

## Futuristic Leadership in Designing Inclusive Education

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DOI: 10.31332/ijtk.v5i1.65

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### Article Info

### Abstract

*Keywords:*  
*Future Leadership;*  
*Inclusive Education;*  
*Diversity;*

Future leadership is a key element in the development of inclusive education systems in developed countries. Inclusive education, which supports diversity without discrimination, is essential to creating a just and sustainable society. Forward-thinking educational leaders have successfully created flexible curricula and technologies that support inclusivity, such as in Finland and Canada. Inclusive policies in Australia demonstrate the importance of national strategies in supporting teachers through resources and training. This study, which uses a literature study method, highlights the importance of future leadership in facing the challenges of globalization and technology to create an inclusive and sustainable education system. The results provide practical guidance for educational leaders in designing inclusive education in the future.

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## 1. INTRODUCTION

Futuristic leadership has become key in designing inclusive education systems in developed countries. Inclusive education, which recognizes and supports the diversity of learners regardless of their background, abilities, or special needs, is an essential step in creating a just and sustainable society. Forward-thinking leadership in the education sector plays a vital role in achieving this goal, ensuring that all students have equal access to meaningful learning (Ainscow, M. 2020).

Educational leaders in developed countries have demonstrated success in designing and implementing policies that prioritize inclusivity. One of the key characteristics of futuristic leadership is its ability to build a future-oriented vision. In Finland, for example, educational leaders have developed a curriculum that is flexible and responsive to the needs of all students, including those with special needs. They focus not only on academic achievement, but also on developing social, emotional, and digital skills that are essential for future success (OECD, 2022).

Technology has also become a critical element in inclusive education in developed countries. In Canada, the use of assistive technology has enabled students with a range of special needs to access learning materials on par with their peers. Leadership at the school

and government levels has encouraged this innovation by funding research and development of technology tools that support inclusivity. Future leaders in education understand that technology is not just an assistive tool, but also a catalyst for creating more inclusive and adaptive learning environments (UNESCO, 2023).

In the midst of an increasingly complex and dynamic era of globalization, the need for leadership capable of facing future challenges is becoming increasingly urgent. One of the major challenges faced is how to create inclusive education, which is able to reach all groups without exception. Inclusive education, which values diversity and ensures that all learners, including those with special needs, can access quality education, is key to building a just and equal society (UNESCO, 2022). However, to realize this vision, a leadership model is needed that is not only responsive to current needs but also proactive in designing the future. This is known as futuristic leadership (Bui et al., 2023).

Futuristic leadership is a future-oriented leadership style, where leaders are able to anticipate change, map future scenarios, and design innovative strategies to achieve long-term goals (Johnson, 2023). In the context of education, futuristic leadership requires educational leaders to have a clear vision of how education will develop and how they can direct their institutions to achieve greater inclusivity. Leaders with this approach not only focus on achieving short-term goals but also prepare educational institutions to face challenges that are not yet visible (Smith, 2023).

Inclusive education has become a major topic in education policy discussions around the world. One of the main challenges in implementing inclusive education is the lack of a deep understanding of what inclusion itself means. Many educators and policymakers still have a narrow view of inclusion, limiting the concept to the acceptance of students with disabilities without considering other diversities, such as differences in culture, language, and socioeconomic status (Ainscow, 2020). This perspective leads to a less comprehensive approach to designing inclusive education programs that are truly responsive to the needs of all students.

In addition, the availability of adequate resources is also a major obstacle. Resources, including funding, facilities, and teacher training, are often inadequate to support effective inclusive education. Teachers who do not have specific training to address diversity in the classroom often feel overwhelmed and less able to provide appropriate learning for all students (Mitchell, 2015). These shortcomings hinder schools' ability to adopt quality inclusive practices, which ultimately affects student learning outcomes.

