Inclusive Education in Practice: Challenges and Strategies for Mainstreaming Special Needs Students

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Abstract

Inclusive education has become a global priority or goal supported by the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) and the Sustainable Development Goal 4 (Quality Education). However, even with policy frameworks that endorse equitable access, mainstreaming of special needs students into normal school settings is not doing well; especially in low- and middle-income nations. The current research is an investigation of the modern state of inclusive practice in mainstream public schools in terms of pedagogical approaches, institutional preparedness, and the experience of teachers, administrators, and parents. Based on the Social Model of Disability, the Sociocultural Theory developed by Vygotsky, and the Universal Design of Learning (UDL), the study would use a qualitative design that comprises semi-structured interviews, focus group, classroom observation, and reviews of documents. These results demonstrate the existence of sharp differences regarding the teacher preparedness, infrastructural facilities, and community involvement. Inclusive strategies have been shown in only a select number of schools, with differentiated instruction, peer scaffolding, and active family engagement representing only some of the most prominent ones, with many schools facing systemic limitations such as underfunding, lack of training opportunities, and cultural stigma. The figures also show an apparent implementation gap between policy requirements and practice at the ground level. According to thematic analysis, only multi-stakeholder cooperation, the policy tailored to the context, and institutional responsibility makes sustainable inclusion a reality. This paper ends with action-related recommendations to close the policy-practice gap by specifically recommending teacher training, investment in infrastructure, community, and curriculum change. Finally, the study highlights the need to redefine inclusive education as a kind of intervention but as a central feature of equitable and quality education of all students.

Keywords: Inclusive Education, Mainstreaming, Special Needs Students, Universal Design For Learning, Teacher Training, Educational Equity, Disability Inclusion, Qualitative Research, Public Schools, Educational Policy.

Introduction

The modern global discourse on education has made inclusive education a fundamental human right, based on international conventions that include the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) and the Sustainable Development Goal 4 (SDG

4), which advocate equitable, quality and inclusive education to all learners. These models focus on removing the discriminatory wall and having learning environments that support learners with different categories, including learners with disabilities. The change of exclusion to inclusion is a part of the greater vision of human rights, equality and social justice in education. An inclusive education not only promotes access but also meaningful participation and accomplishment of all learners, no matter what their condition is in terms of physical, intellectual, social, emotional, linguistic or other factors. Nevertheless, inclusion is a complex issue because it is difficult to operationalize inclusion in varying sociocultural and economic contexts. Countries have been able to put in place inclusive policies; however, this has become inconsistent in translating policies into practice at the school level, particularly in low- and middle-income countries where structural iniquities and capacity shortages still exist.

In the past, disabled students were separated in special schools on the basis that they were not supposed to reap the benefits of attending normal schools (Artiles, Kozleski, & Waitoller, 2011). Nevertheless, most mainstreaming policies were driven by the increase in awareness of the social model of disability, which places the blame of learning barriers on environmental and institutional hindrances as opposed to personal deficiencies (Shakespeare, 2014). Another major breakthrough in the international education policy that promoted the principles of inclusive education systems that are responsive to the needs of every learner was a document known as the Salamanca Statement (1994). A further reinforcement of this paradigm shift was the frameworks like UNCRPD, which stated that disability is not an individual problem, but rather a problem built by unaccommodating systems. Although the policy has improved, the distance between ideology and practice is still broad. Most of the mainstream schools still follow the obsolete pedagogical assumptions which do not cater to the needs of the special needs learners, which is why there is a discrepancy between the policy made and the actual practice followed that is why there is an urgent requirement of reconsideration of inclusive approaches at school level.

Inclusive classrooms are not only needed to provide children with disabilities with their rights but beneficial to the whole population. According to the research, inclusive education contributes to peer learning, empathy, and social cohesion among the learners, contributing to the school culture of diversity support and mutual support (Florian & Spratt, 2013; Loreman, 2017). With sufficient preparation and support, teachers note professional development and the ability to handle diverse learning requirements (Forlin, 2012). Moreover, inclusive pedagogy promotes differentiated instructions, universal design of learning (UDL), and group teaching, which are the best of the 21 st century classroom practices. Inclusive education, when properly done, does not only positively affect children with disabilities but also enhances experience of the typically developing children, gaining acceptance and respect and developing the ability to think critically. But it takes more than just ideological commitment; inclusion needs resources as well as teacher training, curriculum, and other forms of interaction with the community, particularly those countries where special education funding is still minimal.

