



Journal of Frontiers in Multidisciplinary Research

Management Strategies for Promoting Accessible and Inclusive Primary Education: Lessons from Effective Practices

David Frempong ^{1*}, Oyetunji Oladimeji ², Joshua Oluwagbenga Ajayi ³, Isaac Okoli ⁴, Eseoghene Daniel Erigha ⁵, Ayorinde Olayiwola Akindemowo ⁶, Ehimah Obuse ⁷

¹ Ballou STAY Opportunity Academy, District of Columbia, USA

² Independent Researcher, Virginia, USA

³ Reevar AI, Lagos, Nigeria

⁴ Umgungundlovu TVET College, Pietermaritzburg, South Africa

⁵ Mistplay Toronto, Canada

⁶ Homesafe, Lagos, Nigeria

⁷ CoFounder & CTO, HeroGo, Dubai, UAE

* Corresponding Author: **David Frempong**

Article Info

E-ISSN: 3050-9726

P-ISSN: 3050-9718

Volume: 04

Issue: 01

January - June 2023

Received: 25-03-2023

Accepted: 24-04-2023

Published: 10-05-2023

Page No: 523-528

Abstract

Inclusive primary education is essential for fostering a society that values diversity and promotes equal opportunities for all. This review examines management strategies aimed at enhancing accessibility and inclusivity within primary education systems. Drawing from effective practices around the globe, this study identifies key lessons for policymakers, educators, and stakeholders. Firstly, the review underscores the importance of strong leadership and commitment at all levels of the education system. Effective management begins with clear policies that prioritize accessibility and inclusivity, supported by adequate resources and training for educators. Secondly, the review highlights the significance of collaborative partnerships between schools, communities, and relevant organizations. By engaging parents, community leaders, and disability advocates, schools can create supportive environments that cater to diverse needs and foster inclusive practices. Thirdly, the review explores the role of innovative teaching methods and technologies in promoting accessibility and accommodating different learning styles. From personalized learning plans to assistive technologies, embracing innovation can help bridge educational gaps and empower students with diverse abilities. Moreover, the review discusses the importance of data-driven decision-making and continuous evaluation. Monitoring student progress, identifying barriers to accessibility, and adapting strategies accordingly are crucial for sustaining inclusive practices and ensuring equitable outcomes for all learners. Effective management strategies for promoting accessible and inclusive primary education require a holistic approach that addresses policy, collaboration, innovation, and data-driven improvement. By learning from successful practices and fostering a culture of inclusivity, education systems can better meet the diverse needs of all learners, ultimately contributing to a more equitable and prosperous society.

DOI: <https://doi.org/10.54660/JFMR.2023.4.1.523-528>

Keywords: Primary Education, Management; Strategies, Inclusive, Practices, Review

1. Introduction

Accessible and inclusive primary education is fundamental in ensuring that every child, regardless of their background, abilities, or circumstances, has the opportunity to receive quality education. Accessibility refers to the removal of physical, social, and cultural barriers that might hinder a student's access to education (Seale, 2013; Burgstahler, and Cory, 2010), while inclusivity encompasses creating environments.

where all students feel valued, respected, and supported in their learning journey (Barnes, 2011; Thomas, *et al.*, 2006). In today's global landscape, promoting accessibility and inclusivity in primary education is not only a matter of social justice but also a necessity for building inclusive societies and fostering sustainable development (Harris, *et al.*, 2023; Lingard, and Mills, 2007; Ainscow, 2020). When children are denied access to education due to various barriers such as disability, poverty, gender discrimination, or geographical remoteness, societies miss out on their potential contributions to economic growth, social cohesion, and progress. This study delves into the realm of management strategies aimed at promoting accessible and inclusive primary education, drawing insights from effective practices implemented worldwide. By examining these strategies, we aim to uncover valuable lessons that can inform policymakers, educators, and stakeholders about the most effective approaches to ensuring that every child receives the education they deserve. Throughout this exploration, we will analyze the crucial role of strong leadership and clear policy frameworks in driving inclusive practices within education systems. Additionally, we will highlight the significance of collaborative partnerships between schools, communities, and relevant organizations in creating environments that support diverse learners. Furthermore, this study will explore the innovative teaching methods and technologies that enhance accessibility and cater to different learning needs. Lastly, we will emphasize the importance of data-driven decision-making in monitoring progress, identifying challenges, and refining strategies to continually improve the accessibility and inclusivity of primary education.

