

HOW CAN LEADERS ENHANCE INCLUSIVE EDUCATION USING MODERN TECHNOLOGY

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ABSTRACT

One principal objective of inclusive education is to educate students in the mainstream classroom, thereby appreciating the diversity of all and recognizing their various contributions. An appropriate inclusive climate frequently embraces all and ensures that they are safe. It also motivates them to maximize their abilities. When inclusion is executed properly it fosters a more equitable society. It is a well-known fact that modern technology is swiftly altering teaching and learning, and the wide range of new tools and technologies makes it even more accessible to all people, including the disabled. Modern technology is instrumental in supporting inclusive education and incorporates all students. The positive effects of technology depend solely on how it is applied during teaching and learning, and leaders are pivotal in ensuring that this process is achieved. While there is no concrete formula for creating inclusive classrooms, educational leaders are free to use their approach to genuinely create inclusion.

Keywords: Inclusive Education, Inclusion, Leaders, Modern Technology, Disability, Classroom, Environment.

1.0 INTRODUCTION

Modern technology is proliferating rapidly and Lomellini, et. al. (2023) opined that enrollment in online learning has escalated over the last two decades and has continued to increase and many students with disabilities are also pursuing courses online. Because of the regular use of technology, Fuentes et al. (2021) admitted there is an urgent need for educational institutions to address issues that arise in this area and appropriately address the needs of all students. Mention must be made that the use of an inclusive climate and adequate structure of educational institutions are paramount. All students must feel appreciated within the learning ambiance (Corbett, Dumareq, & Tommasini, 2021). According to Fuentes et al. (2021), inclusive syllabi frequently affirm intercultural interactions and accentuate the sharing of diverse experiences and perspectives. These essential components ensure that all students feel accepted and appreciated within the learning environment (Germano & Nicholls, 2020). It is instructional to mention that published research indubitably indicated that there is a dearth of information on this issue. At the time this study was conducted, a secondary search was also inconclusive on this issue. This gap motivated the author to conduct this research. This paper emphasized the importance of inclusive education and the use of modern technology and indicated how educational leaders could foster inclusion. It offered a perspective of inclusive education and online learning. It also explored how modern technology can bolster inclusive learning environments within virtual educational contexts. Although this process is complicated and complex it is recommended that all those involved in education strive to promote and encourage the use of

technology in inclusive education. The research question: how do educational leaders incorporate modern technology in teaching and learning to embrace inclusion? guided this study.

2.0 LITERATURE REVIEW

2.1 Role and Function of Educational Leaders

Campbell, Gilmore, and Cuskelly (2003) strongly suggested that inclusion is possible in mainstream classrooms basically because it augments a great sense of worth among students. Azorín and Ainscow (2018) opined that because inclusion is a central issue in education many educators are lobbying for educational reform. DeMatthews et al. (2020) strongly affirmed that establishing appropriate inclusive environments is a major responsibility for educational leaders. Although diversity could be overwhelming, educational leaders must continue to create and support inclusion. Pedaste et al. (2021) resolutely affirmed that because educational leaders have a prominent role in supporting the implementation of inclusive education it is vital to understand their attitude toward inclusive education. The attitude of educational leaders is instrumental in formulating inclusive education (Liou et al., 2019). Their attitude toward implementing inclusive practices frequently contributes to the social, cognitive, emotional, and intellectual abilities of students (Savolainen et al., 2020). Similarly, Kielblock (2018) attested that supportive and reassuring attitudes toward inclusive education are necessary for its implementation. Hence, a sound attitude also boosts morale, underscores camaraderie, and is one of the main psychological resources that can reduce emotional exhaustion among educators (Skaalvik & Skaalvik, 2017).

Proper leadership can efficaciously embrace teaching and learning and thus encourage inclusion. Hence it is imperative to understand how leadership styles can promote worthwhile school environments and acknowledge and recognize inclusion. The role and function of administrators are pivotal in addressing all the elements that make educational institutions school successful and effective. Leaders have a crucial role in shaping the climate and ensuring that inclusion is apparent. Their attitude and management style can motivate educators to use modern technology in the classroom and embrace inclusion. Saputra (2021) carefully noted that leadership is a technique that is used to direct and guide others to accomplish a particular objective. Hence, leaders frequently utilize their power to inspire their subordinates to accomplish tasks effectively and competently. Proper leadership values diversity and ensures discrimination is non-existent. Kibet et al (2012) also opined that efficacious leadership often persuades others to expand their horizons, deepen their perspectives and attain their objectives.

