Exploring inclusive education strategies and challenges for learners with special educational needs: Input to sustainable support programs

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Abstract: This qualitative study explores the inclusive education strategies and challenges faced by teachers, school heads, and parents of learners with special educational needs (SEN) in the District of Sapian during the school year 2024–2025. Anchored on constructivist learning theory, the social model of disability, and Bronfenbrenner's ecological systems theory, the study utilized narrative inquiry and interpretive description design to gather rich, contextual data from 48 purposively selected participants. In-depth interviews revealed that learners exhibited a range of exceptionalities including learning disabilities, intellectual disabilities, visual impairments, autism spectrum disorder, and other conditions. Teachers employed various instructional, motivational, and socio-emotional strategies to address learners' needs, including differentiated instruction, assistive technologies, and collaborative planning. However, they faced significant challenges such as classroom management difficulties, lack of parental involvement, insufficient resources, and emotional stress. Coping strategies included professional collaboration, stress management, technology integration, and the establishment of support systems. The findings underscore the need for targeted professional development, inclusive policy implementation, and enhanced stakeholder collaboration. A development program is recommended to support educators and parents in fostering equitable and effective inclusive learning environments.

INTRODUCTION

Inclusive education (IE) studies are frequently concerned with the gap between inclusive education policies and the actual inclusion of learners with disabilities. Many school environments face contextual and culturally enforced challenges, which contribute to the problem's complexity. When it comes to educational equality for learners with disabilities, Southeast Asia is in a particularly challenging position. When discussing the main challenges that learners face in educational institutions, researchers typically bring up the stigma associated with disabilities that still exists in many institutions and at many social levels. Learners' issues with learning and participation in class are made worse by social pressure and rejection. Social isolation and poor academic performance, in turn, have a detrimental impact on self-disclosure and make learners reluctant to seek help. The majority of studies try to fill the gaps in terms of accessibility, resources, and curriculum adaptations, as well as disability services management, because the issue of inclusive education is still important for both policy and practice (Cifuentes-Faura & Faura-Martínez, 2022).

In the Philippines, what every schoolchild must learn and why it must be learned, regardless of his or her abilities or lack thereof, are issues that have yet to undergo intense

debate. Rich and sustained argumentative discussions surrounding IE and special education in the Philippines must be encouraged to discern what is best for all Filipino schoolchildren. Whether the Philippines should adopt the inclusion policy and specific approaches to IE practiced in other countries and which adjustments to make according to the demands of the country's own cultural, economic, and social realities—these are serious matters that need immediate attention, for high-quality education is an entitlement all school-aged Filipino children must enjoy, regardless of what they have or lack.

So far, the practice of IE in Philippine basic education is largely determined by Department of Education Order No. 72, s. 2009, an outdated directive which does not specify a stable, clear, and definite process of including Children with Special Needs (CSN) in the general education setting. A move to effect high-quality inclusion in Philippine schools is said to be underway, but at present, the Special Education Act (Philippine Senate Bill 3002), which is supposed to determine the practice of inclusion in general education schools, is still under review at the Philippine senate. The continued delay of this bill's passage into law and which standards should be met in its implementation are issues that continue to defy definitive resolution.

Throughout the researcher's extensive teaching experience in three schools, he has consistently encountered learners with diverse abilities, including those with special educational needs. Notably, during his tenure at Majanlud Elementary School, he identified a nine-year-old learner with a disability who was enrolled in the formal education program. She looks normal like other learners, but she is not; she is autism. She needs guide from the teacher during the learning process. So far, inclusion has been presented through a disability lens. Inclusion should, however, not be seen as an issue solely about learners with disability. Many, however, now view inclusive education as being concerned with diversity more generally. According to Shaddock and colleagues (2019), inclusion implies that if participation becomes an issue for any learner, whether arising from disability, gender, behavior, poverty, culture, refugee status or any other reason, the desirable approach is not to establish special programs for the newly identified individual or group need, but to expand mainstream thinking, structures, and practices so that all learners are accommodated.

Hence, the reason of this research is to determine the inclusive education strategies and challenges for learners with special educational needs in the District of Sapian. The researcher endeavored to explore this study in order to assist the teachers with the effect of inclusive education strategies and challenges for learners with special educational needs, and to help the teachers to manage the challenges that they encounter vice versa, but at the same time to enhance their strategies in handling learners with special educational needs.

