

STRATEGIES FOR IMPROVING INCLUSIVE EDUCATION: LESSONS FROM EARLY CHILDHOOD, ADULT EDUCATION, AND ADMINISTRATIVE PLANNING

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Abstract

Inclusive education is essential for challenging inequalities of education within various learning environments. This article has reviewed ways of enhancing the education of children with special needs covering early childhood, adult education and administrative frameworks. The focus for early childhood education lies in early childhood special education, identifying the children who require special attention and care, supporting the development of inclusive settings and professional development of teachers. In the context of adult education, the article focused on needs that are tailored to individual learners, the use of learning that can be easily adapted to the learning needs of the learners, and the consequent establishment of learning communities. Good administrative planning is underlined by policy-making, resource management and stakeholder engagement. Examples of best practices from Africa and other parts of the world highlighted successful programmes and best practices. Examined drawbacks include resistance to change, limited resources, and insufficient staff training; possible improvements include technological advancement, policy addition, and better funding. The authors urged educators, policymakers, and administrators to apply the reviewed strategies and recommend directions for further research and development in the field of inclusive education.

Keywords: Inclusive education, early childhood education, adult learning, administrative planning, educational policies

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Introduction

Inclusive education is a progressive model that aims at providing education for all learners irrespective of their physical, financial, and ethnic or any other background within a mainstream classroom (UNESCO, 2020). This educational model has an accent on equity and human rights; at the same time, each difference within the classroom has been seen not as an issue but as an asset to appreciate and develop (Ainscow, 2020). Considering the learning needs of all students, inclusive education is a process that considers ways in which any learner can learn to the best of his or her capability. The adoption of educational inclusion has been embraced internationally, policies like Sustainable Development Goal 4 (SDG 4) by the United Nations call for the provision of inclusive and equitable quality education for everyone (United Nations, 2019).

It is hardly possible to overemphasize the role of inclusive education in enhancing the quality of education for parents, children, and teachers. It has a significant and broad function of economic and social rebalance, fighting discrimination, and offering equal opportunities. It is not just a process of placing disabled students alongside mainstream students in classrooms but rather, designing and implementing education systems that accommodate all learners (Woodcock et al., 2022). This entails changing delivery techniques, content, and learning contexts in such a way that none of the learners is left behind (UNESCO, 2020). However, the practices of inclusion correspond to the international human rights principles and policies which include the United Nations Convention on the Rights of Persons with Disabilities (CRPD); the UNCRPD states that every child has the right to quality education that is inclusive and non-discriminatory (United Nations, 2006).

Despite this awareness all over the world, implementing the concept of inclusion for learners poses a great deal of difficulty (Korthals Altes et al., 2024). Such difficulties are especially well spotted when it comes to the diversity of learners and their needs in the course of their education. This is an area like early childhood education, where the framework for subsequent learning begins (UNICEF, 2019). It is crucial during this stage to recognize learning problems and act accordingly so that the child can acquire the necessary skills and assistance. Therefore, to make early childhood education more inclusive, more than early intervention is needed; for a learning environment to be responsive to the child, it must be flexible and accommodating to each child (UBE Commission, 2017).

Whereas assessing equality and inclusion in traditional education systems can be relatively easy, the matter is much more complicated when it comes to teaching adults. As for the learning situations, there is great variability in the experience, skills, and problems that adults might have before they turn to education. Such differences can be on the aspect of previous academic attainments, experience, culture, and other obligations such as work, and caring for children among other things (Brookfield, 2013). To meet these varied needs, therefore, adult education programs should be learner-centred and should accommodate the life experiences of adult learners. This includes offering the public further access to learning throughout their lifetime, no matter their point of career start (Johnson et al., 1998).