In essence, this study aims to provide a comprehensive overview of management strategies that have proven effective in promoting accessible and inclusive primary education, offering insights and guidance for creating more equitable and supportive learning environments for all children.

2. Leadership and Policy

In the quest for accessible and inclusive primary education, the role of strong leadership and effective policy implementation cannot be overstated (Slee, 2013; Ramango, 2021; Hargreaves 2004). Leaders at various levels, from government officials to school administrators, play a pivotal role in shaping the educational landscape and fostering environments where every child can thrive. This section explores the importance of strong leadership, the development and implementation of clear policies prioritizing inclusivity, and the allocation of resources and provision of training for educators.

Strong leadership sets the tone for inclusive education by championing the values of diversity, equity, and inclusion (Hollowell, 2019; Brown, 2019). Leaders who are committed to promoting accessibility and inclusivity prioritize these principles in decision-making processes and inspire others to do the same. They create a vision for inclusive education and provide direction to stakeholders, rallying support for initiatives aimed at removing barriers and fostering an inclusive culture within schools and communities (Williams, 2013). Effective leaders also advocate for the rights of marginalized groups, including students with disabilities, those from disadvantaged backgrounds, and minority communities (Ballard, *et al.*, 2021; Vargas, *et al.*, 2012). They work to address systemic inequalities and

discriminatory practices that may hinder access to education, leveraging their influence to bring about policy changes and resource allocations that promote equity and inclusion (Wang, 2018). Moreover, strong leadership fosters collaboration and partnership among various stakeholders, including government agencies, non-governmental organizations, community leaders, and educators (Ayehsabun, 2013; Osula, B. and Ng, 2014). By building coalitions and fostering collective action, leaders can leverage diverse expertise and resources to address complex challenges and drive meaningful change in the education sector.

Clear and comprehensive policies are essential for establishing a framework that prioritizes inclusivity in primary education systems. These policies should articulate the rights of all children to access quality education, regardless of their background, abilities, or circumstances, and outline concrete measures for achieving inclusive outcomes. Policy development begins with a thorough understanding of the barriers that prevent certain groups of children from accessing education, such as physical barriers, discrimination, poverty, or inadequate support services. Policies should be informed by evidence-based research and consultation with relevant stakeholders, including educators, parents, students, and advocacy groups (Pellegrini, and Vivonet, 2021; Kunene, *et al.*, 2022).

Once developed, policies must be effectively communicated and implemented to ensure compliance and accountability. This requires strong leadership and effective coordination among government agencies, education authorities, and other stakeholders responsible for overseeing the implementation of inclusive education policies. Ensuring the success of inclusive education initiatives requires adequate resources and ongoing training for educators (Lukong, *et al.*, 2022). Leaders must prioritize the allocation of resources to support the needs of diverse learners, including funding for specialized equipment, support services, and infrastructure improvements to make schools more accessible. Additionally, educators require training and professional development opportunities to equip them with the knowledge, skills, and strategies needed to effectively support diverse learners in the classroom. This includes training on inclusive teaching practices, universal design for learning, differentiated instruction, and the use of assistive technologies (Aikenhead, 2006). Leaders can facilitate these efforts by investing in training programs, developing curriculum materials, and providing ongoing support and mentorship to educators. By prioritizing the professional development of teachers and staff, leaders can empower them to create inclusive learning environments where all students feel valued, supported, and able to reach their full potential. In conclusion, strong leadership and effective policy implementation are essential for promoting accessible and inclusive primary education. Leaders must champion the values of diversity and inclusion, develop clear policies that prioritize inclusivity, and allocate resources and provide training to support the needs of diverse learners. By prioritizing inclusivity in decision-making processes and fostering collaboration among stakeholders, leaders can create environments where every child has the opportunity to thrive and succeed in their educational journey.