Problem Statement

This study aimed to determine the inclusive education strategies and challenges for learners with special educational needs in the District of Sapian.

Specifically, it sought answers to the following questions:

1. What are the exceptionalities of learners with special educational needs in the District of Sapian?

2. What are the strategies applied by the teachers in handling learners with special educational needs?

3. What are the challenges faced by teachers in implementing inclusive education for learners with special educational needs?

4. How do teachers cope with the challenges encountered in implementing inclusive education for learners with special educational needs?

Theoretical framework

With technology today, knowledge is at the fingertips of the learners. Constructivist theories of learning and teaching by Jean Piaget, John Dewey, Lev Vygotsky, and Jerome Bruner are the foundation of learning theories that are being explored and applied today to help student learn how to learn. These theorists are reshaping students' experiences in the classroom as they apply their knowledge to real-world problems. In these classrooms, according to Goodwin and Webb (2014): The teacher designs the classroom activities, such as problem-solving, and in-depth inquiry, to guide the students to discover knowledge rather than memorize facts. Constructivism transforms the students' role from a passive recipient of knowledge to an active participant in the learning process. It is through the lens of constructivist theories that the researcher seek to uncover the inclusive education practices and challenges for learners with special educational needs. Regardless of the approach, the researcher brings assumptions to the topic being studied. The assumptions researcher holds have developed over many years in education and inform the daily work with teachers and learners (Goodwin & Webb, 2014).

This study was anchored on barriers to IE follow the social model of disability proposed by Oliver, which suggests that disability is constantly evolving within society. It suggests that educational institutions need restructuring to provide equal opportunities and experiences for individuals with disabilities. The solution lies in removing societal barriers and deficits that restrict disabled choices. (Collins et al., 2019). Moreover, Bronfenbrenner's ecosystem theory explains how social context influences individual development in an educational environment. It suggests that the education system consists of various role players, such as teachers, students, and parents, who create the environment. This theory guides research design and data collection, and has been used in studies examining the influence of the university environment on students with disabilities (Sharma et al. (2019).

The above-mentioned theories were found to be the most suitable to the study, because these discuss about the learning and teaching process. It also discusses the strategies and challenges that can transform learners and teachers' knowledge to an active participant in the learning and teaching process.

METHODOLOGY

Research design
This study utilized the qualitative research method to determine the inclusive education strategies and challenges for learners with special educational needs. Qualitative narrative research design is a method of research that uses stories as data to understand human experiences and motivations (Mcleod, 2024). This type of research is conducted to describe and promote understanding of human experiences.
In this approach, data is collected through in-depth interviewing to acquire insights regarding these subjective realities, so no attempts are made to control interactions. Qualitative data takes the form of words, so researchers keep a detailed notes and record the interviews to identify categories that help to sort and organize the data (Creswell, 2014).

As one of the various approaches in qualitative narrative research methodology, interpretive description design focuses on the formation of a description. It moves this description beyond the clear evidence to probe for further relationships and patterns within an experience (Thorne, 2008). Interpretive description, which was developed by Thorne, Reimer Kirkham, and MacDonald-Emes, helps address complex research questions seen as important to health disciplines that are not fully addressed by other conventional qualitative methodologies.

Moreover, every individual perceive, interpret and experience a situation or phenomena of interest from one point of view, since individual has different experience of reality (Polit & Beck as cited by Crispolon, 2023).

Research Locale
This qualitative study was based on the in-depth interviews from public elementary school heads, teachers and parents in the District of Sapian for this school year 2024-2025.

Respondents of the study
The participants of this study were the 16 school heads, 16 teachers, and 16 parents of learners with special educational needs per school from medium schools in the District of Sapian during the school year 2024-2025. Purposive sampling was used to select the participants of the study.

Data Gathering Procedure
The researcher prepared a request letter addressed to the Schools Division Superintendent of Capiz Division, District Supervisor, and the School Principals in the District of Sapian. The request letter was submitted to the Administrative Officer of District Office for the issue of the master list of teachers for School Year 2024-2025.