According to Eliyana and Ma'arif (2019), transformational leaders place a strong emphasis on what is essential, and they encourage, incite, and spur others to perform in ways that create meaningful change. In this way, educational leaders can engage educators to be more innovative in the classroom and embrace inclusion. Evers (2011) opined that although transactional leaders use punishment and reward to achieve goals, this type of leadership can be beneficial in education. On one hand, the rewards can further encourage good behaviors. On the other hand, the negative can be an indication and a caution to educators not to repeat the same mistakes. Zhang et al. (2023) stated that laissez-faire leaders are not forceful in discharging their duties. They frequently take a long time to make decisions, don't include others or provide feedback or incentives, and make little effort to identify and satisfy the

requirements of their subordinates. While this approach is heavily criticized it can be beneficial in ensuring that inclusion occurs. *laissez-faire* leaders can empower educators to practise their leadership skills and use technology in the classrooms. This approach can augment creativity and heighten innovation in teaching and learning. Because it instills a sense of independence, educators can value inclusion. According to Utami and Vioreza, (2021), democratic leaders often include members of staff and students in the decision-making process. This is a necessary element since the voices of students could indicate how inclusion could be worthwhile and productive.

It is the chief duty of administrators and educators to create an environment that supports learning (Malik 2021). In this way, leaders can guide others to increase their abilities (Mutia et al. 2021). It can be argued that the role of administrators determines the direction of the educational institution (Arina et al. 2023). According to the literature, by Olley (2021); Sivaruban (2021); and Snow et al. (2021); the role and function of educational leaders are essential in trying to ascertain how modern technology can be instrumental in enhancing inclusion. Educational leaders ought to encourage and nurture positive educational environments where students, educators, and all members of staff are appreciated. This sense of community enhances morale, reduces bullying, and improves overall well-being. Leaders who genuinely promote inclusive education are committed to enhancing diversity, equity, and equality. This process is developmental and requires deep evaluation which includes policies and the curricula.

2.2 The Online Approach to Inclusion

Because several organizations regarded inclusion only in medical terms, unsurprisingly, a medical model was used to describe inclusive education. As a result, several students were compelled to reveal their disability even before they registered for school. Ketterlin-Geller and Johnstone (2006) further indicated that this process of registration was convoluted because extra time was required to perform various tests to ensure the suitability of students. Very often these tests were carried out at different locations with alternative formats of instructional materials, and the use of assistive technology. This approach further discredited students with disabilities and worked contrary to inclusive education. Cook et al. (2009), Harris et al. (2019) and Sarrett (2017) further outlined that this level of dissension made students feel inferior. Thus, Harris et al. (2019) claimed that many students were hesitant and irresolute to disclose their disability. Thus, (Izzo et al., 2008; McAndrew et al., 2012; Roberts et al., 2011; Schelly et al., 2011), noted that it was difficult for many educational leaders to address the needs of the students. However, in recent times, some educational leaders have begun to appreciate and conceptualize disability and inclusion differently. This change of attitude has caused them to think about accessibility proactively rather than retroactively (Lomellini & Lowenthal, 2022, Seale, 2020). While this could be considered progress, there is still extensive debate about the best method of approach to integrate students with disabilities (Linder et al., 2015, Singleton et al., 2019). This scenario caused some online learning leaders to support these students by way of accessible and inclusive course design strategies (Burgstahler, 2022, Westine et al., 2019). According to Burgstahler (2022) and Gladhart (2010), this is a daunting task and must include all those involved in education.

A review of the literature (Gladhart, 2010; Izzo et al., 2008; Linder et al., 2015; Xie and Rice, 2021), resolutely affirmed that substantial resources and adequate formation can facilitate and create an awareness of instructional designers and skills. Black et al. (2015), Burgstahler (2022), and Satterfield et al. (2015) also acclaimed that policies and procedures can identify clear responsibilities and support structures. Online learning is beneficial because it can improve access to education and include disabled students. Burgstahler (2022) and Seale (2020) cautioned that minimizing challenges for disabled students in online platforms means that leaders must agree and support this venture. Studies conducted by Westine et al. (2019) and Bartz (2020) revealed that inclusive online learning examined the perceptions of faculty. Singleton et al. (2019) and Xie et al. (2021) also noted that research towards the perspectives of instructional designers was also exercised. Although very few studies addressed the perceptions of online learning leaders (Garrett et al. 2021) their perspectives are important. Their role and function are pivotal because they are uniquely situated between instructional designers so that disabled students can benefit from online learning.