2.1 Collaborative Partnerships

Collaborative partnerships between schools, communities, parents, and advocacy groups are essential for promoting

accessible and inclusive primary education (Haines, *et al.*, 2015; Sailor, 2002). These partnerships leverage the strengths and resources of various stakeholders to create supportive environments where all children can thrive. This section explores the engagement of parents, community leaders, and disability advocates, the creation of supportive environments through collaboration, and provides examples of successful partnerships between schools and communities. Engaging parents, community leaders, and disability advocates is crucial for creating inclusive educational environments (Feiler, 2009). Parents are a child's first educators and play a vital role in supporting their child's learning and development. By involving parents in decision-making processes and seeking their input on educational policies and practices, schools can ensure that the needs of all students are addressed. Community leaders and disability advocates also bring valuable perspectives and expertise to the table. They can advocate for policies and initiatives that promote accessibility and inclusivity in education, as well as provide support and resources to schools and families. By collaborating with these stakeholders, schools can tap into community resources and build partnerships that benefit all students.

Collaborative partnerships between schools and communities contribute to the creation of supportive environments where all students feel welcome and valued. Schools can work closely with community organizations, businesses, and local government agencies to provide wraparound services and support for students and families. This may include access to health and social services, after-school programs, and extracurricular activities that enhance the overall well-being of students (Epstein, and Sanders, 2002; Harrington, *et al.*, 2014).

Furthermore, schools can collaborate with community partners to address systemic barriers to inclusivity, such as transportation issues, lack of affordable housing, or limited access to healthcare. By working together to identify and address these challenges, schools and communities can create more equitable opportunities for all students to succeed. Several examples of successful partnerships between schools and communities illustrate the impact of collaborative efforts in promoting accessible and inclusive primary education. For instance, some schools have partnered with local businesses to provide internship opportunities and job training for students with disabilities, helping them develop essential skills for employment and independence. Other schools have collaborated with community organizations to provide mentoring and tutoring programs for at-risk students, helping them stay on track academically and socially. Additionally, some schools have partnered with disability advocacy groups to ensure that their facilities and resources are accessible to students with diverse needs, such as providing ramps, assistive technologies, and accessible transportation options (Keyes, and Gregg, 2001; Eddy, 2010; Anamu, *et al.*, 2023). Overall, these examples demonstrate the power of collaborative partnerships in creating inclusive educational environments where all students can learn, grow, and succeed. Innovative Teaching Methods and Technologies in Promoting Accessible and Inclusive Primary Education

2.2 Innovative Teaching Methods and Technologies

Innovative teaching methods and technologies play a crucial role in promoting accessible and inclusive primary education. These approaches help educators accommodate diverse

learning styles, integrate assistive technologies and resources, and enhance accessibility and inclusivity in the classroom. This section explores the importance of adapting teaching methods, the integration of assistive technologies, and provides examples of innovative practices enhancing accessibility and inclusivity (Yusuf, 2017; Haleem, *et al.*, 2022).

Adapting teaching methods to accommodate diverse learning styles is essential for ensuring that all students have the opportunity to succeed. Educators must recognize that every student learns differently and tailor their instruction accordingly. This may involve incorporating multisensory techniques, differentiated instruction, and project-based learning activities that appeal to various learning preferences and strengths (Karagianni, and Drigas, 2023; Cerna, *et al.*, 2021). Furthermore, educators can use Universal Design for Learning (UDL) principles to create flexible learning environments that accommodate diverse needs (Moyle, 2010; Hartmann, 2015). UDL emphasizes providing multiple means of representation, expression, and engagement to support all learners, regardless of their background or abilities. By embracing UDL principles, educators can create inclusive classrooms where every student can access and engage with the curriculum (Rao, and Meo, 2016; Coffman, and Draper, 2022).