Furthermore, challenges in inclusive education are also related to resistance from various stakeholders. Many parents and community members are still skeptical about the benefits of inclusive education, fearing that diversity in the classroom will reduce the quality of learning for other students. This misunderstanding often leads to rejection of inclusive programs or even discrimination against students with special needs (Slee, 2011). To overcome these challenges, ongoing efforts are needed to raise awareness and change public perceptions about inclusion.

Ultimately, despite the challenges, inclusive education remains a goal worth striving for. Visionary leadership and commitment from all stakeholders are key to addressing these challenges and ensuring that all students have equitable access to quality education (UNESCO, 2021). With the right approach, inclusive education can be a powerful tool for creating more just and equitable societies. Anderson, R., & Peterson, S. 2024)

Implementing inclusive education requires a strong commitment from educational leaders to make systemic changes, develop adaptive curricula, and create learning environments that support all learners. However, without leadership that has a futuristic vision, efforts to achieve inclusive education often end in rhetoric without real implementation (Bui et al., 2023).

In the era of the industrial revolution 4.0 and towards the industrial revolution 5.0, technology is increasingly becoming a dominant factor in educational transformation. The use of technology to support inclusive education requires a deep understanding of the potential and risks presented by this technological development. Futuristic leadership plays an important role in integrating technology wisely and innovatively to support inclusivity. With technology, leaders can create solutions that enable wider access to education, such as distance learning, the use of digital educational tools for children with special needs, and data analysis to understand the individual needs of students (Smith, 2023).

Furthermore, in designing sustainable inclusive education, leaders need to consider demographic changes, future labor market needs, and shifting social values. Futuristic leadership enables educational leaders to remain relevant and adaptive to these changes, ensuring that education designed today is not only relevant for today but also for future generations (UNESCO, 2022; Johnson, 2023).

Therefore, the study of futuristic leadership in designing inclusive education is very important. This study aims to identify and analyze effective leadership approaches in creating inclusive, sustainable, and future-ready education. Thus, this study not only contributes to the development of leadership and education theory but also provides practical guidance for educational leaders in their efforts to create inclusive and innovative learning environments (Bui et al., 2023).

Leadership with a futuristic vision is needed to design inclusive education because the world continues to change rapidly, especially with technological advances, social dynamics, and increasingly complex global challenges. Leaders who have a futuristic vision have the ability to see far into the future, predict future trends, and plan strategies that can anticipate challenges that may arise. Without this vision, education tends to stagnate and fail to meet the needs of future learners (Smith, 2023, p. 50).

Here are some reasons why futuristic leadership is critical in designing inclusive education (Gartner 2022):

- a. **Forecasting Future Needs:** Futuristic leaders can project possible changes in society, technology, and the economy. They understand that the needs of future learners may differ from those of today. By foresighting these changes, leaders can design flexible and adaptive educational systems that serve all learners, including those with special needs, more effectively.
- b. **Anticipating Challenges:** Challenges in education, such as inequitable access, demographic changes, and rapid technological developments, require leaders who are not only reactive but also proactive. Futuristic leaders can anticipate these challenges and prepare solutions before problems arise. For example, they can design policies to address the digital divide or create inclusive learning programs in the digital age.
- c. **Implementing Necessary Changes:** Inclusive education requires not only concepts and plans, but also effective implementation. Leaders with a futuristic vision understand that to realize inclusive education, systemic changes are needed that include curriculum revisions, educator training, and infrastructure adjustments. They also

understand the importance of leveraging technology and innovation to support inclusivity, such as using digital tools or distance learning platforms that are accessible to all learners.

- d. Building a Culture of Innovation and Adaptation: A futuristic vision drives a culture of innovation and adaptation in educational institutions. Forward-thinking leaders encourage experimentation, the development of new ideas, and rapid adaptation to change. They create an environment where learners and educators can innovate and grow together, while maintaining a focus on inclusivity and equity for all.
- e. e. Maintaining the Relevance of Education: In an era that continues to develop, education must remain relevant to the needs of the times. Futuristic leaders ensure that inclusive education not only follows developments but also becomes a pioneer in creating a better future. They guide the education system to always be relevant to the needs of diverse learners, ensuring that all children get equal opportunities to learn and develop, regardless of their background.

