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# Challenges and Practices of Education Teachers on Inclusive Education

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**Abstract:** The challenges and practices of teachers on inclusive education, are examined in this study. The study emphasizes the goal of the global inclusive education movement, which is to integrate all learners - especially those with disabilities - into regular classroom settings. Notwithstanding notable advancements, such as the rise in the number of children with disabilities enrolled in mainstream classrooms, inadequate training for teachers, and inequalities in the application of policies. The study employed self-designed questionnaires to five teachers from various schools, with data analysis using qualitative research methods. The result shows that there are still lot of gaps in the efforts being made to improve inclusive education through teacher training programs and policy frameworks. These include insufficient infrastructure in schools, geographical differences in the accessibility of resources, and low community knowledge on inclusive approaches. In order to solve these issues and advance successful inclusive education strategies that benefit all learners, the research ends by urging cooperation, which will help the Philippines' educational system become more egalitarian.

**Keywords:** Inclusive education, learners with special needs, Classroom practices, teacher's challenges, Educational Inequality

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## I. INTRODUCTION

Inclusive education is experienced substantial global transformations, influenced by diverse trends, policies, and practices that sought to promote equitable learning environments for all students, irrespective of their backgrounds or abilities. It was a transformative approach to education that aimed to ensure equal opportunities and positive outcomes for all students, regardless of their unique needs and abilities (Erinoso, 2023). The goal of inclusive education, a major worldwide movement, was to integrate all learners—including those with disabilities and a range of learning needs—into regular classroom environments (Popelo & Olyfirenko, 2023).

Recent data on inclusive education around the world are reflected in recent statistics that showed enrollment patterns, educational quality, and the persistent inequalities that impacted students from marginalized backgrounds and those with impairments. These figures highlighted both ongoing challenges and advancements in global inclusive education programs (Nel, 2020). As of 2023, UNESCO estimated that approximately 69 million children of primary school age were still out of school, a significant portion of whom had disabilities. Research suggested that only 5% to 10% of children with disabilities are enrolled in general education schools worldwide, indicating a major gap in inclusive practices (Ipadeola, 2024). In many areas, the movement towards inclusive education was slow. For instance, in certain regions, up to 90% of children with severe disabilities are still educated in segregated settings rather than in integrated classrooms (Rouet, et.al, 2024).

The relevance of the Sustainable Development Goals (SDGs) 2030 for inclusive education was paramount, particularly within the framework of SDG 4, which aimed to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." This goal underscored the commitment of UN member states to provide access to quality education for all individuals, regardless of their backgrounds or abilities. In addition, achieving SDG 4 involved addressing barriers to education, such as lack of resources, inadequate infrastructure, and teacher training, which were critical for fostering an inclusive environment where every student can succeed. The global commitment to these goals encouraged countries to rethink and transform their educational practices, ensuring that no child is left behind in their quest for education. The SDGs also promoted a holistic approach to education that integrated social development, economic growth, and environmental sustainability, thereby reinforcing the essential role of inclusive education in fostering peaceful and prosperous societies. By aligning national educational policies with the SDGs, countries worked towards a more inclusive and equitable education system that benefited all learners (García, Magaña, & Ariza, 2020).

The Philippines' recent national data on inclusive education showed both the advancements and the difficulties in establishing fair educational opportunities for all students, especially those with disabilities. Some various research indicated a growing number of teachers in public schools that were involved in handling inclusive education, although the exact figures could vary based on specific studies and regions (Arcipe, Cabrera, Pason, et.al., 2024). The Philippines' current stance on inclusive education showed a dedication to advancing fair access to education for all students, especially those from underrepresented groups and those with disabilities. Additionally, recent studies indicated that educational authorities were acknowledging the unique challenges faced by marginalized groups, leading to improved strategies aimed at fostering an inclusive educational environment. The ongoing development and implementation of training programs for teachers further demonstrated the Philippines' commitment to equipping educators with the necessary skills and knowledge to support all students effectively. These initiatives highlighted a broader commitment to social equity within the educational system and reinforce the nation's aspirations to provide a quality education accessible to every learner (Peregil-Lubaton, 2024).

Recent statistics indicated that approximately 80% of children with disabilities are enrolled in regular educational settings, signifying a shift towards increased inclusion in mainstream education. The government recognized this as a significant achievement in its commitment to inclusive education (Avramidis, Bayliss, & Burden, 2000).