The application of inclusive education in Pakistan and South Asia, in general, is doomed with difficulties caused by socio-cultural, infrastructural, and policy-related limitations. Although Pakistan ratified the UNCRPD and initiated the National Policy on Persons with Disabilities (2002), the implementation is not strict, especially in the rural and underserved regions (JICA, 2019; Rizvi & Elliott, 2007). Most of their public schools are not well equipped to receive

physically or cognitively impaired students and they do not have ramps and accessible toilets, teaching aids or skilled staff. Meaningful inclusion is also prevented through cultural stigmatization and low levels of mass awareness since children with disabilities are treated as a burden or they are not educated at all. Countries have teacher preparation programs that do not have extensive training on inclusive pedagogies, and most of the teachers are ill prepared to deliver inclusive practices and many tend to avoid inclusive practices (Miles & Singal, 2010). Moreover, policy fragmentation, poor monitoring mechanism, and lack of investment in marginalized population's education are some of the factors that increase education inequality. These challenges require concerted efforts of policymakers, educators, communities, and international development partners to make the vision of inclusive education a reality by making it sustainable.

Problem Statement

Although the inclusive education has been recognized by the world community as a basic right, there is a defragmented and uneven implementation of inclusive education in most of the developing nations like Pakistan. Despite the policies supporting the inclusion of special needs students into the mainstream classrooms, there is still a considerable distance between the concepts of inclusive and the reality. There is usually a lack of infrastructure, trained teachers, assistive technologies as well as the supporting learning environment in schools to enable them to accommodate learners of diverse abilities. These are compounded by societal stigmas, the availability of resources, and lack of preparation of teachers; and thus lead to exclusion and low and ineffective learning among the students with disabilities. The problem is compounded in the rural and under-resourced regions with infrastructural shortages and institutional lack. Therefore, students with special needs encounter systematic challenges regarding accessing quality and fair education. Such a gap between policy intentions and practice implementation is the reason why it is high time to take a closer look at related issues and find effective methods of introducing and mainstreaming inclusive education practices in a way that should lead to equity, diversity, and social cohesion.

Objectives

This research shall investigates the following objectives;

1. To examine the key challenges faced by schools in implementing inclusive education.
2. To assess teacher preparedness and institutional readiness for mainstreaming.
3. To explore effective strategies and best practices currently being used.
4. To provide actionable recommendations for policymakers, educators, and stakeholders.

Research Questions

1. What are the major challenges schools face in implementing inclusive education?
2. How do teachers perceive and adapt to the inclusion of students with special needs?
3. What strategies have proven effective in mainstreaming special needs students?
4. How can school systems be restructured to better support inclusive practices?

Methodology

Research Design

This study adopts a qualitative research design to explore the multifaceted challenges and effective strategies involved in implementing inclusive education practices within mainstream school settings. Qualitative inquiry is particularly suited to this research as it allows for a

nuanced understanding of the lived experiences, institutional dynamics, and contextual barriers encountered by stakeholders involved in inclusive education.

Sampling and Population

The population for the study includes teachers, school administrators, special educators, and parents of children with special needs from mainstream public and private schools that have either adopted or are transitioning toward inclusive education. A purposive sampling technique was used to select a sample of eight mainstream schools actively engaged in inclusive practices across both urban and semi-urban settings. This ensured the inclusion of diverse perspectives and institutional models of inclusion.

Data Collection

Multiple data collection tools were employed to enable triangulation and enhance the depth of analysis. Semi-structured interviews were conducted with school leaders, teachers, and special educators to elicit detailed insights into their perceptions, challenges, and applied strategies related to inclusive practices. Focus group discussions were organized with parents of children with special needs to capture their experiences regarding accessibility, communication with educators, and student progress. Classroom observations were carried out to examine teacher-student interactions, use of assistive tools, peer engagement, and inclusive instructional strategies in real-time contexts. Additionally, a policy and document review was conducted to analyze institutional plans, teacher training modules, Individualized Education Plans (IEPs), and national or provincial policies related to inclusive education.