Concerning subjective information, the data display can be valuable and serve a few purposes at all stages of analysis. It was utilized to light up instead of obscure the meaning of a particular theme. It offered assistance within the introduction of inductions and spoke to ways of organizing, summarizing, disentangling, or changing information.

In-depth interview used in gathering qualitative narrative data. The researcher prepared the interview guide and questions that was utilized during the conduct of the interview. A permission letter was prepared and sent to the principals of the chosen participants to seek their consent in the conduct of the activity.

The in-depth interview was done face-to-face. The literature obtained helped in deepening the perception of teachers on the inclusive education for learners with disabilities in terms of the practices and challenges. It could make suggestions or opinions. Conventional intelligence recommends and suggests anywhere from 5 to 50 participants as adequate (Morse, 2017).

During the in-depth interview, the researcher functioned more as a moderator. There were no scales and the participants answered in their own words, and the interviewer adjusted the arrangement and stream of the questions and inquired extra questions as required (Ingrid, 2016). The determination of the participants were based on a purposive sampling by which they are chosen according to the project goals, that is, the selection of the participants derived directly from the purposes of the project. After identifying the participants, a schedule is set informing them of the date, time, and mode used for the interview. The participants in the interview were not part of the sample size.

The in-depth interview started with the proper introduction of the researcher. The researcher made it clear that everything was recorded. The participants of the study were identified and coded with Key Informant Interview Participant (KIIP) 01-16 for the confidentiality of their identities. The activity ended with the expression of gratitude of the researcher to the participants and a pictorial through screenshots for documentation purposes.

Data Analysis Procedure

The researcher followed the seven stages of conducting in-depth interviews as outlined by Kvale (as cited by Peniano, 2023), ensuring a systematic approach to gathering and analyzing qualitative narrative data. The process began with thematizing, where the researcher clarified the purpose of the interviews and identified the key information to be gathered.

In the designing stage, the researcher structured the interview guide, which included a face sheet for recording details, organized interview questions, space for observations, and a post-interview comment sheet for additional reflections. During the interviewing stage, the researcher introduced the study, secured the respondent's comfort, obtained consent to record, and guided the discussion to cover all essential questions. The transcribing stage involved converting the audio-recorded conversations into verbatim text, ensuring that both the participants' responses and the interviewer's notes were systematically documented. In the analyzing stage, the researcher carefully reviewed the transcripts to identify emerging themes, drawing connections and insights from the respondents' perspectives.

The verifying stage followed, where the researcher ensured data reliability through triangulation, integrating multiple viewpoints—particularly those of public elementary school heads and teachers in the District of Sapian—who provided valuable insights into inclusive education strategies and challenges. Finally, the reporting stage involved presenting the findings through written or verbal reports, emphasizing both the results and their implications for future practice. Overall, the data analysis process was a thoughtful and organized effort of examining, categorizing, interpreting, and presenting insights, shaped by the researcher's cultural background, experiences, and reflective understanding, all aimed at producing a meaningful synthesis that informs sustainable support programs for learners with special educational needs.

DISCUSSION OF FINDINGS

Exceptionalities of learners with special educational needs in the District of Sapian

The exceptionalities diagnosed by licensed medical specialists. That data shows that out of 44 learners with SEN, 13 or 29.5% of them diagnosed with learning disability, 9 or 20.5% were intellectual disability, 6 or 13.6 % were visual impairment, 5 or 11.4% were autism special disorder and speech/language disorder respectively, 2 or 4.5% were emotional behavioral disorder and special health problem/chronic disease respectively, and 1 or 2.3% was orthopedic/physical handicap and multiple diseases respectively.