This dedication was demonstrated by a number of policy frameworks, continuing projects, and awareness-raising campaigns, though difficulties still persisted. National policies that encourage inclusive education had been put into place by the Department of Education (DepEd), which also provided standards for schools to follow in order to support the inclusion of children with special educational needs. One example of this is the publication of memoranda that advocated for inclusive teaching methods (Albert, Basillote, Alinsunurin, et.al., 2023). It encompassed a wide range of techniques designed to support learners with special needs. These strategies included broadening entry pathways, school-based coaching, prioritizing teacher well-being, redefining evaluations, involving teachers in policy discussions, and providing in-service training for teachers on Special Needs Education (SNED). The use of multimedia tools, videos, classroom-writing strategies, and one-on-one teaching is essential for accommodating all types of learners effectively. Also, in past years, the government and educational institutions had been actively developing training programs for teachers focused on inclusive education practices. There was a push to enhance teachers' competencies to accommodate diverse learning needs (Johnson, Williams, & Wilson, 2024).

However, with all the efforts and strategies that the government, Department of Education, locals, teachers and the concern parties had provided, still there are gaps and issues that hindered inclusive education. These disparities restricted students from marginalized backgrounds and those with disabilities' access to high-quality education and undermined the efficacy of inclusive measures. From the national level, gaps showed on policy implementation, data accessibility, and funds and resources. Many areas lacked comprehensive guidelines to operationalize policies effectively. There was a lack of updated and comprehensive data on children with disabilities, which made it difficult to assess needs, allocate resources effectively, and monitor progress in inclusive education initiatives. National funding for inclusive education remained inadequate. A considerable financial gap existed, with reports estimating that an additional \$10 billion is necessary annually to meet the needs of special education resources and training across the country (Molano, Isidor, Larenas, et.al., 2023).

At the local level, gaps were also identified as regional disparities, community awareness and coordination between agencies. There were significant disparities between urban and rural regions regarding the

availability of inclusive education resources. Rural areas often had limited access to trained staff and adequate facilities, leading to lower rates of enrollment for children with disabilities. Local communities often lacked awareness of the importance of inclusive education, which could perpetuate stigma and discourage parents from enrolling their children with disabilities in mainstream schools. Ineffective coordination between local education authorities and other relevant agencies resulted in fragmented services. This hindered the provision of support for children with special needs and their families (Sebastian, 2024).

At the school-level gap, infrastructure limitations, curriculum adaptation and support services were emphasized. The challenges in implementing inclusive education in elementary education in the Philippines included inadequate infrastructure and poor funding (Schuelka, 2018). Many schools lacked the necessary facilities, such as ramps and accessible restrooms, to accommodate students with physical disabilities (Roxas, Agustin, & Vallejo, 2019). There is often a lack of adapted curricula that met the diverse needs of students with special needs. Teachers frequently struggled to modify lesson plans to accommodate different learning styles and abilities. The availability of support services, such as counseling and occupational therapy, was often limited within schools. Many institutions did not have access to specialists who can provide necessary support for students with disabilities (Allam, & Martin, 2021).

Lastly, in the perspective of teacher level, gaps identified included the following: Training and professional development, awareness and attitude and support and mentorship. A significant gap existed in the training of teachers regarding inclusive practices. Only about 20% of teachers reported having received specialized training, which impacted their ability to effectively accommodate diverse learners in the classroom (Fernández-Díaz, & San-Miguel-Guerrero, 2024). Teacher preparation and professional development were identified as critical factors, with gaps in teacher preparedness hindering effective implementation. Challenges in curriculum adaptation and differentiation further complicated efforts to meet diverse learner needs. Additionally, parent and community involvement played a crucial role in fostering inclusive school environments, but attitudinal barriers and resource constraints posed significant challenges. Collaborative efforts were essential to address these challenges and promote the successful implementation of inclusive practices, ultimately creating environments that supported the diverse needs of all students (Llanos, Baluyot, & Besin, 2024). Additionally, a lack of time and huge class sizes prevented several educators from properly implementing inclusive education ideas (Materchera, 2020).