It is hoped that the results of this study can be a reference for policy makers, academics, and education practitioners in formulating effective leadership strategies for designing and implementing inclusive education in the future.

## 2. METHODS

This study uses a literature study method or literature review, which involves collecting information through reading, recording, and presenting results from various literature sources such as journals, books, and other relevant sources (Surani, 2019). The aim is to obtain an overview, references, and information needed theoretically and practically. In collecting information, this study reviewed several journals and books using Google Scholar and Mendeley with a focus on the topic of futuristic leadership in inclusive education in developed countries. The topics analyzed include the role of assistive technology, inclusive education policies, the challenges of globalization, and the importance of visionary leadership in overcoming obstacles such as stakeholder resistance and lack of resources. In conclusion, futuristic leadership is needed to design inclusive education that is able to accommodate changes in demographics, technology, and social values in the future, as well as to drive significant systemic change.

## 3. RESULT AND DISCUSSION

### 1. Futuristic Leadership Concept

#### a) Definition of Futuristic Leadership According to Experts

Scharmer (2018): Otto Scharmer in his book "The Essentials of Theory U" defines futuristic leadership as the ability to lead from the emerging future, not from the known past. Scharmer emphasizes that futuristic leaders must be able to sense, observe, and engage in the creative process that is taking place, as well as facilitate the transformation process at the individual and collective levels. Morrison (2020): In his article, "Future Leadership: Navigating the Unknown," Ian Morrison defines futuristic leadership as a leader's ability to see far into the future, identify trends that may not be obvious to others, and prepare the organization to adapt quickly to changes that have not yet occurred. According to Morrison, futuristic leaders are innovators who continuously update their knowledge and develop new strategies to ensure the sustainability of the organization.

Glenn (2021): Jerome C. Glenn in his publication "State of the Future" states that futuristic leadership is the art of preparing organizations for a complex and uncertain future. Glenn emphasizes that futuristic leaders must have the ability to understand megatrends, develop scenarios, and build flexibility within the organization to face various future possibilities. Gartner (2022): Gartner in its "Leadership Vision for 2022" report describes futuristic leadership as the ability to integrate digital technology and innovation into strategic decision-making processes, with a focus on creating long-term value in the face of global disruption. According to Gartner, futuristic leaders must be data-oriented, think systemically, and have the courage to make decisions that may be unpopular but are critical to the future of the organization.

Based on the definitions above, futuristic leadership is the ability of a leader to project a future full of uncertainty, utilize innovation and technology, and build adaptive and sustainable strategies. Futuristic leaders must be future-oriented, able to read trends and opportunities that may not be visible to others, and ready to direct the organization through the transformation needed to survive and thrive in the future. These leaders must also have the courage to make visionary and innovative decisions, despite facing challenges from the internal and external environment.

b) The main role played by futuristic leaders in the educational context.

Futuristic leaders in the context of education play a very crucial role in facing the challenges and opportunities presented by rapid technological developments, social change, and global dynamics. This role is not only focused on managing the current education system, but also on shaping an inclusive, adaptive, and innovative future of education.