These conditions are formally identified through medical evaluation and often require specialized interventions or therapies. Visual Impairment refers to a condition that affects a learner's vision, ranging from partial sight to complete blindness, which may impact their ability to read, write, or participate fully in classroom activities. Learning Disability refers to a neurological condition that affects a learner's ability to acquire, process, or retain information, often resulting in challenges with reading, writing, or mathematics. Intellectual Disability refers to a condition characterized by limitations in intellectual functioning and adaptive behavior, affecting everyday skills such as communication and self-care. Autism Spectrum Disorder refers to a developmental condition that affects social interaction, communication, and behavior, often requiring structured routines and specialized teaching methods. Emotional-Behavioral Disorder refers to a condition that impacts a learner's ability to manage emotions and behavior, often resulting in challenges with social relationships and classroom conduct. Orthopedic/Physical

Handicap refers to a condition that affects a learner's physical movement, mobility, or motor skills, which may require assistive devices or specialized support. Speech/Language Disorder refers to a condition that affects a learner's ability to produce or understand speech and language, potentially impacting their communication skills. Special Health Problem/Chronic Disease refers to long-term medical conditions such as epilepsy, asthma, or diabetes, which may require ongoing medical attention and care in the school setting. Multiple Diseases refers to a learner who is diagnosed with more than one health condition or disability, requiring comprehensive support strategies.

Furthermore, several of the participants shared that they handled learners with medical conditions. This implies that medical specialist is a noble profession that requires a blend of knowledge, patience, and adaptability. However, when it comes to educating learners with medical conditions, specialists often face a unique set of challenges that can significantly impact the learning experience. It can be noted that one of the primary difficulties for them face is the health-related complications associated with learners who have different medical conditions or diseases. These conditions can range from chronic illnesses such as asthma or epilepsy to more severe diseases that require regular medical attention. Teachers must navigate the complexities of these health issues while ensuring that all learners receive a quality education.

The result emphasized that exceptionality encompasses a broad spectrum of characteristics. Learners may be classified as having learning disabilities, developmental delays. Each category presents its own set of challenges. For instance, a learner with a learning disability may struggle in their learning. Understanding these distinctions is crucial for specialists to implement effective strategies that cater to individual needs.

Assistive technologies can enhance learning experiences for students with disabilities by providing personalized learning opportunities. Furthermore, technology can facilitate communication and organization for gifted learners, helping them manage their advanced learning needs (Alper and Raharinirina, 2020).

Furthermore, in terms of the exceptionalities identified through teacher observation of learners with special educational needs revealed that out of 140 learners with SEN identified through teacher observation, majority or 67.5% of them had difficulty inn remembering, concentrating, paying attention, and understanding; 17 or 10.6% had difficulty in communicating; 11 or 6.9% had difficulty in applying knowledge; 10 or 6.3% had difficulty in displaying inter-personal behavior; 9 or 5.6% had difficulty in seeing; 2 or 1.3% had difficulty in applying adaptive skills and difficulty in mobility (walking, climbing, and grasping) respectively; and 1 or 0.6% has difficulty in hearing.

These exceptionalities are observed in the classroom setting and may indicate learning difficulties that require additional support. Learners with *Difficulties in seeing* may struggle to read texts on the board or in books, even without a formal diagnosis of visual impairment. Those with *difficulty in hearing* may have trouble following verbal instructions or participating in conversations, suggesting potential hearing challenges. *Difficulty in applying knowledge* refers to struggles in understanding and using learned concepts in practical situations. Learners facing *difficulty in remembering, concentrating, paying attention, and understanding* may find it challenging to stay focused, process information, or recall details, often impact their academic performance. *Difficulty in applying adaptive skills* involves challenges in performing daily tasks that require independence and self-care. *Difficulty in displaying interpersonal behavior* refers to struggles in social interactions, cooperation, or managing emotions in group settings. Learners with *difficulty in mobility*, such as walking, climbing, or grasping, may have noticeable

challenges in physical movement or coordination, affecting their participation in activities. Lastly, *difficulty in communicating* may make it hard for learners to express themselves clearly, understand conversations, or follow instructions.

Moreover, the participants explained how to handle learners with difficulties in hearing, speech, and seeing. In this matter, teachers applied a differentiated instruction strategy that allows them to tailor their teaching methods to meet the diverse needs of their learners by offering varied approaches to learning, such as group work, hands-on activities, and individualized assignments. Teachers can engage exceptional learners effectively. This implies that this approach acknowledges that learners learn at different paces and in different ways, promoting a more inclusive classroom environment.

These findings imply that the exceptionality of learners presents both challenges and opportunities for teachers. By understanding the diverse needs of exceptional learners and employing effective strategies, teachers can create supportive and enriching learning environments. It can be noted that as education continues to evolve, it is essential for teachers to remain adaptable and committed to fostering the potential of all learners, ensuring that every learner has the opportunity to succeed.