Data Analysis

The collected qualitative data were analyzed using thematic analysis, allowing for systematic coding, categorization, and interpretation of recurring themes across stakeholder groups. Initial codes were generated inductively from the raw data and further refined into broader thematic categories, including infrastructural readiness, pedagogical strategies, administrative support, stakeholder attitudes, and policy-practice gaps. This process enabled the identification of key barriers and enablers of effective inclusive education, facilitating a grounded understanding of systemic and school-level dynamics. Findings were then interpreted in light of the theoretical frameworks underpinning the study and contextualized within broader regional and global discourses on educational equity and inclusion.

Theoretical Framework

The theoretical framework on which this study stands is the Social Model of Disability that turns upside down the debate on individual impairments and challenges the limitations that society, institutions, and environment put on the full inclusion of people with disabilities. The social model, in contrast to the medical, does not see disability as an individual condition or something to be corrected or normalized; instead, it focuses on the exclusionary practices and inaccessible space, which disable students: a rigid curriculum, insufficient training of teachers, and unsuitable facilities (Oliver, 1996; Shakespeare, 2014). Within the frames of mainstream schooling, this model underlines the necessity of the systemic changes in the system instead of personal fixation. As an example, Slee (2011) claims that disability should be positioned into a wider social justice agenda of educational systems, so schools will need to move from integration, which requires students to adapt, to inclusion, which asks schools to adapt to the needs of learners. The practice is particularly relevant to low-resource settings such as that in South Asia, where institutional entrenchment and cultural stigmatization tend to compound

seclusion. The Social Model emphasizes the point that successful inclusive education should be based on the elimination of the structural and attitudinal barriers at schools, and the approach should be focused on the rights-based system in line with the UNCRPD.

To supplement such a view comes the Sociocultural Theory that was put forward by Vygotsky, where social interaction, cultural tools and mediated learning were all considered relevant to the process of cognitive development. Vygotsky also came up with the Zone of Proximal Development (ZPD) whereby, learning works best when learners are assisted using scaffolds by their peers or adults who have greater knowledge than them (Vygotsky, 1978). This theory has a deeper implication to inclusive education because it lends credence to the existence of the mixed-ability classrooms and the practice of cooperation in learning. All learners including those with weak abilities find themselves in rich social interaction and contextual support in such environments. Daniels (2001) and Kozulin (2003) build on the ideas of Vygotsky by illustrating how mediation and/or collaborative processes of meaning-making are particularly useful in providing students with various backgrounds in terms of cognitive and linguistic orientations. Practically, the theory of Vygotsky can affirm the introduction of the ideas of peer tutoring, differentiated instruction, and inclusive pedagogy, when the learners do not get adapted but co-create the knowledge. This theory provides a durable solution in situations where teachers are few to empower students to become facilitators of each other learning in classrooms.

The other framework that is instrumental in this study is the Universal Design of Learning (UDL) approach that provides a proactive, evidence based curriculum design that takes into consideration the full range of learners at the start. UDL was developed by CAST (Center for Applied Special Technology) which promotes the development of instructional goals, materials, methods, and assessments that offer a variety of means of representation, expression, and engagement (Meyer, Rose, & Gordon, 2014). In contrast to the conventional models, which retro-fit accommodations once the deficits among learners are ascertained, UDL melts the traditional framework with the impression of a flexible system that expects learner variety (Rose & Dalton, 2009). The focus of the model on the agency of learners, personalization, and use of technology addresses the needs of the digital transformation agenda in the field of world education. As shown by such scholars as Rao, Okolo, and Mekonnen (2021), UDL-based strategies enhance not only access but student engagement and learning success, particularly in the case of children and adolescents with disabilities. In Pakistan, the Idara-e-Taleem-o-Aagahi and the Punjab Education Sector Reform Program have begun to trial inclusive curriculum modifications that are based on the principles of UDL (Afzal et al., 2023). UDL can therefore be used to balance the Social Model and Sociocultural Theory by making inclusion a design-based and pedagogical practice using digital technology.