In spite of all the support and effort provided to learners with special educational needs to receive appropriate learning within the inclusive classroom setting, there were some challenges that teachers faced in implementing the program in other public schools. Inclusive Education still needed to be improved in terms of catering to students with disabilities, implementation of curriculum, and the support for teachers, especially those who did not have specialization in handling students with disabilities. These factors motivated the researchers to conduct this study.

This study aimed to enhance the quality of education for all students, particularly those with disabilities. By identifying effective practices and addressing challenges, the research contributed to the development of a more inclusive education system that promotes equity and improves learning outcomes for all students in the classroom. The study not only shed light on the current state of inclusive education in Benguet but also served as a pivotal resource for promoting effective practices, informed policies, enhanced teacher training, and ultimately supporting equitable education for all students.

Inclusive education as stated by UNICEF meant all children in the same classrooms, in the same schools. In the Philippines, inclusive education was a vital strategy that aimed to guarantee that all students, irrespective of their backgrounds or abilities, had fair access to high-quality education. This educational philosophy was supported by a number of strong arguments that supported its adoption nationwide.

In the Philippines, inclusive education affected learners, teachers, and the educational system overall in both positive and negative ways. Addressing issues and improving the efficacy of inclusive education strategies required an understanding of these effects.

Positive aspects of inclusive education were anchored with commitment to human rights, social and economic benefits, academic advantages, and addressing societal challenges. Inclusive education aligned with international human rights frameworks, such as the United Nations Convention on the Rights of Persons with Disabilities (CRPD) and the Sustainable Development Goals (SDGs), which emphasized the right to quality education for all individuals. The Philippines, as a signatory to these conventions, was committed to upholding the rights of persons with disabilities and marginalized groups. Inclusive education fostered a more equitable society by ensuring that all learners, regardless of disability, gender, socioeconomic status, or ethnic

background, had the opportunity to participate fully in the educational system. This helped combat discrimination and promotes social justice. By bringing together students of diverse backgrounds, inclusive education promoted understanding, acceptance, and empathy among peers. This social integration contributed to a more tolerant and cohesive society. An inclusive education system prepared all students for future employment and active participation in society. By equipping individuals with the skills and knowledge needed to thrive in the workforce, it enhanced social mobility and reduced poverty levels. Inclusive education fostered classrooms that are rich in diversity, allowing for innovative teaching strategies that benefited all students. Research had shown that heterogeneously grouped classrooms could enhance critical thinking and problem-solving skills among students. Evidence suggested that inclusive education could lead to better academic performance for both students with disabilities and their typically developing peers (Xu, Wang, & Wang, 2023). Inclusive practices encouraged individualized support and innovative instructional methods that cater to the learning needs of all students. Inclusive education helped challenge and change negative societal perceptions surrounding disabilities. By educating communities about the capabilities of individuals with disabilities, inclusive education fostered a more positive narrative and reduces stigma. The Philippines is home to various marginalized communities, including indigenous peoples, and learners with different needs. Inclusive education recognized and addressed these diverse needs, ensuring that all children had access to an appropriate and relevant education that respects their unique backgrounds and experiences.

Llego (2022) emphasized that IE benefits all students by providing them with an equal opportunity to learn and grow. It also helped to break down barriers between different groups of people, allowing everyone to feel welcomed, and valued in the educational setting. Thus, IE benefited such as the following: including enhanced social interaction, diverse learning environments, improved academic outcomes, preparation for real-life situations, and enhanced teacher skills. It promoted empathy, acceptance, and social skills among students from diverse backgrounds, reducing stigma and creating a culture of understanding. Teachers in inclusive settings developed competencies in differentiation and adaptive teaching strategies, enhancing their effectiveness and benefiting all students (Manos, 2024).

While inclusive education offered many advantages in promoting equity and understanding in the classroom, the disadvantages presented significant challenges. One key disadvantage of inclusive education was the challenge of effective implementation. Teachers often faced significant difficulties in addressing the diverse needs of all students within a single classroom setting. Many educators reported feeling inadequately prepared to handle the wide range of learning disabilities and special needs present in inclusive classrooms, leading to potential gaps in instruction. This lack of readiness can result in frustration for both teachers and students, ultimately hindering the learning process (Hadiana, Kulsum, Aminah, et.al, 2024). Another disadvantage pertained to the social dynamics within inclusive classrooms. While inclusivity was intended to foster social interaction and acceptance, it can sometimes lead to social isolation for students with disabilities. These students may struggle to integrate into peer groups, facing challenges that undermined their confidence and social skills. Additionally, some typically developing students may felt overwhelmed or frustrated by the pace and accommodations necessary in a diverse classroom environment (Khoeronisa, Wahid, Bashori, et.al, 2024). The demands of managing a diverse classroom can lead to increased teacher burnout and stress. Educators found it challenging to balance the needs of students with different learning abilities, which can be detracted from their overall job satisfaction and retention rates. This situation may result in high turnover among teachers, further destabilizing the learning environment (Hadiana, Kulsum, Aminah, et.al, 2024).