An important element in managing the implementation of inclusive education is administrative planning. Policy planning at the administrative level ensures that current policies and future policies to be developed have the required necessary substance to put in place to provide for the integration of students with disabilities in education (Avramidis & Norwich, 2002). This entails coming up with policies that embrace all the learners and or students and that correspond with the national and global education standards; availability of support structures in schools to facilitate learning for all students; working in collaboration with the community, non-governmental organizations and other stakeholders (Booth & Ainscow, 2016). Moreover, administrative planning involves the preparation and implementation of trainers for the teachers, particularly in the contents that are implemented in the classroom for the children. This article will seek to find out the practices that can be used for enhancing inclusive education from the strategies that have been employed in early childhood education, adulthood education, and administrative planning. Describing successful models in these areas, the article will reveal practices which can be effectively

transferred whilst amiable for different educational environments. In addition, it will gain an understanding of the strengths and weaknesses of teachers and administration to help establish an inclusive environment.

Problems and issues associated with inclusive childhood education

Inclusive childhood education, while founded on noble intentions, faces numerous challenges that can hinder its effective implementation. These challenges can be categorized into issues related to policy, resources, teacher preparedness, and societal attitudes.

1. **Policy Inadequacies:** A major issue stems from the inadequate formulation and implementation of policies. Often, the policies surrounding inclusive education are poorly developed, failing to provide clear guidelines or sufficient support for teachers and schools. Many policies focus more on integrating students with disabilities into regular classrooms but do not address the specific needs of different students, leading to a superficial level of inclusion (Florian & Black-Hawkins, 2011). Furthermore, there is often a disconnect between policy and practice, as schools may lack the resources or training to meet the goals set out by policymakers (Ainscow, 2020).
2. **Lack of Resources:** The success of inclusive education heavily depends on the availability of resources, including specialized materials, adequate facilities, and support staff. However, many schools, particularly in low-income regions, lack the funding and infrastructure to properly implement inclusive practices. Without these resources, students with disabilities or other special needs may not receive the appropriate accommodations, making it difficult for them to succeed in a mainstream classroom setting (Dyson & Gallannaugh, 2008).
3. **Teacher Preparedness and Professional Development:** One of the most significant challenges to inclusive childhood education is the lack of teacher preparedness. Many teachers feel ill-equipped to manage the diverse needs of an inclusive classroom, as teacher training programs often do not provide adequate instruction on how to teach students with disabilities or learning difficulties (Forlin, 2010). The absence of continuous professional development opportunities further exacerbates this issue. According to Loreman (2017), many educators find it difficult to adopt inclusive teaching strategies due to a lack of ongoing support and training.
4. **Societal Attitudes and Stigmatization:** Negative societal attitudes towards disability and differences often hinder the success of inclusive education. In many communities, children with disabilities or learning difficulties may face stigmatization, which can lead to isolation and exclusion within the classroom (Pijl, Meijer, & Hegarty, 2017). Additionally, parents and other caregivers may be resistant to inclusion due to misconceptions about the capabilities of children with special needs. Overcoming these societal attitudes requires significant effort in raising awareness and fostering a culture of acceptance and understanding (Slee, 2011).

Problems and issues associated with inclusive adult education

Diverse Learning Needs and Preferences

One of the primary challenges in adult education is catering to the diverse needs of learners. Adult learners come from a variety of backgrounds with different educational experiences, cognitive abilities, and learning preferences (Kolb, 1984). This diversity makes it difficult to design a one-size-fits-all curriculum. Furthermore, learners often face challenges stemming from their past experiences, such as low self-esteem due to limited formal education or trauma from abuse, which complicates their learning processes. Educators must understand and address these unique learning preferences to effectively engage learners (Avramidis & Norwich, 2002).

Economic and Social Barriers

Many adult learners face economic constraints that hinder their access to education. These barriers include the cost of education, the need to balance work and family responsibilities, and the opportunity costs of attending classes. Social factors, such as cultural expectations or stigma surrounding adult education, further complicate the situation. Many adult learners also contend with family commitments or caregiving responsibilities, which make it difficult to participate fully in learning opportunities (Rogers, 2004).