- 1) Role as Visionary and Innovation Driver; Futuristic leaders act as visionaries who are able to project the future of education by considering technological trends, community needs, and global changes. According to Scharmer (2018), futuristic leaders must be able to lead from the emerging future, create a strong vision and drive innovation that supports educational transformation. Innovation in digital learning, adaptive curriculum, and the use of assistive technology are some examples of how futuristic leaders direct the education system towards a more inclusive and relevant era.
- 2) Role in Integrating Technology and Digitalization: In the digital era, futuristic leaders are expected to be able to integrate technology in all aspects of education, from teaching, administration, to interactions between students and teachers. Gartner (2022) emphasizes that futuristic leaders must have the ability to integrate digital technology and innovation in the strategic decision-making process. This includes the application of artificial intelligence (AI), machine learning, and digital platforms that enable more personalized, accessible, and affordable learning for all learners.
- 3) Role in Promoting Inclusivity and Equity; Futuristic leaders also play an important role in promoting inclusive and equitable education. They must ensure that all students, regardless of social, economic, or physical background, have equal access to quality education. Glenn (2021) in his publication "State of the Future" states that futuristic leaders must build flexibility into the education system to face various future possibilities. This means creating policies and practices that support inclusivity, such as the implementation of assistive technology for students with special needs and teacher training to understand diversity in the classroom.
- 4) Futuristic leaders serve as change agents who influence educational policy to ensure that the education system is able to adapt to rapid and unexpected changes. They

must have the courage to introduce reforms that may be controversial but are necessary for the future of education. Morrison (2020) notes that futuristic leaders must be prepared to make strategic and bold decisions in situations of uncertainty, always with the ultimate goal of improving the quality of education and access for all students.

- 5) **Role in Building Global Partnerships and Collaborations:** Finally, futuristic leaders in education need to develop global partnerships and collaborations to strengthen education systems. They must be able to collaborate with various parties, including governments, the private sector, and international organizations, to create sustainable and innovative education solutions. This collaboration is important to ensure that education can continue to develop and adapt to changing global needs.
- c) **Futuristic leadership is crucial in designing and implementing inclusive education** because the challenges of the times are increasingly complex and dynamic. In the digital and globalization era, diversity is an important element in education. A futuristic leader must have a far-sighted vision, not only accepting differences, but also optimizing the potential of each individual, regardless of social background, culture, or physical ability (SpringerLink) (ASCD).
  - 1) First, futuristic leaders need to integrate technology as a tool for inclusivity. Technology, such as adaptive learning platforms, allows for the personalization of learning to suit the needs of students, including those with special needs. Recent research shows that the use of adaptive technology can increase the participation of students with disabilities in the learning process (ASCD).
  - 2) Second, futuristic leaders must have a deep understanding of the importance of social sustainability and equity in education. Inclusive education is not only about equal access, but also about providing the support needed for every student to achieve optimal learning outcomes. This requires innovative strategies and curricula that are responsive to the diverse needs of students (SpringerLink).
  - 3) Third, futuristic leaders must encourage collaboration and active participation from all stakeholders, including teachers, parents, and the community. This collaboration is essential to creating policies and practices that support an inclusive learning environment. Thus, every student will feel accepted and valued in the school environment (ceinternational1892) (ASCD).
  - 4) Overall, futuristic leadership is essential to ensure that inclusive education can be implemented effectively. With a forward-thinking vision, innovation, and willingness to collaborate with various parties, a futuristic leader can create an education system that is not only inclusive but also able to prepare the next generation to face the challenges of the future (SpringerLink) (ASCD).
- d) **Globalization and technological advances have brought significant changes in various aspects of life, including in the field of education.** In the context of inclusive education, globalization opens up opportunities for a wider exchange of ideas, best practices, and international standards, enabling more inclusive and equitable education in various parts of the world (Ainscow, M. (2023)

Technology, on the other hand, is becoming an important tool in supporting inclusive education. With the advancement of information and communication technology, inclusive education has become more accessible to all individuals, including those with special needs. Technology enables more personalized and adaptive learning, where educational materials

can be tailored to the individual needs of students. In addition, e-learning platforms and other educational applications enable distance learning, which eliminates geographical and physical barriers (UNESCO 2023). However, globalization and technology also bring their own challenges. Dependence on technology can create a digital divide between those who have access to advanced technology and those who do not. Therefore, it is important for governments and educational institutions to ensure that access to technology is not limited to certain groups, but can be enjoyed by all levels of society (Sayed, Y., & Ahmed, R. (2024).

