



 Conference Abstract

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## ENHANCING EDUCATIONAL EQUITY: A QUANTITATIVE ANALYSIS OF ACCESSIBLE AND CULTURALLY RESPONSIVE TEACHING MATERIALS

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## BACKGROUND

Inclusive education aims to provide equitable learning opportunities for all students, recognizing the importance of accommodating both students with disabilities and those from diverse cultural and linguistic backgrounds. This study focuses on evaluating teaching and learning materials that are designed to be both accessible and culturally responsive.

## RESEARCH AIM

The research aims to quantify the availability and effectiveness of accessible and culturally responsive teaching materials at GBS and analyse their impact on the academic performance, engagement, and satisfaction of diverse student populations.

## **METHODS**

The study will employ a quantitative approach, utilising surveys distributed to educators and students to gather data on the use and perceived effectiveness of these materials. Additionally, academic performance data will be collected and analysed using SPSS to identify correlations between the use of inclusive materials and educational outcomes.

## **RESULTS**

Expected outcomes include empirical evidence supporting the positive impact of accessible and culturally responsive teaching materials on student academic performance and engagement. The study will also identify best practices and recommend specific features of teaching materials that promote inclusivity.

## **CONCLUSION**

This research is expected to fill a crucial gap in understanding how to support the learning needs of all students effectively, contributing to the development of more inclusive educational practices and policies.

## **KEYWORDS**

Inclusive education, accessible teaching materials, culturally responsive pedagogy, quantitative analysis, educational equity