The integration of assistive technologies and resources is instrumental in supporting students with diverse needs in the classroom. Assistive technologies, such as screen readers, text-to-speech software, and alternative input devices, help students with disabilities access educational materials and participate in learning activities on an equal basis with their peers. Additionally, educators can use a variety of resources, such as visual aids, manipulatives, and interactive learning tools, to support diverse learners and enhance engagement. These resources provide alternative ways for students to interact with content and demonstrate their understanding, allowing them to participate more fully in the learning process (Naraian, and Surabian, 2014; Hunt, 2021; Dithale, and Johnson, 2022). Numerous examples of innovative practices illustrate how educators are leveraging technology and creative teaching methods to enhance accessibility and inclusivity in primary education. For example, some schools are using virtual reality (VR) and augmented reality (AR) technologies to create immersive learning experiences that cater to different learning styles and abilities. Other schools are implementing flipped classroom models, where students engage with instructional materials at home through online videos and interactive activities, allowing for more personalized and flexible learning experiences in the classroom. Additionally, some educators are using gamification techniques to make learning more engaging and interactive, incorporating elements of competition, collaboration, and exploration into their lessons. Overall, these examples demonstrate the transformative potential of innovative teaching methods and technologies in promoting accessible and inclusive primary education. By adapting teaching approaches, integrating assistive technologies, and embracing innovative practices, educators can create inclusive learning environments where all students have the opportunity to succeed.

2.3 Data-Driven Decision-Making

Data-driven decision-making is a critical component of promoting accessible and inclusive primary education. By

analyzing data on student progress and identifying barriers to inclusion, educators and policymakers can develop targeted strategies to support diverse learners and create more equitable learning environments. This section explores the utilization of data to monitor student progress, the importance of continuous evaluation and adaptation of strategies, and provides examples of effective data-driven approaches in promoting inclusivity.

Data on student progress, including academic achievement, attendance, behavior, and participation, can provide valuable insights into the effectiveness of educational programs and the individual needs of students. By collecting and analyzing this data, educators can identify students who may be struggling academically or socially and provide targeted interventions to support their success (Datnow, and Park, 2018.). Furthermore, data can help identify systemic barriers to inclusion, such as disparities in access to resources, disproportionate disciplinary practices, or lack of support services for students with disabilities. By disaggregating data by student demographics, educators can identify inequities and work to address them through targeted policies and interventions.

Continuous evaluation and adaptation of strategies are essential for ensuring that efforts to promote inclusivity are effective and responsive to changing needs (Sato, *et al.*, 2023; Lescrauwaet, *et al.*, 2022). Educators and policymakers must regularly assess the impact of interventions on student outcomes and make adjustments as needed to improve effectiveness and address emerging challenges. Moreover, ongoing evaluation allows educators to identify promising practices and scale them up for broader impact. By sharing data and best practices across schools and districts, educators can learn from each other and collectively work towards promoting accessibility and inclusivity in primary education. Several examples illustrate the effectiveness of data-driven approaches in promoting inclusivity in primary education. For instance, some schools use early warning systems that analyze student data to identify at-risk students and provide targeted interventions, such as tutoring, mentoring, or counseling, to support their success. Additionally, some districts use data dashboards that provide educators with real-time information on student performance and attendance, allowing them to quickly identify trends and intervene when needed. Furthermore, some schools use student surveys and focus groups to gather feedback on the school climate and identify areas for improvement, such as bullying prevention or access to resources for students with disabilities (Glewwe, and Muralidharan, 2016; McLaughlin, and Talbert, 2006; Darling-Hammond, 2015.).

Overall, these examples demonstrate the power of data-driven decision-making in promoting inclusivity in primary education. By utilizing data to monitor progress, evaluate interventions, and identify areas for improvement, educators and policymakers can create more equitable and inclusive learning environments for all students.

2.4 Future Outlook

As we look to the future, it is clear that promoting accessible and inclusive primary education will remain a priority for educators, policymakers, and stakeholders worldwide. Advances in technology, changes in demographics, and evolving understandings of diversity and inclusion will continue to shape the landscape of education, presenting both challenges and opportunities (Perring, *et al.*, 2015; Ferguson,

2008). Moving forward, it will be essential to build upon the lessons learned from effective practices and continue to innovate and adapt to meet the needs of diverse learners. This includes investing in professional development for educators, leveraging technology to enhance accessibility, and fostering collaborative partnerships between schools, communities, and advocacy groups. Furthermore, it will be crucial to continue advocating for policies and practices that prioritize inclusivity and equity in education. This includes ensuring adequate funding for support services, addressing systemic barriers to inclusion, and promoting cultural competence and sensitivity among educators and school leaders.