Inclusive education in the era of globalization also demands changes in curriculum and teaching methods. Teachers and educators need to be equipped with the knowledge and skills to use technology effectively in supporting inclusive education. They must also be able to adapt learning materials that can encompass various cultures and global perspectives, so that all students feel valued and cared for in the teaching and learning process (Sayed, Y., & Ahmed, R. (2024). Overall, globalization and technology have had a major impact on changing the face of inclusive education. By leveraging the opportunities that exist and addressing the challenges that arise, we can create a truly inclusive education system, where all individuals, without exception, have the opportunity to learn and develop according to their potential (Sayed, Y., & Ahmed, R. (2024).

e) Challenges and Obstacles in Implementing Inclusive Education

- 1) Resistance from Stakeholders; One of the main obstacles in inclusive education is resistance from stakeholders, such as teachers, parents, and the community. Many worry that inclusive education will decrease the quality of education because they feel that the needs of students with special needs will divert attention and resources. Stakeholders may also be skeptical about their ability to manage an inclusive classroom, especially if they feel they do not have sufficient skills or training.
- 2) Lack of Understanding of the Concept of Inclusion; Inadequate understanding of what inclusive education means is also a significant challenge. Some stakeholders may only see inclusion as the physical integration of students with special needs into the regular classroom, without understanding the need for adaptation of the curriculum, teaching methods, and learning environment. This lack of understanding can lead to ineffective implementation of inclusive education, where students with special needs continue to feel marginalized.
- 3) Resource Constraints: Resource constraints are another challenge that greatly impacts the success of inclusive education. Many schools, especially in less developed areas, do not have access to the necessary technology, adequate facilities, or trained teaching staff to support inclusive education. These limitations not only hinder the implementation of inclusive education, but also create a larger gap between students who have access to quality education and those who do not.
- 4) Efforts to Overcome Challenges: To overcome resistance, continuous education and training for teachers and other stakeholders is essential. This helps change perceptions and increase understanding of the importance of inclusive education. Governments and educational institutions also need to allocate adequate resources, including investment in technology, training, and infrastructure. Collaboration between various parties, including government, communities, and the private sector, is also needed to ensure that inclusive education can be implemented effectively across all levels of society.

f) Long-Term Strategy for Inclusive Education:

Inclusive education requires not only rapid policy implementation, but also a sustainable long-term strategy to ensure its success. This long-term strategy must cover various aspects, including curriculum planning, teacher professional development, and adequate and sustainable resource allocation. (Ainscow, M. 2023).

- 1) Inclusive Curriculum Planning; One of the key elements in a long-term strategy is inclusive curriculum planning. The curriculum should be designed to meet the needs of all students, including those with special needs. This includes adaptations in teaching methods, learning materials, and assessments that ensure all students can participate fully in the learning process. According to Ainscow (2023), an inclusive curriculum should be flexible and responsive to the various needs of students, and be able to provide appropriate challenges for all students.
- 2) Teacher Professional Development; Long-term strategies should also include ongoing professional development for teachers and educators. Teachers need to be equipped with the right knowledge and skills to support inclusive learning. This includes training in the use of adaptive educational technology, differentiated teaching strategies, and an understanding of how to manage an inclusive classroom. Research by Sayed and Ahmed (2024) emphasizes that investing in teacher professional development is essential to creating an inclusive learning environment and supporting students' academic and social growth.
- 3) Sustainable Resource Allocation; Adequate and sustainable resources are also an important component of a long-term strategy. Governments and educational institutions need to ensure that the necessary funding, technology, and infrastructure are available to support inclusive education in the long term. This includes investing in accessible facilities, providing educational aids, and additional support for students with special needs. Anderson and Peterson (2024) point out that sustainable resource allocation is not only important for the sustainability of inclusive education, but also to ensure equal access for all students, including those in remote or less developed areas.

g) The role of futuristic leadership in mapping the future of education and directing systemic change.