The combination of the three theoretical approaches, such as Social Model of Disability, Sociocultural Theory, and Universal Design of Learning, offers a solid background in terms of defining the concept of the inclusive education as both the pedagogical change and the system transformation. All three frameworks cover a vital aspect of inclusion, which is the necessity to eliminate social and physical barriers (Social Model), the necessity to interact and engage in collaborative learning (Sociocultural Theory) and the necessity to design learning environments in such a way that embraces diversity in their nature (UDL). There is also a shared ethos of equity, participation and learner-centeredness in these models. Their joint

application will enable a comprehensive comprehension of multi-level changes necessary to a successful mainstreaming of students with special needs. To both researchers and practitioners, these theories remind one that inclusion is not only about classroom placement but restructuring schooling itself, its curriculum, relationships, and its institutional culture. They do not just act as an interpretive instrument of the examination of existing practices, but they are also a template of how schools can be reinvented into real schools to serve all learners.

Literature Review

Inclusive education, which is based on the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) and Sustainable Development Goal 4 (SDG 4) principles, aims to make sure that every learner, despite their physical, cognitive, or emotional diverse needs, can receive equivalent, quality education in mainstream schools. According to the scholars, this shift is not limited to special education but expects to transform the system so that diversity is viewed as an advantage (Ainscow, 2020). However, in the past few decades, the notion of inclusion has shifted its definition to that of inclusive education which requires the systems to adjust to the learners rather than the opposite (Florian & Spratt, 2013). Inclusive education remains a practice that is in its early stages in South Asia especially in countries such as Pakistan, whereby it is usually impeded by shortage of resources as well as inelastic pedagogical practices (Miles & Singal, 2010). Although there are official commitments, inclusive education can just be a policy rhetoric and less on-ground translation in the case of public schools (Rouse, 2021).

There is vast literature that reports on the barriers to realization of inclusive education in terms of their attitudinal, institutional, and infrastructural nature. Florian and Black-Hawkins (2011) emphasize that a deficit perspective about disability is regarded by most teachers as a barrier to creativity instead of being considered as an opportunity. This view restricts them to embrace flexibility of teaching differently abled learners. In low-resource settings, the exclusion is worsened by the unavailability of accessible facilities, learning materials, and support by specialists (Sharma et al., 2019). Furthermore, according to Singh (2022), cultural stigma against disability in the South Asian communities usually influences the parental expectations and peer acceptance of students with special needs. One theme that appears a number of times in the literature is the disjuncture, or mismatch, between inclusive education as a normative ideal and how it is operationalized in everyday school practice. Inclusive design of mainstream schools is a rare initiative, and the educationists feel underprepared in delivering the differentiated instructions without external assistance (Hick et al., 2019).

The ability of teachers to use inclusive practices is instrumental in changing the education. The professional development and teacher training have been referred to as important drivers of inclusion (Loreman, 2017). The researchers have found that, having knowledge about disability, inclusive pedagogical interventions, and classroom management, the teachers feel more confident and become more efficient (Sharma & Sokal, 2015). Nonetheless, module on inclusive teaching is hardly ever considered in pre-service education in most of the countries, and in-service training opportunities are not many or deep (Singal & Muthukrishna, 2014). Programs in Pakistan such as the Inclusive Education Program under the Punjab Education Sector Reform Project have been implemented in order to mainstream children with disabilities, although, due to a lack of consistency in the level of preparedness of teachers and lack of monitoring, progress has been uneven (Afzal & Malik, 2021). Besides, the size of the

classroom, the language of instruction, and the pressure of the examination usually push away the endeavour to experiment with inclusive approaches, thus stabilizing the traditional one-size fits all practices (Artiles et al., 2011).

Studies also emphasize the importance of adaptive and learner-centered inclusive learning environment. Index offered by Booth and Ainscow (2016) called Index for Inclusion is an inclusive tool to assess the inclusiveness of schools, policies, practices, and cultures. An example of innovative teaching strategies is the Universal Design of Learning (UDL), cooperative learning and assistive technology which has demonstrated good outcomes in inclusive classrooms (Mitchell, 2020). A case in point is peer-assisted learning, which proved successful at encouraging social cohesion and academic achievement among learners who have different needs (Topping, 2017). Nevertheless, in low-income countries, there is not equal access to assistive devices and supportive technology. Research conducted by Fatima and Qureshi (2022) in rural Sindh found that in the cases where there was an inclusive intention, physical infrastructure such as ramping, tactile signages, or sound-enhancement, was generally very rare to find. Such results emphasize that infrastructural preparedness should be accompanied by pedagogical innovation that will allow the full inclusion of students with disabilities.