Ultimately, the future of accessible and inclusive primary education depends on our collective commitment to fostering environments where every child has the opportunity to learn, grow, and succeed, regardless of their background or abilities (Cook-Harvey, and Darling-Hammond, 2018; Williams, 2013; Sapon-Shevin, 2010).

3. Recommendation and Conclusion

In conclusion, promoting accessible and inclusive primary education requires a holistic approach that encompasses strong leadership, clear policies, collaborative partnerships, innovative teaching methods, and data-driven decision-making. By prioritizing inclusivity in education systems and fostering a culture of respect and acceptance, we can create environments where every child has the opportunity to thrive. As we move forward, it is essential to continue building upon the strategies discussed in this paper and working collaboratively to address the barriers to inclusion that still exist. This includes investing in professional development for educators, leveraging technology to enhance accessibility, and advocating for policies that prioritize equity and inclusivity in education. In closing, let us reaffirm our commitment to promoting accessible and inclusive primary education and working towards a future where every child has the opportunity to reach their full potential. By working together and embracing the principles of diversity, equity, and inclusion, we can create a brighter and more inclusive future for all.

4. Reference

1. Aikenhead GS. Science education for everyday life: Evidence-based practice. New York: Teachers College Press; 2006.
2. Ainscow M. Promoting inclusion and equity in education: lessons from international experiences. *Nord J Stud Educ Policy.* 2020;6(1):7-16. doi:10.1080/20020317.2020.1729587.
3. Anamu US, Ayodele OO, Olorundaisi E, Babalola BJ, Odetola PI, Ogunmefun A, *et al.* Fundamental design strategies for advancing the development of high entropy alloys for thermo-mechanical application: A critical review. *J Mater Res Technol.* 2023;26:4157-4193. doi:10.1016/j.jmrt.2023.08.102.
4. Ayehsabou A. Collaboration between non-governmental organizations and educational leaders in capacity development in rural South Africa [dissertation]. Pretoria: University of South Africa; 2013.
5. Ballard S, Bender SL, Daniels B, Molina Palacios A. School psychology leadership for marginalized students. In: Lemley EC, Mayworm AM, Kulkarni T, editors. *Principles of leadership in school psychology.* Cham: Springer; 2021. p. 103-24.