Lomellini et al. (2023) claimed that online education has escalated over the years and Roberts et al. (2011) and Satterfield et al. (2015) believed that this proliferation is evident among students with disabilities. Bartz (2020), and Kent (2016) opined that the flexibility of learning online can unquestionably be of benefit to students with disabilities. However, Kent (2016) and Nieminen and Pesonen (2020) stated that online learning presents some disadvantages. Because some documents are not properly designed for compatibility with assistive technologies, it can hamper those students who depend on assistive technology or even those who have difficulties with learning attention (Bartz, 2020, Fitchen et al., 2009). Some of these limitations continued to be compounded by the COVID-19 pandemic and the great haste to accommodate online teaching (Anderson, 2020, Burgstahler, 2022). However, Burgstahler (2015) conjectured that the courses specifically designed for accessibility enable disabled students to meet their academic goals. Oyelere et al. (2020) surmised that inclusion incorporates learning environments specifically designed for diversity. Payà (2020) noted that the proper delivery of the curricula forms an integral component in teaching and learning and it is an important strategy for accomplishing inclusion. Well-designed curricula should include and have as their foundation what is already known and possess clear and measurable learning objectives. The teaching and learning environment must be adapted for inclusion and the incorporation of technology. The curricula need to be non-linear and student-centered and recognize that students are not interchangeable and learn differently (Ramoutar, 2019). When student-centered learning is evident it accentuates diversity and inclusion since it encompasses personalized learning, autonomy, competency, and enhances life-long learning. The curricula should also include continuous assessments using games and other technology-related activities.

2.3 Inclusion

Nilholm (2020) suggested that although significant findings about inclusion are available most of them are still confined and limited to students who experience challenges in learning. Nilholm (2020) also affirmed that research is deficient because it does not present how students could be properly incorporated into inclusive environments. Thus, this research tries to fill that gap. Dignath et al. (2022) noted that while inclusion is considered globally, it is a continuous process that requires a transformation in many societies where a significant variation in

terminologies is considered. UNESCO (2017) indicated that while many countries are committed to the United Nations Convention on CRPD there are some discrepancies as they relate to the implementation of inclusive (Dignath et al., 2022). This process is still developmental (Westwood 2018). While inclusion is achieved in many countries some skeptics are still dubious about whether inclusion is suitable for all students. However, Oh-Young and Filler (2015) suggested that inclusion is beneficial. They further mentioned that students in inclusive environments are more salubrious. UNESCO (1994) claimed that inclusion is apparent only when all students study within one classroom. According to the United Nations (2017), inclusive education includes social values, ideas, and practices that provide all students with a more purposeful and worthwhile education. They further affirmed that proper inclusion is essential to ensure that all students have equal educational opportunities. United Nations (2017) opined that inclusion also appreciates the individual contributions of all children. Within an inclusive ambiance, various groups coexist and grow together for the overall welfare of all. Unsurprisingly, students from different groups, including those with disabilities, females, pupils at risk, and members of ethnic minorities all constitute inclusive education. According to Dalton (2017), intercultural sensitivity, intercultural competence, and intercultural awareness are essential components for effective inclusion. Thus, inclusive education involves the following: all students, notably those with disabilities, must be incorporated into the curriculum. Some disabilities will include hearing impairments, physical disabilities, mental retardation, and learning disabilities; even the gifted and talented.

Mag et al. (2017) opined that inclusion ought to embrace children of heterogeneous races and diverse cultural backgrounds. Thus, an inclusive climate should be both welcoming and protect children from danger. Moreover, it should strive to educate all students. Teachers must do their utmost best to make sure students receive quality education. Consequently, the regular curriculum should be addressed to accommodate all students. Mag et al. (2017) also suggested that there must be adequate opportunities where children can maximize their abilities. Inclusion amalgamates the following: respect, acceptance, and assessment reform. Inclusion also builds on respect for all, and this provides students with a deep sense of belonging. It is incumbent that educational institutions welcome changes that benefit students. This is evident when educators have an in-depth knowledge of students and are willing to adapt to teaching and learning.

