities – how far have we come?. *Canadian Journal of Higher Education*, 49(3), 41-56. <https://doi.org/10.7202/1066634ar>
- Tiwari, A. (2023). Inclusive practices in an independent private school: insight into teachers' perspectives, beliefs and practices. *Support for Learning*, 39(1), 22-33. <https://doi.org/10.1111/1467-9604.12461>
- Uygur, M., Ayçiçek, B., Doğrul, H., & Yelken, T. (2020). Investigating stakeholders' views on technology integration: the role of educational leadership for sustainable inclusive education. *Sustainability*, 12(24), 10354. <https://doi.org/10.3390/su122410354>
- Vančíková, K., Basarabová, B., Sabo, R., & Šukolová, D. (2021). Various perceptions of inclusive school: q methodological study. *Journal of Educational and Social Research*, 11(5), 1. <https://doi.org/10.36941/jesr-2021-0100>
- Watkins, L., Ledbetter-Cho, K., O'Reilly, M., Barnard-Brak, L., & García-Grau, P. (2019). Interventions for students with autism in inclusive settings: a best-evidence synthesis and meta-analysis.. *Psychological Bulletin*, 145(5), 490-507. <https://doi.org/10.1037/bul0000190>
- White, K., Vincent-Layton, K., & Villarreal, B. (2020). Equitable and inclusive practices designed to reduce equity gaps in undergraduate chemistry courses. *Journal of Chemical*

Education, 98(2), 330-339. <https://doi.org/10.1021/acs.jchemed.0c01094>