Limited Flexibility in Learning Environments

Traditional education systems, designed for younger students, often do not meet the needs of adult learners. Rigid schedules, lack of personalized learning, and limited access to alternative learning modes such as online or part-time courses hinder adult learners' ability to engage in educational programs. Without flexibility, many adults drop out or fail to benefit from learning opportunities (Pane et al., 2015).

Psychological and Emotional Barriers

Some adult learners struggle with psychological issues, such as a fear of failure, anxiety about returning to school after a long absence, or low self-esteem due to past academic struggles. These barriers can inhibit their motivation to learn and engage fully in educational programs. Additionally, experiences of trauma or abuse in childhood can manifest in adult learners, making it difficult for them to focus, participate, or connect with educational content (Knowles, 1980).

Administrative problems associated with Inclusive Education in Nigeria

Despite the essential role of administrative planning, several administrative problems hinder the effective implementation of inclusive education at all levels. These challenges include inadequate policy development, insufficient resource allocation, and weak collaboration between key stakeholders, which altogether impede efforts to create a truly inclusive learning environment (Ainscow & Sandill, 2010).

One major challenge is the inconsistent or unclear formulation of policies, which often leads to ineffective implementation. In many cases, policies fail to address the diverse

needs of learners, especially those with disabilities, resulting in gaps in delivering appropriate support (Mitchell, 2014). Additionally, the lack of professional development opportunities for educators and administrators means that many are ill-equipped to implement inclusive practices effectively (UNESCO, 2015).

Another significant obstacle is resource mismanagement and unequal allocation. Schools, particularly in under-resourced areas, often face challenges such as shortages of trained personnel and a lack of appropriate facilities to accommodate students with disabilities (UNESCO, 2015). Without adequate funding, inclusive education remains underdeveloped, with some schools struggling to offer even basic accommodations for students with special needs (Mitchell, 2014).

Moreover, weak collaboration between educational institutions, government bodies, and other relevant stakeholders further limits the ability to provide effective inclusive education. Partnerships with organizations such as NGOs, which could provide necessary resources and training, are often underutilized, leaving many schools without the external support they need to fully implement inclusive strategies (Turnbull et al., 2011).

It is important to note that apart from addressing the administrative problems militating against implementation of inclusive education at all levels, Nigeria can learn from best practices from other culture. A number of such experiences are presented below.

Strategies and Cases studies for addressing problems and issues associated with Inclusive Childhood and Adult Education

Case Studies and Best Practices

It is essential to learn conceptual examples of inclusive education experience and use effectively planned and implemented strategies in different educational environments. This section includes samples of good models in early childhood education, new directions in adult education, and administrative strategies that have proven productive in promoting inclusive education.

Successful Models in Early Childhood Education

Education at the early childhood level promotes learning throughout one's lifetime as well as socially inclusive education. Many centres and schools across the globe have integrated practices that embrace everyone and show that early intervention as well as the shaping of the children's environment is effective.

A good example is the Head Start program of the United States of America, which offers a comprehensive approach to early childhood education, health, nutrition, and parent involvement services for children from low-income families. In addition to bringing children together, the program provides individualized attention and a range of services tailored to meet each child's developmental needs. For example, children with disabilities are given special support through personalized education plans, speech and occupational therapy, and access to healthcare services. The program ensures that these children are integrated into regular classrooms while receiving the necessary accommodations to thrive alongside their peers. Early assessments are conducted to

identify developmental delays, and interventions are designed to address specific challenges. By offering such targeted support, the Head Start program underscores the importance of early intervention in preparing children for school, promoting inclusion, and enhancing the overall development of children with diverse needs (Guralnick, 2001).