According to Nurdyansyah et al. (2022), many educators still experience challenges in trying to implement modern technology in the classroom. Unsurprisingly some educators are unfamiliar with various technologies, and some do not know how to impart concepts. They further believed that some technologies may be neither compatible nor accessible. Bartz (2020) and Fitchen et al. (2009) stated that when lesson content is not organized it can hamper teaching and learning. To further compound this situation, Makwana (2022) stated that labeling refers to the classification of children based on their disability and does not foster inclusion. The issue of labeling students must be addressed immediately. Those who are disabled dislike being labeled purely because they feel rejected and separated from others.

Inclusion and Modern Technology

Modern technology can be instrumental in sustaining inclusive education because it can transform learning environments and create more independent learning. Although Bloom

(1964) asserted that learning occurs in the cognitive, affective, and psychomotor the conventional educational system concentrates on the cognitive and emphasizes knowledge, comprehension, analysis, synthesis, evaluation, and application, and shows minimal concern for the affective and psychomotor. Thus, the use of modern technology is apt because it encompasses the affective which includes attitudes, judgments, and responses as well as the psychomotor which incorporates skills, abilities, and competencies. together with the cognitive domain.

Lomellini et al. (2023) opined that using modern technology can facilitate inclusion because it is adaptable and can cater to the needs of learners. Bartz (2020) also affirmed that this depth of alterability of online learning can assist some disabled students in alleviating some of their difficulties. Some of these consist of poor acoustics for students with hearing disabilities or long distances between buildings for students with mobility issues. Although online teaching can be challenging, it is fundamental for students with disabilities. Bose and Heymann (2020) stated that the United Nations Children's Fund and the Convention on the Rights of Persons with Disabilities have been lobbying for the reform of the education system worldwide towards inclusive education. To this end, Foster (2020) added that proper inclusion must bring together the learning styles, contrasting disabilities, various cultural backgrounds, ethnic origins, and the level of ability of each student.

According to Puga (2022), information and communication technologies (ICT) are essential in making learning effective because they involve students in learning. Francis et al. (2021) conjectured that inclusive education provides equal opportunities for all students. Marion (2020) asserted that merely using online learning allows students to expand access to education. Hence, it is abundantly explicit that technology can assist and enable inclusive environments since it provides multiple means of presenting, representing information, expressing knowledge, engaging in learning, and including assessment when fused with the Universal Design for Learning (UDL) framework in mind. The Universal Design for Learning is a curriculum used to support the development of curricula and can affirm diversity and support inclusion. Universal Design for Learning (UDL) is based on universal design for all learners or users, regardless of disability, age, gender, size, culture, and other factors. Research has shown that UDL and technology when used face-to-face and in the virtual classroom are all effective approaches that can accentuate academics for all learners, including those with special needs. The technology used in the online inclusive classroom also motivates learners and reinforces their satisfaction with it. When technology is adequately used, it supports inclusion but its success will depend on appropriate pedagogical strategies practised by educators.

Ismailov and Chiu (2022) concurred that UDL is a curriculum framework that predicates diversity and inclusion and UDL addresses the needs of every learner despite their disability, age, gender, size, culture, and diverse characteristics According to King-Sears et al. (2023), learning should be presented in diverse ways and students allowed to express their understanding as deemed appropriate. They further added that educators ought to constantly engage students to make learning worthwhile. Harris et al. (2020) stated that UDL is a pedagogical approach towards inclusive teaching and learning for all students.

Carsten et. al. (2021) affirmed that the use of technology is strategic in education because it proves to be interesting and enhances learning, especially among those students with

disabilities. Some modern technologies that are beneficial and enhance the teaching and learning process are the Flipped Classroom as well as Microsoft PowerPoint with videos and pictures as a multimedia approach to embrace inclusion. With the use of a Flipped Classroom students encounter information before a session thereby freeing class time activities that would otherwise involve higher thinking. Research conducted by Abino et al. (2019) demonstrated that PowerPoint is a great technological tool that can make lessons fun and interactive and of course, promote learning. Taking advantage of the use of videos and pictures is also a great tool to enhance students' learning. Guan et al. (2018) affirmed that when all these tools are combined, they are then called the multimedia approach to teaching and learning, enhance the teaching and learning process, students comprehend and subsequently cognition is evident.