6. Barnes B. Teachers' perceptions and understanding of diversity and inclusive education: A case study [dissertation]. Stellenbosch: Stellenbosch University; 2011.
7. Brown J. How to be an inclusive leader: Your role in creating cultures of belonging where everyone can thrive. Oakland: Berrett-Koehler Publishers; 2019.
8. Burgstahler SE, Cory RC, editors. Universal design in higher education: From principles to practice. Cambridge: Harvard Education Press; 2010.
9. Cerna L, Mezzanotte C, Rutigliano A, Brussino O, Santiago P, Borgonovi F, *et al.* Promoting inclusive education for diverse societies: A conceptual framework. Paris: OECD Publishing; 2021. (OECD Education Working Papers, No. 260).
10. Coffman S, Draper C. Universal design for learning in higher education: A concept analysis. *Teach Learn Nurs.* 2022;17(1):36-41. doi:10.1016/j.teln.2021.09.005.
11. Cook-Harvey CM, Darling-Hammond L. Educating the Whole Child: Improving School Climate to Support Student Success. Palo Alto: Learning Policy Institute; 2018.
12. Darling-Hammond L. Getting teacher evaluation right: What really matters for effectiveness and improvement. New York: Teachers College Press; 2015.
13. Datnow A, Park V. Opening or closing doors for students? Equity and data use in schools. *J Educ Change.* 2018;19:131-152. doi:10.1007/s10833-018-9313-8.
14. Dithale TW, Johnson LR. Assistive technologies as an ODeL strategy in promoting support for students with disabilities. *Technol Disabil.* 2022;34(3):153-163. doi:10.3233/TAD-220385.
15. Eddy PL. Partnerships and collaboration in higher education: AEHE. San Francisco: Jossey-Bass; 2010.
16. Epstein JL, Sanders MG. Family, school, and community partnerships. In: Bornstein MH, editor. *Handbook of parenting: Vol. 5. Practical issues in parenting.* 2nd ed. Mahwah: Lawrence Erlbaum Associates Publishers; 2002. p. 407-37.
17. Feiler A. Engaging 'hard to reach' parents: Teacher-parent collaboration to promote children's learning. Chichester: John Wiley & Sons; 2009.
18. Ferguson DL. International trends in inclusive education: The continuing challenge to teach each one and everyone. *Eur J Spec Needs Educ.* 2008;23(2):109-120. doi:10.1080/08856250801946236.
19. Glewwe P, Muralidharan K. Improving education outcomes in developing countries: Evidence, knowledge gaps, and policy implications. In: Hanushek EA, Machin S, Woessmann L, editors. *Handbook of the Economics of Education.* Vol. 5. Amsterdam: Elsevier; 2016. p. 653-743.
20. Haines SJ, Gross JM, Blue-Banning M, Francis GL, Turnbull AP. Fostering family-school and community-school partnerships in inclusive schools: Using practice as a guide. *Res Pract Persons Severe Disabil.* 2015;40(3):227-239. doi:10.1177/1540796915594141.
21. Haleem A, Javaid M, Qadri MA, Suman R. Understanding the role of digital technologies in education: A review. *Sustain Oper Comput.* 2022;3:275-285. doi:10.1016/j.susoc.2022.05.004.
22. Hargreaves A. Inclusive and exclusive educational change: Emotional responses of teachers and implications for leadership. *Sch Leadersh Manag.* 2004;24(3):287-309. doi:10.1080/1363243042000266936.
23. Harrington K, Flint A, Healey M. Engagement through partnership: Students as partners in learning and teaching in higher education. York: Higher Education Academy; 2014.
24. Harris E, Franz A, O'Hara S. Promoting Social Equity and Building Resilience through Value-Inclusive Design. *Buildings.* 2023;13(8):2081. doi:10.3390/buildings13082081.
25. Hartmann E. Universal design for learning (UDL) and learners with severe support needs. *Int J Whole Sch.* 2015;11(1):54-67.
26. Hollowell C. Culturally responsive school leadership: How principals use culturally responsive leadership strategies to develop engaging and inclusive school environments for all students [dissertation]. Baltimore: Johns Hopkins University; 2019.
27. Hunt PF. Inclusive education: The case for early identification and early intervention in assistive technology. *Assist Technol.* 2021;33(sup1):S94-S101. doi:10.1080/10400435.2021.1956639.
28. Karagianni E, Drigas A. New Technologies for Inclusive Learning for Students with Special Educational Needs. *Int J Online Biomed Eng.* 2023;19(5):4-21. doi:10.3991/ijoe.v19i05.36473.
29. Keyes MC, Gregg S. School-Community Connections: A Literature Review. Portland: Northwest Regional Educational Laboratory; 2001.
30. Kunene TJ, Tartibu LK, Karimzadeh S, Oviroh PO, Ukoba K, Jen TC. Molecular Dynamics of Atomic Layer Deposition: Sticking Coefficient Investigation. *Appl Sci.* 2022;12(4):2188. doi:10.3390/app12042188.
31. Lescrauwaet L, Wagner H, Yoon C, Shukla S. Adaptive Legal Frameworks and Economic Dynamics in Emerging Technologies: Navigating the Intersection for Responsible Innovation. *Law Econ.* 2022;16(3):202-220. doi:10.2478/le-2022-0021.
32. Lingard B, Mills M. Pedagogies making a difference: Issues of social justice and inclusion. *Int J Incl Educ.* 2007;11(3):233-244. doi:10.1080/13603110701237472.
33. Lukong VT, Ukoba K, Yoro KO, Jen TC. Annealing temperature variation and its influence on the self-cleaning properties of TiO₂ thin films. *Heliyon.* 2022;8(5):e09509. doi:10.1016/j.heliyon.2022.e09509.
34. Lyon AR, Bruns EJ, Weathers ES, Canavas N, Ludwig K, Vander Stoep A, *et al.* Taking evidence-based practices to school: Using expert opinion to develop a brief, evidence-informed school-based mental health intervention. *Adv Sch Ment Health Promot.* 2014;7(1):42-61. doi:10.1080/1754730X.2013.857903.
35. McLaughlin MW, Talbert JE. Building school-based teacher learning communities: Professional strategies to improve student achievement. New York: Teachers College Press; 2006.
36. Moyle K. Building innovation: Learning with technologies. Camberwell: Australian Council for Educational Research; 2010.
37. Naraian S, Surabian M. New literacy studies: An alternative frame for preparing teachers to use assistive technology. *Teach Educ Spec Educ.* 2014;37(4):330-346. doi:10.1177/0888406414536633.
38. Osula B, Ng EC. Toward a collaborative, transformative model of non-profit leadership: Some conceptual