Another successful model is the *Reggio Emilia* approach for children in Italy with a focus on the inclusive approach to education. This approach acknowledges children as the integral and key agents of their learning and fosters the integration of children, teachers and parents. By its nature, the Reggio Emilia approach accommodates every child and their needs because teaching and learning spaces and processes are highly flexible. Being the cornerstone of respect for children and promoting equal opportunities for all children regardless of their background, this model is used globally and has been implemented in schools of different types throughout the world (Edwards et al., 1998).

In New Zealand, the *Te Whāriki* early childhood curriculum framework is one of the models that can be considered as the successful inclusive education model. Particularly, the Te Whāriki model represents four principles, namely, empowering children, a child's total development, a child within a family and community, and relationships. It fosters cultural relevance by embracing the cultural differences existing among learners as well as their families by catering for children with learning disabilities by developing learning profiles for every child. It focuses on providing classrooms that are culturally sensitive and welcome all children regardless of their differences (New Zealand Ministry of Education, 2017).

South Africa's *Inclusive Early Childhood Education* is among the best-known ones happening in Africa. This program is funded by the Department of Basic Education and for children with disabilities, the essential goal of the program is that children with disability should join mainstream education from an early age. The program entails early identification of children with disability and timely intervention whereby the children are placed in main early childhood education centres. This acknowledges the need for participation by the people in their common associations and the support from families, which is critical in supporting inclusive education in the context of Africa as noted by Donohue and Bornman, (2014).

Another successful example of an African model is the *Integrated Early Childhood Development (ECD) Program* in Uganda which has been launched within the framework of the action plan for inclusive education of the Ugandan government. This program aims at universal inclusion of children with disability into ECD programs, to provide education and health services. It also encompasses the capacity building of teachers and child caregivers on how to diagnose and hence early intervention on children with learning difficulties. The programme has played an active role in ensuring that parents and teachers embrace early childhood education and integration (Ejuu, 2012).

Innovative Approaches in Adult Education

Adult education raises questions and possibilities regarding integration for several reasons because the learners are adults with different background experiences, different

needs, and different purposes for learning. Inclusive practices have also been adopted in many adult education programmes, further showing that learning transformation is possible.

The *University of the People* (UoPeople) is a typical example of an adult education program that embraces all kinds of people. UoPeople is an online university that aims to provide a quality education that is free of charge to students across the globe, particularly to those who bear the challenges such as financial, geographical or social challenges to access education. The inclusion of all students is personified in the calendar-based approach which also has an advanced course offer and their student population encompassing the entire globe and people of all backgrounds. From the case of UoPeople, Reshef (2016) demonstrates how, through online education, barriers can be removed and appropriate learning for adult learners can be provided.

In the United Kingdom, the *Workers' Educational Association* (WEA) is another progressive organization of adult education. The WEA aims at helping and educating disadvantaged adults, the disabled, the poor and the ethnic groups within the society. Its learning portfolio ranges from fundamental learned skills to post and tertiary education levels, thus it emphasizes continuous learning and social integration. Applying the details of the aspects to the programs that the WEA offers to society, it has been determined that the WEA altered its programs for the new target niche of adult learners thereby enabling the creation of a learning environment that is non-discriminative and empowering to help people achieve their educational and personal goals (Maclachlan, 2017).

Another notable one is the *LINC* (Language Instruction for Newcomers to Canada) which is designed to offer language education to new immigrant adults who are also refugees. LINC is designed to enhance the linguistic, cultural, and social integration of newcomers by providing accessible and community-based language learning. For the program's approach, there is a focus on accessibility, which involves the availability of classes at different times and possible locations, childcare, and transport services. The organization, LINC has been effective in enhancing language acquisition and thus the confidence of the newcomers to effectively engage in full citizenship of Canada (Burnaby, 1996).