The ADDIE learning model is also another effective learning tool. ADDIE stands for Analyze, Design, Develop, Implement and Evaluate. Kurt (2018) opined that many educators, training developers, and instructional designers find this model very useful since the various stages are well defined and they facilitate the implementation of effective learning or training tools. The first stage in the ADDIE model is analysis. Nurdyansyah et al. (2022) strongly proposed that before designing an online course, educators must first analyze the current situation. This stage is vital since educators can capture the disparate characteristics and idiosyncrasies of students. This component also includes the actual aptitudes possessed by students and student learning styles. Nurdyansyah et al. (2022) recommended that when designing lessons and learning activities, educators should take into consideration the learning objectives, content, and, finally, the knowledge and skills of students. Based on these needs and assessments, they can employ some of the following technologies: PowerPoint presentations, pictures, and videos from YouTube to facilitate education and cognition.

Kurt (2018) and Salas-Pilco et al. (2022) insisted that the evaluation of lessons is a necessary component since educators need to know if cognition is evident. Evaluation is also necessary as it allows educators to discern if the objectives were indeed effective. They can also reflect on the technological tools used to determine if they were appropriate and efficient in the execution of lessons to address the needs of learners in the virtual space. Reflection causes educators to be objective in assessing the strengths and weaknesses of the lesson and determining the next plan of action. Educators can implement technology to differentiate and individualize instruction for students; especially those with disabilities. Some modern technological tools that are quite effective in catering to these students are Screencast-O-Matic, Padlet, Storybird, Kahoot, Vocaroo, Quick Response codes, Plickers, Bookshare, Newsela, and Bubbl.us to name a few. Mahoney and Hall (2017) believed that these modern technological tools guide students with disabilities in quite a few areas of learning difficulty. They further stated that Vocaroo and Quick Response codes are dynamic and engaging. Plickers and Kahoot are assessment tools. Screencast-O-Matic digital videos the lesson for students to review at later times while Bookshare and Newsela are online level reading options. Padlet helps students create and collaborate in demonstrating their knowledge in an alternative manner. Bubbl.us is an online mapping tool that helps students with cognitive disabilities. The software takes notes, organizes information, and structures writing for plans, papers, and reports. Using these technological tools to accommodate and differentiate instructional lessons provides students with 21st-century skills as well as addresses the process, product, and pace of differentiation.

Corbett, Dumareq, and Tommasini (2021) affirmed that a proper inclusive environment is vital since it ensures that students feel welcomed and valued as members of the school community. Fuentes et al. (2021) affirmed that inclusive syllabi also encourage intercultural interactions and supports the sharing of diverse experiences and perspectives. Germano and Nicholls (2020) affirmed that these components are essential for all students to feel welcomed and valued as members of the school community. Mind-mapping technological tools such as MindMeister, Bubbl.us, and Mindomo can assist in fostering culturally responsive instructions by developing intercultural competence through inquiry-based projects. This will then allow students to reflect on the cultural patterns influencing their assumptions and preconceptions, compare them with others, and adapt emphatically to new ways of thinking and accomplishing goals (Moore, Brantmeir & Brocheild, 2017). According to Fuentes et al. (2021), this directs educators to include socio-cultural factors in inquiry-based learning, promote intercultural interactions in collaborative learning activities, and open doors for students to exhibit self-efficacy and self-regulation.

While modern technology is worthwhile educators may encounter some challenges. The development of interpersonal skills is vital and will require human contact, and many students will prefer delivery face-to-face. Some students will need extra attention, motivation, encouragement, and guidance and will appreciate the human interaction.

3.0 MATERIALS AND METHODS

This research acquired apposite data and used current research, review, and meta-analysis. Secondary sources were gathered from books, journals, and the internet. A worthwhile search of relevant research techniques such as text criticism, critical examination of biographical studies, narrative analysis, creative writing as a research method, and internet-based research assisting this methodology were all adopted. Reading materials were also gathered and analyzed. In addition, the research question: how do educational leaders incorporate modern technology in teaching and learning to embrace inclusion? was addressed.