- building blocks. *Adm Sci.* 2014;4(2):87-104. doi:10.3390/admsci4020087.
39. Pellegrini M, Vivanet G. Evidence-based policies in education: Initiatives and challenges in Europe. *ECNU Rev Educ.* 2021;4(1):25-45. doi:10.1177/2096531120924670.
 40. Perring MP, Standish RJ, Price JN, Craig MD, Erickson TE, Ruthrof KX, *et al.* Advances in restoration ecology: rising to the challenges of the coming decades. *Ecosphere.* 2015;6(8):1-25. doi:10.1890/ES15-00121.1.
 41. Ramango SP. The role of school management teams in developing an inclusive education culture in secondary schools [dissertation]. Johannesburg: University of Johannesburg; 2021.
 42. Rao K, Meo G. Using universal design for learning to design standards-based lessons. *Sage Open.* 2016;6(4):2158244016680688. doi:10.1177/2158244016680688.
 43. Sailor W, editor. Whole-school success and inclusive education: Building partnerships for learning, achievement, and accountability. New York: Teachers College Press; 2002.
 44. Sapon-Shevin M. Because we can change the world: A practical guide to building cooperative, inclusive classroom communities. 2nd ed. Thousand Oaks: Corwin Press; 2010.
 45. Sato SN, Condes Moreno E, Rubio-Zarapuz A, Dalamitros AA, Yañez-Sepulveda R, Tornero-Aguilera JF, *et al.* Navigating the New Normal: Adapting Online and Distance Learning in the Post-Pandemic Era. *Educ Sci.* 2023;14(1):19. doi:10.3390/educsci14010019.
 46. Seale J. E-learning and disability in higher education: accessibility research and practice. 2nd ed. Abingdon: Routledge; 2013.
 47. Slee R. How do we make inclusive education happen when exclusion is a political predisposition?. *Int J Incl Educ.* 2013;17(8):895-907. doi:10.1080/13603116.2011.602534.
 48. Thomas G, Walker D, Webb J. The making of the inclusive school. London: Routledge; 2006.
 49. Vargas CM, Arauza C, Folsom K, Luna MDR, Gutiérrez L, Frerking PO, *et al.* A community engagement process for families with children with disabilities: Lessons in leadership and policy. *Matern Child Health J.* 2012;16:21-30. doi:10.1007/s10995-012-0993-z.
 50. Wang F. Social justice leadership—Theory and practice: A case of Ontario. *Educ Adm Q.* 2018;54(3):470-498. doi:10.1177/0013161X18761341.
 51. Williams DA. Strategic diversity leadership: Activating change and transformation in higher education. Sterling: Stylus Publishing; 2013.
 52. Yusuf B. Essential technology skills for 21st-century teacher inclusive strategies. In: Halai A, Tennant G, editors. *Teacher Professional Knowledge and Development for Reflective and Inclusive Practices.* Abingdon: Routledge; 2017. p. 146-57