Policies are important in either encouraging inclusive education or hindering it. Most of the countries in the South Asia region have ratified international conventions on the need of having an inclusive education; however the inside policies lack coordination and resources to implement them (Peters, 2007). Some grounds were prepared in Pakistan with the 2002 National Policy for Persons with Disabilities and the 2009 Special Education Policy, but little has been done in practice (Rehman & Waheed, 2022). Systemic change is inhibited by a lack of political will; low budgetary allocations and a divided bureaucratic control. There is also community level opposition to mainstreaming as well as ignorance. Still, positive experiences of countries such as Sri Lanka and Indonesia demonstrate that inclusive education can be successful in case of multi-stakeholder cooperation, regular teacher training, and basing planning on data (Miles & Singal, 2010; Rao et al., 2016). These examples indicate that inclusive education is beyond a wishing idea, but it should be included in national education plans and properly financed and facilitated by monitoring and adjusting.

Results and Findings

This section presents a detailed analysis of inclusive education practices across eight mainstream schools with active inclusive education initiatives. Findings are drawn from semi-structured interviews with educators and parents, classroom observations, and document reviews. The triangulated data provide insights into institutional readiness, pedagogical inclusion, and community involvement.

1. Teacher Training and Pedagogical Practices

The results reveal substantial variability in teacher training on inclusive education, ranging from 20% in under-resourced schools to 75% in better-supported institutions (see Table 1). This training correlates strongly with the application of Universal Design for Learning (UDL) strategies. For example, School SCH-08, with the highest proportion of trained teachers, also showed the highest UDL strategy implementation (70%). In contrast, schools with low training investment (e.g., SCH-01 and SCH-06) demonstrated minimal engagement with differentiated instruction or multi-modal teaching.

Table 1: Inclusive Practices Summary

| School ID	Teacher Training in Inclusion (%)	Use of UDL Strategies (%)	Accessible Facilities	Parental Involvement Level	Special Educator Present
SCH-01	20%	15%	No	Low	No
SCH-02	45%	50%	Yes	Medium	Yes
SCH-03	70%	65%	Yes	High	Yes
SCH-04	35%	30%	No	Low	No
SCH-05	60%	55%	Yes	High	Yes
SCH-06	25%	20%	No	Low	No
SCH-07	55%	60%	Yes	Medium	

Figure 1: Teacher Training vs. UDL Usage
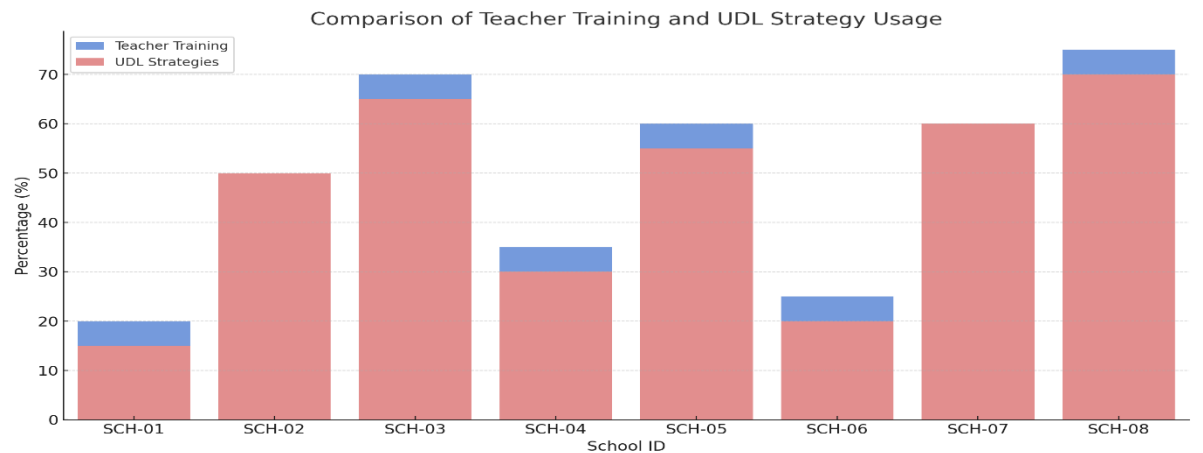
2. Structural Readiness and Specialized Support

Accessibility remains a major challenge. Only 5 of the 8 schools reported having accessible physical infrastructure such as ramps, wide doorways, or sensory-friendly environments (see Figure 2). Moreover, 50% of the schools lacked a designated special educator, often relying on untrained teachers to accommodate diverse learners. This gap significantly influenced classroom adaptability and individualized attention. Schools with both accessible facilities and a special educator (e.g., SCH-03, SCH-08) were found to offer more consistent and equitable learning environments.