In Africa, the Mass Literacy for the Blind program in Nigeria is one of the few initiatives aimed at raising the literacy levels of blind adults. The program is primarily offered through specialized schools and rehabilitation centers for the blind, such as the Federal Nigeria Society for the Blind (FNSB) in Lagos and the Vocational Training Centre for the Blind (VTCB) in Kaduna. These institutions, along with other centers across various states, provide both literacy and vocational education to blind and visually impaired adults. The program equips learners with essential skills, using braille, audio books, and other assistive technologies to deliver education in an accessible and effective manner. It is particularly active in urban centers where there is greater access to resources and support for visually impaired individuals. Many beneficiaries of this program have gone on to lead more independent and productive lives, actively contributing to society, as highlighted by Aina (2017).

Another example of an innovative African organization is the *Adult Education and Training* (AET) Program in South Africa. The AET program provides basic education

and skill development to the read and write adults who didn't attend school. The program is developed specifically to be open to all learners who are adults including learners with disabilities. This is achieved through employing a flexible schedule, learning centres in communities, and the use of technology in providing learning. The said program has realized its goal of eradicating illiteracy and enhancing the social integration of marginalized groups in South Africa (Department of Higher Education and Training, 2019).

Effective Administrative Planning

This paper identifies that administrative planning is very important when it comes to the implementation of inclusive education. Planning also includes the formulation of policies and resources for the inclusion process as well as the formation of partnerships and the continual assessment of education processes.

A case study of the successful implementation of inclusive education coupled with proper administrative planning can be observed in the *Ontario Ministry of Education in Canada*. The ministry's policy framework of *Special Education in Ontario* is a well-articulated model for the implementation of inclusion that focuses on early identification and assessment, instructional strategies and individual accommodation. This is grounded on a sound funding mechanism, staff development for teachers, and school, family and community partnerships. These strategic approaches have led to enhanced achievement of students with special needs in their academic achievements and hence have placed Ontario as a model in the provision of Inclusive education (Ontario Ministry of Education, 2017).

Another example of a policy that aims at addressing disability is the *Inclusive Education Policy* which was undertaken in Queensland, Australia. This policy aims at making schools welcoming for all students hence implementing several policies concentrating on practices that could promote inclusiveness in all areas of school life. This policy is backed up by much embrace of professionalism in professional development training for the educators, and school leaders inclusive. Furthermore, the policy belongs to the principle of cooperation with families and communities so that every child will be welcome to the school. This policy has benefited students with disabilities and enhanced their participation and performance in Queensland schools (Queensland Government, 2018).

In the case of Finland, the *Basic Education Act* is an excellent example of quality administrative planning for inclusion. The act stresses the need to accord all kids-disabled, gifted, or from disadvantaged backgrounds- the right to education that can suit their needs. All schools must comply with the precept of inclusion which is done through placing children with learning disabilities in mainstream classrooms and offering further assistance. This approach has been made successful by the Finnish education system which regularly boasts top positions within international education comparing assessments and effectiveness of inclusive education practices (Sahlberg, 2011).

An example of good planning by an African administration is the *Inclusive Education Policy* of Ghana. This is a policy formulated by the Ministry of Education which entails the implementation of the integration of children with disability in school districts

across the Nation. It also has recommendations on school construction, teacher preparation and the use of adaptive technologies for teaching for the inclusion of students with disability. The Ghanaian government has also engaged other NGOs and international Organizations to assist it in the actualization of this policy. Consequently, advocacy for disabled children has helped increase schools' enrolment rates for children with disability and has led to a relative improvement in learner outcomes for these child learners (Abosi, 2007).

In Kenya, it is the *Special Needs Education Policy* that has helped in the formulation of inclusive education. The policy focuses on the need to assess and respond to the student's requirements of students with disabilities and contains rules for schools to follow when supporting the learning process of all students with disabilities. The Kenyan government has committed a legal budget for the construction of schools for the disabled, training of Teachers in Special Education and production of educational resources in forms accessible to the disabled. Also, the policy addresses communal support to schools, communities and governmental organizations for achievement of the policy aimed to give every child an appropriate schooling (Mukuria & Korir, 2006). Namibia's *National Strategy for Inclusive Education* is another example of successful administrative planning in Africa. This strategy which has been adopted by the Namibian Ministry of Education emphasizes the inclusion of disabled students in the regular classrooms. It provides for the training needs of teachers, the plan for the development of the curriculum and the delivery of support services to learners with special needs. Similar efforts have been made with the assistance of international players in the execution of this strategy and it was observed that there have been enhanced enrolment and enhanced educational results for disabled students in Namibia (Roussel, 2013).