This research study was anchored on the **Universal Design for Learning (UDL)**. UDL was based on the premise that instructional materials and methods should be designed to accommodate diverse learners from the outset. It emphasized providing multiple means of representation, engagement, and expression to address the variability of learners' needs. Inclusive education often incorporated UDL principles to ensure that all students can access and succeed in the learning environment. This included simplifying texts, providing audio recordings, and using visual supports such as diagrams or video material to enhance understanding for students with learning disabilities or those who struggled with language comprehension (Gonzalez, 2022).

Another theory which inclusive education was anchored is **Social Constructivism** which emphasized the social and cultural aspects of learning, suggesting that knowledge was constructed through interaction with others. In inclusive education, social constructivism highlighted the importance of creating environments where diverse learners can collaborate, share perspectives, and learn from each other. Through the integration of culturally relevant teaching approaches, the creation of interactive learning environments, the promotion of collaborative learning experiences, and ongoing professional development, educators in the Philippines

successfully applied social constructivism in inclusive education. Teachers helped different learners and improved their educational experiences by fostering inclusive classrooms that prioritize social connections and community building. Applying social constructivist concepts fostered a supportive, courteous, and active learning environment in addition to helping all students advance academically (Celestino, 2022).

Last one was **Vygotsky's Sociocultural Theory** by Lev Vygotsky. This theory emphasized that social interaction and cultural context significantly influence learning and development. By emphasizing the value of social interaction, collaborative learning, and cultural context, Vygotsky's Sociocultural Theory supported the ideas of inclusive education. By putting these ideas into practice, teachers could design inclusive classrooms that welcome a diverse student body and promote an atmosphere where all students could flourish and realize their full potential. The focus on ZPD, scaffolding, and the importance of language further increased the efficacy of inclusive practices, making Vygotsky's ideas crucial for raising all kids' academic performance (Andang'o, 2021).

This study aimed to determine the challenges and practices by the Education Teachers on inclusive education. The challenges and practices faced by the Education Teachers on inclusive education: How do you currently adapt your teaching practices to ensure that all learners, including those with diverse learning needs, are fully included in the classroom environment?; What specific strategies or resources do you utilize to support learners with special educational needs in your classroom, and how effective do you find these approaches?; Can you share your experiences collaborating with parents and other stakeholders in overcoming challenges faced in implementing inclusive education?; The strategies implemented by the Education Teachers on inclusive education: What specific obstacles do you encounter in implementing inclusive education practices for learners with diverse learning needs in your classroom?; How do you perceive the support provided by your school administration in addressing the challenges related to inclusive education, and what improvements would you suggest?;

This study can contribute to the existing body of knowledge on inclusive education, shedding light on the specific challenges faced by education teachers in public elementary schools. By identifying these challenges, the study can pave the way for the development of targeted interventions. Understanding the challenges and practices of education teachers in inclusive education settings can lead to the development of best practices. By identifying successful strategies employed by teachers, the study can inform other educators and institutions, ultimately improving the quality of inclusive education provision. Lastly, this study can serve as a foundation for the development of training programs and professional development opportunities for education teachers. By addressing the specific needs identified in the study, educators can enhance their skills and competencies in supporting learners with diverse learning needs.

## II. METHODOLOGY

This chapter presents the research methodology employed in the study. It encompassed a discussion on the research design, study population, sampling technique, data instruments utilized for data collection, data management and statistical analysis, and ethical considerations.

This research study utilized qualitative design using thematic approach. Employing a qualitative design with a thematic approach in inclusive education research offers significant advantages, including the exploration of lived experiences, capturing diverse perspectives, flexibility in data collection, and the potential to inform practices and policies. This methodological framework is essential for developing a comprehensive understanding of inclusive education, ultimately leading to improvements in educational outcomes for all students (Smith & Sparkes, 2022).