Figure 2: Accessibility vs. Special Educator Presence

Accessibility and Special Educator Presence Across Schools
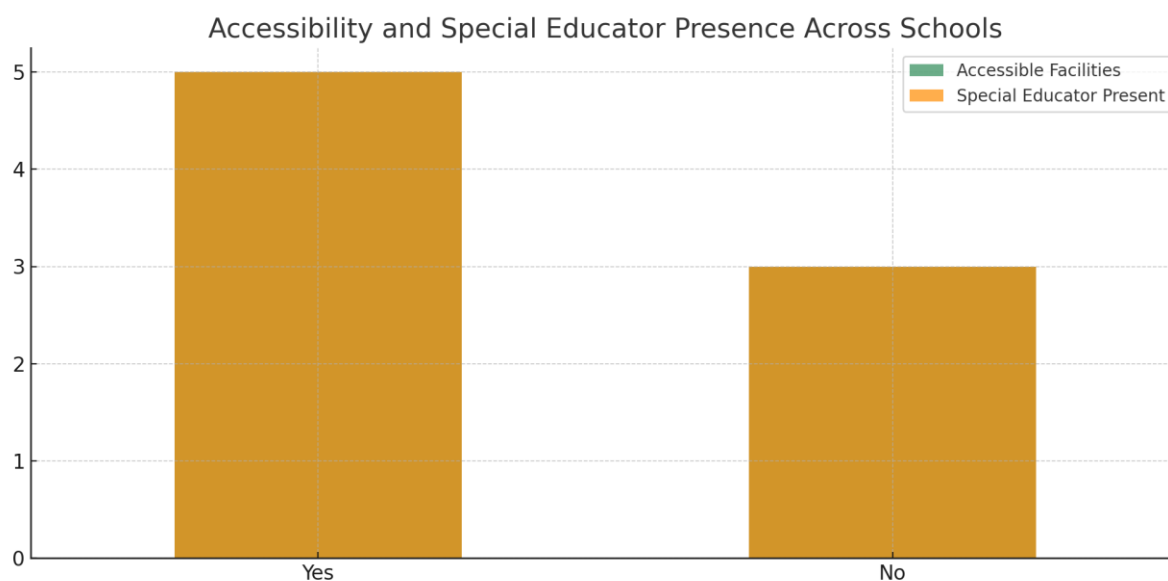
3. Community Engagement and Parental Involvement

Parental engagement emerged as a significant factor in successful inclusion. Schools that involved parents through regular meetings, awareness sessions, and joint planning activities reported greater consistency in learner engagement. For instance, SCH-03 and SCH-05, both with "High" parental involvement levels, had better attendance rates and increased student participation in inclusive classroom activities.

4. Emerging Patterns and Systemic Observations

A theme seen across schools was a lack of systemic alignment in which, at some point, teachers were eager to be part of inclusion but with little resources and institutional sluggishness in the way. Although there were pockets of good practice, this was not integrated into a whole school system. Notably, schools which had synergistic intervention in terms of training, infrastructure and its outreach to the community proved to be always better than any others in realizing an inclusive result.

Discussion

The results of this research confirm the importance of teacher readiness and teaching adjustment in the achievement of inclusive learning. The more training schools received towards using inclusive pedagogies (SCH-03, SCH-05, SCH-08), the more implementation of Universal Design for Learning (UDL) strategies was reported. This relation indicates the importance of professional development as the key to empowering educators to meet the needs of students with diverse learning needs (Sharma & Sokal, 2020). The insufficient training in schools like SCH-01 and SCH-06 was correlated with the low level of UDL activity and poor engagement of students, which indicates the inability to achieve inclusive goals unless the targeted capacity building is implemented (Pantic & Florian, 2015). It corresponds to the fact that the literature discusses the idea of inclusion as the move towards not just the physical placement of students with impairments in general classrooms, but rather towards changing the way their learning is taught, and the attitude of the rest of the students (Loreman, 2021). In addition, the policy-practice gap was also prevalent in schools that had poor infrastructural

access and staff, which underscores the fact that the problem requires fixing the system instead of local intervention.