In Nigeria the *Universal Basic Education (UBE)* Program is a perfect example of good administrative planning for inclusion. UBE officially started in 1999 to give free compulsory and universal basic education to each Nigerian child especially those with disabilities. Among its effective strategies, they created the UBE Act of 2004 to ensure that children with disabilities enrolled in school, are provided with necessary facilities in schools, and like having text in Braille. Moreover, the UBE program focuses on training and developing teachers for the effective delivery of education to children and coming up with collaborations with NGOs and other international organizations to improve inclusiveness. They have enhanced access of children with disabilities to education and proved how administrative planning for inclusiveness for persons with disabilities has played out in Nigeria (Federal Republic of Nigeria, 2004; JONAPWD, 2014; Ayeni & Ogunyemi, 2016).

Examples from these case studies and best practices show how inclusion can and does work in different scenarios. Best practices in early care and education, emergent strategies in educating adults, and administrative strategies all work to establish effective learning communities for all students. Through studying these examples, it will be possible to obtain ideas about the ways that prove effective in the development of the learning environment that can open the same opportunities for every learner.

Strategies for Enhancing Inclusive Childhood Education

While the challenges are significant, there are several strategies that can help overcome these barriers and promote effective inclusive education.

1. **Early Identification and Intervention:** Timely identification of developmental disorders allows for early interventions that can improve learning outcomes. Grigorenko et al. (2019) emphasize the importance of early diagnosis, as it increases the likelihood of effective intervention. Early intervention programs can address developmental delays and set children on a path to achieving their full potential.
2. **Creating Inclusive Learning Environments:** The design of learning environments plays a crucial role in promoting inclusion. According to Meyer, Rose, and Gordon (2014), adopting Universal Design for Learning (UDL) principles ensures that classrooms cater to diverse learning needs. UDL encourages flexibility in teaching methods and materials, making learning more accessible for all students, regardless of their abilities.
3. **Teacher Training and Professional Development:** Teacher training must be improved to ensure that educators are well-prepared to handle the diversity of an inclusive classroom. Forlin (2010) suggests that pre-service and in-service teachers need specific training in inclusive education, including strategies for differentiation and cultural competence. Continuous professional development through workshops and mentoring can further support teachers in adopting effective inclusive practices (Knight, 2011).
4. **Societal Awareness and Collaboration:** Raising societal awareness about the benefits of inclusion is essential. Collaboration between schools, families, and communities can help create a more supportive environment for inclusive education. Engaging parents and caregivers in the educational process is also vital, as studies show that parental involvement can lead to better learning outcomes for children with special needs (Dunst, Trivette, & Hamby, 2007).

Strategies for Inclusive Adult Education

1. **Differentiated Learning Approaches:** To meet the diverse needs of adult learners, educators must employ differentiated learning strategies that address varying learning preferences and cognitive abilities. Incorporating Kolb's (1984) experiential learning theory, educators can offer a mix of practical and theoretical approaches. Visual aids, group discussions, and hands-on activities cater to diverse learning styles, ensuring learners engage in ways that resonate with their backgrounds and experiences. Differentiating instruction based on students' learning styles—whether visual, auditory, or kinesthetic—helps to accommodate varied learning preferences (Knowles, 1980).
2. **Personalized Learning and Flexible Learning Paths:** Flexible learning is crucial to accommodate adult learners' schedules and responsibilities. Pane et al. (2015) advocate for personalized learning trajectories, which allow learners to select their preferred courses, decide on assessment methods, and access tailored support services. Online and asynchronous learning platforms, where learners can study at their own pace, are vital in reducing dropout rates among adult learners. The availability of evening and weekend classes also enhances