The population of the study on the challenges and practices of education teachers in public elementary schools in Kabayan, Kibungan, Tuba and Mankayan specifically targeted five education teachers within these institutions, hence, the researchers used purposive sampling. These teachers were chosen as representatives to provide insights into the diverse experiences, perspectives, and practices related to inclusive education within the public school system. Selection criteria for these five teachers may include factors such as their level of expertise or training in inclusive education, their involvement in supporting learners with diverse learning needs, and their willingness to participate in the study.

By focusing on a small, targeted sample of five education teachers, the study aims to achieve depth and richness in understanding the challenges and practices associated with inclusive education. This approach allows for in-depth exploration of individual experiences while also providing opportunities to identify common themes and patterns across the sample.

This study conducted semi-structured interviews with the teacher-respondents to gather in-depth insights into their experiences and challenges. This method allowed participants to express their thoughts freely, providing rich qualitative data. To ensure the validity and reliability of the interview guide, a pilot test with three teachers of Public Elementary school was conducted to refine the interview questions through their feedback. The interview guide has consisted of open-ended questions focusing on: the current practices and challenges encountered by the teacher-respondents relative to inclusive education.

To order to ensure a thorough knowledge and rich insights into the experiences of the five selected teachers, the data gathering approach for the qualitative study on the problems and practices of education teachers in selected public elementary schools in Benguet contains many crucial steps. Purposive sampling was used in the first phase to choose five education teachers from various Benguet public elementary schools. Factors including prior teaching experience, participation in inclusive education, and openness to participation are taken into account. Each of the five teachers chosen is subjected to semi-structured interviews. The purpose of these interviews is to learn more about their viewpoints, practices, and experiences with inclusive education. Open-ended questions enabled participants to go into further detail about their ideas and experiences while also encouraging thorough responses. To guarantee that the data is accurately captured, audio recordings and thorough notes are made during the interviews. The data was transcribed and then underwent thematic analysis following the interviews.

The researchers used qualitative research with a thematic approach. It involved a systematic process of organizing, analysing and interpreting texts from the participants' perspectives. The researchers used the step-by-step of data treatment in thematic analysis such as data collection, familiarization, coding, generating and reviewing of themes. The systematic approach to data collection, coding, and theme development facilitated a thorough exploration of educators' experiences, ultimately contributing to a deeper understanding of the dynamics within inclusive education contexts.

Ethical considerations were crucial in conducting research on the issues and methods faced by educators in specific public elementary schools in Benguet, since they safeguard the participants' rights, privacy, and well-being. All teachers were given thorough information about the goals, methods, possible dangers, and advantages of the research before they agree to participate in it. They had the chance to inquire and offer their free, informed agreement to take parts. Steps were taken to guarantee that the names and responses of the participants remained private. To preserve the teachers' privacy when sharing the results, pseudonyms were employed. The study's researchers were the only ones with access to the safely kept data. Throughout the entire study process, the participants' agency and autonomy are respected. Teachers were not penalized if they choose not to participate in the study or if they leave at any point. Every attempt is made to reduce the participants' potential for injury or discomfort. When talking about subjects that could be emotionally taxing or delicate for the teachers, sensitivity is maintained.

By advancing understanding and enhancing inclusive education methods, the study hoped to be beneficial. The results could guide practice and policy adjustments that benefited public elementary school teachers as well as learners.

### III. RESULTS AND DISCUSSION

This chapter presents the results of the study, analysis and interpretation of the collected data, aimed at addressing the problems outlined through the guiding questions.

**Table 1**

How do you currently adapt your teaching practices to ensure that all learners, including those with diverse learning needs, are fully included in the classroom environment?

Themes	Participants	Responses
	Teacher A	"...I can adapt my teaching practices by assessing my student needs, and design varied activities."
	Teacher B	"...I assessed my learners first by giving formal and informal assessment. I also give differentiated instructions and collaborative learning activities to be able to accommodate the needs of every learner."
	Teacher C	"...I create personalized learning plans for each student, and then use differentiated instruction and assessment to ensure their individual needs are met."