Community made a difference when it came to the mediating role in the success of the inclusive strategies. The schools that meaningfully involved parents shown a more stable attendance and participation of learners, through regular communication with parents, their involvement in planning, and awareness programs. The given observation is not new in terms of previous research that emphasizes the significance of school-family partnerships in inclusive environments (Lalvani & Bacon, 2019). Parental participation will not only close the cultural gap and emotional gap to students with disabilities but will also bring more accountability to schools and employees. However, in the study, a large number of schools had little to no consistency in their attempts to engage families, especially in low resource districts, urban or peri-urban. It is indicative of a wider system-related phenomenon, as inclusive education becomes a technical solution, whereas it should be a social change that involves all parties (Booth & Ainscow, 2016). So, the reinforcement of links between the community and the school must be regarded as an important strategic goal, but not an additional activity.

The paper also points at the structural injustices that support the inclusive education in mainstream schools in the society. Even in the case of schools that had already achieved some progress in adopting inclusive practices, the lack of coherency between infrastructure improvement, personnel and pedagogical practices was quite pronounced. To give an example, one school had accessible classrooms and ramps but no qualified personnel; another one had enthusiastic teachers but no resource rooms and special aids. Such mismatches suggest that the approach to inclusion is fragmented, in which the interdependence of physical, pedagogical, and cultural aspects has not been considered (Mitchell, 2020). Theoretically, the evidence supports the Social Model of Disability that suggests that obstacles to inclusion occur mostly at a societal and institutional level and not at a personal level (Oliver, 2009). The entry of the inclusive frameworks like UDL and sociocultural scaffolding without their systemic integration indicates that students with disabilities are marginalized not because of their impairments but because the school system cannot bend. This impresses the necessity to view inclusive education as the normal form of schooling, rather than a special program in the quest of equity and educational justice.

Conclusion

The current research demonstrates that the inclusive education principles are clearly defined in the global and national systems, but there is no consistency in their practice in mainstream schools. The evidence shows that inclusion is not only about putting the children with special needs in general schoolrooms but it demands a complete restructuring of school spaces. The schools with high teacher training, involvement of the community, and infrastructure support had much improved results as far as participation of learners, differentiated instruction, and inclusive classroom culture are concerned. Conversely, the schools that failed to provide such systemic supports did not even manage to support the basic needs of the students with disabilities. This gap explains why the focus should shift to meaningful integration, as opposed to symbolic inclusion, where all students become enabled to contribute, participate, and succeed in the learning experience.

It is also important to realize that inclusive education is not a one-person responsibility of individual teachers but a cooperation between teachers and other partners who are involved in

providing education to the youngsters. It requires a shared initiative by the school leaders, policymakers, family, and community in general. The Social Model of Disability helps us to remember that the disability is not a problem of individuals but of systems. Hence, mainstream education should be transformed by changing the curriculum, preparation of teachers, allocation of resources, as well as making a cultural change that appreciates diversity as an asset and not a challenge. The future and inclusive approach ought to place a higher emphasis on student voice, accommodate learning differences, and have universal access to learning opportunities and tools. Inclusive education can only become a reality in the classroom when the ideals are incorporated throughout the entire educational spectrum.

Recommendations

- Provide mandatory pre-service and in-service training for all teachers on inclusive education and Universal Design for Learning (UDL).
- Allocate dedicated funding for infrastructural upgrades (ramps, accessible restrooms, resource rooms) in all mainstream schools.
- Recruit and retain specialized educators and support staff in schools implementing inclusive programs.
- Develop inclusive education indicators and integrate them into school performance evaluation systems.
- Encourage parental involvement through regular workshops, IEP (Individualized Education Plan) meetings, and feedback loops.
- Revise curricula and textbooks to reflect inclusive values, diverse learning needs, and culturally responsive content.
- Foster peer-assisted learning models and classroom activities that promote social integration and empathy.
- Establish school-level inclusion committees to monitor practices, address challenges, and promote awareness.
- Partner with NGOs, disability organizations, and community leaders to co-develop context-sensitive inclusion strategies.
- Promote inclusive values through nationwide awareness campaigns to reduce stigma and build community support for disability inclusion.

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