- the accessibility of education for adults balancing work and family responsibilities (Allen & Seaman, 2017).
3. **Integration of Technology in Learning:** One of the most effective strategies for enhancing inclusivity in adult education is through technology integration. Digital learning platforms offer flexibility by allowing learners to engage with course materials at their convenience. Online learning environments, mobile learning, and virtual classrooms foster accessibility and cater to adults who may not have the time to attend in-person classes (Allen & Seaman, 2017). Technology also allows for real-time feedback, personalized learning experiences, and access to a vast array of resources, making learning more adaptable to adult learners' needs (Hattie, 2009).
 4. **Peer Support and Mentorship Programs:** The establishment of peer support networks and mentorship programs fosters a supportive learning community. Tinto (1997) found that learners who participate in peer support groups are more motivated and feel less isolated. Group discussions, study groups, and collaborative projects encourage social interaction and collective learning. Additionally, mentorship programs where experienced students or professionals guide newer learners provide invaluable support in navigating educational and career challenges (Jacobi, 1991).
 5. **Enhancing the Learning Environment with Emotional and Psychological Support:** Creating a supportive learning environment that addresses the emotional and psychological needs of adult learners is essential. Many adult learners benefit from counseling services that help them manage stress, anxiety, and the emotional challenges of returning to school. Additionally, offering tutoring, career counseling, and mental health services ensures that adult learners receive holistic support. Adult education institutions must also foster environments that are inclusive, safe, and empathetic to the psychological barriers adult learners may face (Rogers, 2004).
 6. **Engaging Learners through Experiential Learning:** Adult learners benefit from experiential learning, which involves learning through doing and reflecting on real-world experiences (Kolb, 1984). This strategy is particularly effective for adult learners who bring a wealth of practical knowledge from their life and work experiences. For instance, in professional courses, learners can draw from their work environments to apply theories and concepts, making learning more relatable and impactful. Practical activities like simulations, case studies, and problem-solving tasks engage learners and allow them to directly apply what they've learned in their daily lives (Avramidis & Norwich, 2002).

Conclusion

The analysis of inclusive education in early childhood development, adult education, and administrative frameworks reveals key lessons in developing effective mechanisms for education equality. Some of these vital perspectives include the necessity of early childhood assessment and education, informal learning models for adult learning, and the significance of integrated policy formation and funding in administration and planning. Altogether, these strategies help improve inclusion and address the needs of diverse learning needs in the classroom. Therefore, educators, policymakers and administrators should embrace the above-recommended inclusive practices aiming at promoting learning success for all students. Further research on the effective applications of inclusive education for children should be geared toward understanding

the indefinite effects of the applied strategies, adopting new technologies, and analysing the efficacy of policies regarding the implementation of inclusion in education for children.

Suggestions for improvement

While there is still much work to be done to improve practice for these children, there remains much potential for development in the area of inclusion.

Innovation and technological development: An increased emphasis on innovation and technological development can serve as a significant force for improvement. Technologies like the speech-to-writing program and learner involvement software help disabled students and also make learning easier (Al-Azawei, Serenelli, & Lundqvist, 2016).

Policy change: Policy change is yet another system that could be improved to facilitate better change. It is important to support policies that require schools to educate children of all abilities and offer guidance on how to implement such changes. The governments and other educational authorities have the responsibility of developing and implementing policies that support inclusion (Hehir, 2005).

Increased funding: This is crucial in addressing issues caused by resource constraints. Investing more monetary resources in the construction of barrier-free spaces and purchase of relevant equipment and supplies better equip schools for accommodating these needs. The funds can also be useful for preparing teachers for the properly effective integration of the given strategies (UNESCO, 2018).

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