Teaching Practices included in the classroom environment	Teacher D	<i>"...During activities, I go around to give assistance to individual learners. For my learner who has special needs, I gave different activity base on her needs."</i>
	Teacher E	<i>"...I work with each student to develop a personalized plan, and then use differentiated instruction and assessments to actively guide their learning journey."</i>

**Table 2**

What specific strategies or resources do you utilize to support learners with special educational needs in your classroom, and how effective do you find these approaches?

Themes	Participants	Responses
Specific strategies or resources utilize to support learners with special educational needs	Teacher A	<i>"...I will utilize a targeted support for the students like peer tutoring, small group instruction and the use of assistive technology."</i>
	Teacher B	<i>"...Individualized learning plan is one of my resources which has a specific educational needs and goals of the learner."</i>
	Teacher C	<i>"...I always do peer support. I encourage peer tutoring and collaborative learning, where students with different strengths can support each other."</i>
	Teacher D	<i>"...I gave Individualize instruction better than group. I used games, puzzles and so on."</i>
	Teacher E	<i>"...I heavily rely on visual aids like pictures, charts, diagrams, and graphic organizers to present information in a clear and accessible way."</i>
Effectiveness of the Approaches	Teacher A	<i>"I do hope that this approaches is effective because they can learn with their classmates and they can also learn with visuals while the teaching and learning is ongoing."</i>
	Teacher B	<i>"...it is very helpful and effective for me because it provides a roadmap for supporting each learner in their special needs."</i>
	Teacher C	<i>"This not only provides academic assistance but also fosters a sense of community and inclusivity."</i>
	Teacher D	<i>"These are very helpful because it fosters engagement and motivation to my learners with learning differences."</i>
	Teacher E	<i>"These tools help students with visual learning styles and those who struggle with auditory processing."</i>

**Table 3**

Can you share your experiences collaborating with parents and other stakeholders in overcoming challenges faces in implementing inclusive education?

Themes	Participants	Responses
Experiences collaborating with parents and other stakeholders in overcoming challenges faces	Teacher A	<i>"Regarding the difficulties of my learners, I reach their parents through GC(group chat)...So far, I have never encountered parents with negative feedback regarding their children."</i>
	Teacher B	<i>"...By having a parent-teacher collaboration, we created a supportive network wherein they are participating with the school and classroom activities."</i>
	Teacher C	<i>"...Addressing resource scarcity. Limited resources are a common challenge. I've collaborated with parents to identify local resources like community centers, NGOs, and even skilled individuals within the community who can also provide support. We've also explored creative solutions like repurposing materials or using simple, accessible tools to create learning aids."</i>
	Teacher D	<i>"...Having a heart-to-heart talk with parents. Being a teacher must have a big heart to understand the situation. Parents acceptance and cooperation"</i>
	Teacher E	<i>"...Some parents might apprehensive about inclusive education, I've found that open and honest communication, along with sharing research and success stories, can help build trust and understanding. I also invite parents to participate in classroom activities, share their expertise, and contribute to the learning process."</i>

#### IV. CONCLUSIONS

Based on the results, teachers in Benguet have successfully navigated the complexities of inclusive education by implementing differentiated instruction. This approach tailors' educational experiences to meet the unique needs of each student, ensuring that diverse learners receive the necessary support to thrive in an inclusive environment. The emphasis on targeted support and collaboration among stakeholders has proven essential in fostering an accepting atmosphere for inclusive education. However, ongoing professional development is crucial to equip teachers with the skills needed to adapt their practices effectively, as many educators still face challenges in fully realizing differentiated instruction due to a lack of training and resources.

Despite the positive adaptations made by teachers, various factors hinder the effective implementation of inclusive education. Social relationships among students, attitudes towards inclusivity, inherent biases, and the overall school environment contribute to significant challenges. These obstacles can create barriers that prevent students with diverse learning needs from fully engaging in the classroom. Addressing these issues requires a concerted effort to cultivate a supportive school culture that prioritizes inclusivity and respect for diversity.

Teachers have identified a lack of collaboration from stakeholders, insufficient materials tailored for students with special needs, and inadequate training as critical barriers to implementing inclusive education effectively. These challenges highlight the necessity for systemic changes that ensure educators are supported with appropriate resources and training programs. The complexity of inclusive education demands a comprehensive approach that addresses these gaps while empowering teachers to facilitate learning for all students

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