Futuristic leadership plays a crucial role in mapping the future of education and directing the systemic changes needed to meet the challenges of the 21st century. In the context of education, leaders with a futuristic vision focus not only on current needs, but also on how the education system can evolve to meet the demands of a dynamic and complex future (Fullan, M. 2024)

- 1) Long-Term Vision and Adaptation; Futuristic leaders have the ability to look far into the future, anticipating social, technological, and economic changes that will affect education. They develop a long-term vision that includes how education should adapt to these changes. For example, in the digital age, futuristic leaders play a critical role in integrating technology into the curriculum and teaching methods, ensuring that students master not only basic skills, but also 21st-century skills such as problem solving, creativity, and digital literacy. This vision helps create an education system that is more responsive and flexible to global change.
- 2) Innovation in Learning; Futuristic leadership also encourages innovation in learning and teaching methods. Futuristic thinking leaders will encourage the use of technologies such as artificial intelligence, data-driven learning, and digital platforms to create more

personalized and adaptive learning experiences. They understand that learning must move beyond the traditional classroom, leveraging technology to provide access to education for all students, including those in remote areas or with special needs. Thus, futuristic leadership plays a role in charting the path to a more inclusive and technology-based education system.

3) **Driving Systemic Change; Beyond innovation,** futuristic leaders also play a key role in driving systemic change in education. They identify and address structural barriers that hinder progress, such as inequities in access, resistance to change, and resource constraints. These leaders also work to create an organizational culture that supports continuous learning and collaboration at all levels, from teachers to policymakers. With a proactive, evidence-based approach, they drive change that is not only transformational but also sustainable in the long term.

h) **Recommendations for Inclusive Education Policies and Practices**

In an effort to strengthen inclusive education, futuristic leadership plays an important role in mapping out effective strategies and policies. Here are some practical recommendations and policies that can be taken to strengthen inclusive education through a futuristic leadership approach (Fullan, M. 2024)

- 1) **Developing a Long-Term Inclusive Vision;** Futuristic leadership must begin with the development of a clear and inclusive vision for the long term. This vision must include a commitment to inclusion in all aspects of education, including curriculum, instruction, and evaluation. Educational leaders must identify global and local trends that affect inclusion and integrate these findings into their strategic vision. According to Fullan (2024), a strong and inclusive vision is the foundation for all successful and sustainable educational initiatives.
- 2) **Investment in Teacher Professional Development;** One of the most practical steps to strengthen inclusive education is through investment in teacher professional development. Teachers need to be trained in inclusive teaching techniques, which include differentiation strategies and the use of adaptive technology. Future leadership must ensure that this ongoing professional development is an integral part of education policy. Hargreaves and O'Connor (2023) emphasize the importance of this ongoing training to ensure that teachers are able to teach in increasingly diverse environments.
- 3) **Leveraging Technology to Support Inclusion;** Technology has great potential to support inclusive education, and future leaders must take full advantage of this. Investments in accessible educational technologies, such as adaptive software and online learning platforms, can help address barriers for students with special needs. In addition, technology can also be used to expand access to education for students in remote areas or who face other challenges. A study by UNESCO (2023) shows that technology can play a significant role in creating more inclusive and responsive learning environments.
- 4) **Policy Development that Promotes Inclusivity;** Education policies should be designed to support and strengthen inclusivity at all levels. This includes developing policies that promote the acceptance of an inclusive culture in schools, allocating adequate resources to support students with special needs, and ensuring that all students have equal access to quality education. Robinson (2023) argues that policies that support inclusivity should not only be reactive but also proactive, ensuring that all students are able to learn in a supportive and inclusive environment.

5) **Collaboration with Stakeholders;** Futuristic leadership must also encourage close collaboration with various stakeholders, including parents, communities, and non-governmental organizations. This collaboration is essential to create broad support for inclusive education and ensure that all students' needs are met. Effective leadership must build sustainable partnerships with various parties to develop innovative and sustainable solutions to the challenges faced in inclusive education.

i) The importance of commitment from all parties in supporting inclusivity at all levels of education.