The literature undeniably indicated that few people place great emphasis on inclusive education. Many of them do not even attempt to include technology in their classrooms. Although it can be complex to incorporate modern technology in inclusion, leaders and educators must be willing to both commence this process and be inclined to undertake this activity in teaching and learning. Too often students with disabilities are ignored. Thus, this research is crucial simply because it furnishes scholars and researchers with pertinent information and allows them to appreciate and value the need to utilize modern technology in the classroom and make inclusion an important element of their practice. The analysis of existing literature indubitably contributes to current knowledge and serves as a catalyst to motivate, energize, and inspire others to actively participate in the process of instituting inclusive learning environments. It also accentuates elements of diversity, equity, and equality in the classroom. This research is valuable because it affirms the academic scenario, and it can steer leaders, and educators, in the proper direction. Moreover, it can motivate policymakers, non-governmental organizations, and all those who honestly desire the best for students to render assistance without hesitation.

4.0 RESULTS AND DISCUSSION

4.1 The Inclusive Syllabi

According to Moore, Brantmeir, and Brocheild (2017), the implementation of inclusive syllabi can cater to the needs of students and help to overcome barriers. Inclusive syllabi frequently corroborate teaching and learning (Fuentes et al., 2021). In addition, Chambers (2020) noted that technology is a strategic element of inclusive education and suggested that the use of assistive technology (AT) can stimulate students with disabilities. McNicholl et al. (2021) defined AT as tools designed to enhance the well-being of persons. McNicholl et al. (2021) also noted that AT bolstered academic engagement and participation. Students who use ATs in this study were better able to achieve academic tasks easily. Assistive technologies such as Calendly can be employed to overcome the time-consuming back-and-forth email challenges of scheduling office hour meetings. Moreover, the convenience of using Calendly to initiate a meeting with an educator could minimize barriers with those students who are timid and may not want to directly interface with an educator to take advantage of the opportunities of mentoring. In so doing, this will contribute to their future professional endeavors positively. Each student can choose to meet with faculty members via videoconferencing, teleconferencing, face-to-face, or any other preferred medium.

Corbett et al. (2021) noted that there is increasing growth in fostering inclusive education. This has reshaped the traditional student placement approach whereby separate classes were held for students with special needs or learning disabilities. Gregory (2018) affirmed that this notion only promoted exclusion, and superiority, and harbored the formation of stereotypes. Gregory (2018) opined that inclusion also ensures that teaching strategies and continuous assessment provide successful outcomes. This may be achieved by cultivating a Universal Design for Learning (UDL) approach to accommodate a broader range of learning abilities and preferences. Kelly (2014) recommended the following technologies for encouraging UDL in inclusive syllabus: Assorted options of representation, Text-to-Speech Software, Talking Calculator, Audio Books, Visual Dictionaries, Mind-mapping software, Multiple options of action and expression, Speech-to-Text Software, Video Animation, Podcast, Multiple options of engagement, Wikis, Blogs, Shared Google Docs, Calendly and, last but not least, Self-paced Interactive and Quizzes.

Educators can develop a Google Doc and spur students to establish the rules and guidelines of the activity that they wish to comply with. Ismailov and Chiu (2022) conjectured that diversity must be apparent in the delivery of the syllabi and ought to cater to the needs of all students. Hooijer et al. (2021) noted that educators ought to be involved in regular and consistent reflection; both being prerequisites to challenging educators to re-consider and re-think their attitude towards improving an inclusive environment.

5.0 CONCLUSION

It is doubtless that modern technology affirms inclusion. Gregory (2018) and Kelly (2014) affirmed this position. Regardless of the ability of students, all will be provided opportunities to exercise their autonomy in expressing their knowledge and monitoring their learning progress. The teaching and learning process will be enhanced and cognition will be evident. Supplementary aids and services (SaS) lend opportunities for all students to be actively engaged in learning. It is with sincere desire that this paper will stimulate the minds and hearts of the public so that they can realize and appreciate the importance of inclusion. An inclusive

environment encompasses diversity, equity, and equality in the classroom and is student-centered. The public ought to realize that children are the source of hope and can be instrumental in carving a different society. This research tried to accurately explain the need to include modern technology in the classroom and make inclusion a way of life. Inclusion is much more than a physical space or designated classroom. Moreover, the study highlighted that inclusion is an essential component of education. Too often programs and curricula are designed and little or no attention is given to the formulation of a student-friendly positive environment. Therefore, government institutions, non-governmental organizations and all those interested in education and the well-being of students should always engage in meaningful and regular dialogue. In this way, they can ascertain and appreciate the urgent need to create inclusion.

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