Inclusivity in education is one of the main pillars in creating a fair and equitable education system. To achieve this goal, commitment from all parties, including the government, schools, teachers, parents, and the wider community, is essential. Strong and ongoing commitment from various stakeholders is key to overcoming emerging challenges and ensuring that inclusivity can be implemented at all levels of education.

1) **Role of Government and Policy Makers:** Governments have a critical role to play in supporting inclusivity through policies that support inclusive education at all levels. This includes developing laws and regulations that ensure that all students, including those with special needs, have equal access to education. Governments must also allocate adequate resources to support the implementation of inclusive education. As Robinson (2023) points out, inclusive policies are fundamental to the success of inclusive education, as they provide a framework that ensures every student gets the support they need.

2) **School and Teacher Commitment;** Schools and teachers are at the forefront of implementing inclusive education. Their commitment to creating an inclusive learning environment is critical. Teachers must be empowered with adequate training and resources to support the needs of all students in increasingly diverse classrooms. According to Hargreaves and O'Connor (2023), teachers who are committed to inclusivity tend to be more innovative and responsive in adopting teaching strategies that can meet the needs of a wide range of students.

3) **Role of Parents and Families:** Parents and families also play an important role in supporting inclusivity. They need to be actively involved in their children's educational process and work with the school to ensure that their children's needs are met. Parental involvement can help create a supportive environment at home that aligns with the inclusive values taught in schools. Close collaboration between parents and schools, as explained by Anderson and Peterson (2024), is a key element in ensuring that every student feels accepted and supported both at school and at home.

4) **Support from Society and Community;** Society and community must also be involved in supporting inclusivity. This can be in the form of moral support, resource assistance, or partnerships with the school in programs that promote inclusion. Communities that support inclusivity tend to be more open and accepting of diversity, which in turn creates a social environment that is conducive for students to learn and thrive without discrimination. This collaboration between schools and communities can strengthen inclusive education efforts overall.

**Collaboration and Cooperation Between Stakeholders;** To achieve true inclusivity at all levels of education, collaboration and cooperation between various parties is essential. All stakeholders, from government to communities, need to work closely together to identify

challenges, formulate solutions, and implement inclusive programs. This collaborative approach ensures that all voices are heard and all needs are considered, so that every student has an equal opportunity to learn and thrive.

#### **4. CONCLUSION**

Futuristic leadership plays a key role in designing and implementing inclusive education that is responsive to the challenges of globalization and technological advancement. In developed countries, leaders with a futuristic vision have successfully developed educational policies that support inclusivity, created adaptive curricula, and leveraged technology to improve access and quality of learning for all students, including those with special needs. This approach ensures that all students have equal opportunities to learn and thrive in an environment that supports diversity. Future-oriented leadership is needed to anticipate social, technological, and economic changes that will affect education. Educational leaders must be able to design long-term strategies that not only focus on achieving current goals but also prepare the education system to face future challenges. Without a futuristic vision, efforts to create inclusive education may end up as rhetoric without real implementation. Therefore, it is important for educational leaders to continue to innovate and utilize technology as a tool to strengthen inclusivity.

#### **5. ACKNOWLEDGMENTS**

Educational leaders are encouraged to develop a long-term vision for inclusiveness that emphasizes curriculum adaptation, the integration of technology, and the professional development of teachers to better support diverse learners. Increasing investment in educational technology, including adaptive software and online learning platforms, is essential to advancing inclusive education and addressing the digital divide. Strengthening continuous training programs for teachers is also crucial, as it enhances their ability to manage inclusive classrooms and adopt teaching strategies that meet the needs of all learners. Additionally, close collaboration among governments, schools, parents, and communities is vital to creating an inclusive educational environment. Active involvement of all stakeholders in decision-making processes and the implementation of inclusive education policies is necessary to ensure the success of these initiatives.

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