Collaboration between general and special education teachers is another effective strategy. Co-teaching models, such as team teaching and parallel teaching, allow educators to share expertise and provide more tailored support to exceptional learners. This collaborative approach promotes a more inclusive classroom environment and enhances learning outcomes (Friend et al., 2017).

Insufficient training and resources hindered teachers' ability to effectively support exceptional students. This gap in teacher preparation underscores the need for comprehensive professional development programs (McLeskey and Waldron, 2019).

Classroom management poses another challenge when working with exceptional learners. According to a study by Simonsen et al. (2017), teachers often struggle to balance the diverse needs of students while maintaining an orderly classroom environment. Effective classroom management strategies are essential for creating a supportive learning atmosphere conducive to all students.

Strategies applied by the teachers in handling learners with special educational needs
Result revealed that the instructional strategies, motivation strategies, social and emotional support, and practical skills development were the teaching strategies utilized by the teachers in respective schools in handling learners with special educational needs in their class. Each theme illuminated the core of the issue, revealing the genuine and essential strategies and the profound impact that teachers have in supporting learners with special educational needs. These findings crafted a clear and compelling narrative of what succeeds, what falls short, and how the strategies applied by educators fundamentally shape the learning and development of these students.

The findings highlight that effective teaching strategies for learners with special educational needs depend heavily on the teacher's ability to adapt, innovate, and provide tailored support. Teachers play a central role in creating lessons that fit each student's unique needs, using approaches like hands-on activities, visual aids, and clear, simple instructions. They guide students step by step, breaking down complex tasks into smaller, easier-to-understand parts and offering steady encouragement to help them succeed.

To keep learners with special educational needs engaged and motivated, teachers celebrate their progress, setting small, achievable goals and cheering them on every step of the way. They also connect lessons to what students love, weaving their interests into activities to make learning feel personal and fun. For example, a teacher might use a student's favorite hobby to teach math or reading or create role-playing games to help them practice social skills.

Teachers also turn to helpful tools and tech, like apps that turn speech into text or devices that make learning more accessible. They work closely with specialists and families to build plans that fit each student's needs, ensuring no one is left behind. Beyond academics, teachers focus on teaching everyday skills, like organizing their belongings, following routines, or practicing how to communicate in real-life situations.

Still, teachers often face hurdles, like not having enough training in learners with special educational needs strategies, managing large classes, or lacking the right materials. These challenges can make it tough to give each student the attention and care they deserve. To help, schools can invest in training for teachers, provide them with the tools they need, and create a supportive environment where they can thrive. By giving teachers the resources and encouragement they need, we can help them create classrooms where every learner with SEN feels valued, supported, and ready to succeed.

Challenges faced by the teachers in implementing inclusive education for learners with special educational needs

The study revealed several key factors that present significant challenges for teachers working with learners with special educational needs (SEN), each shaped by distinct yet interconnected themes. One major factor identified is classroom management and behavioral issues, particularly the difficulty in maintaining order. Teachers emphasized that managing diverse needs requires a flexible, adaptive approach, as maintaining focus, minimizing disruptions, and fostering an inclusive learning environment are heightened challenges when working with SEN learners. Statements from participants highlighted the struggle to create supportive, structured classrooms, underscoring the importance of clear expectations, proactive strategies, and individualized interventions. This aligns with Lindsay et al. (2019) and Sharma et al. (2018), who stress that the availability of teaching resources and continuous professional development are critical to strengthening teachers' classroom management in inclusive settings.

Another prominent factor is the lack of parental involvement, which stems from weak home-school connections. Participants expressed concern that many parents are unaware of how to support their child's learning at home, resulting in inconsistent reinforcement of learning strategies and reduced academic progress. Without active parental engagement, learners miss crucial opportunities for practice, support, and advocacy. This disconnect can lead to feelings of isolation, bullying, and frustration for learners, as well as missed interventions due to poor communication. Brown (2023) highlights that schools often fail to provide sufficient information or resources to parents, while Garcia et al. (2023) demonstrate that active parental involvement significantly improves academic outcomes, engagement, and social skills among SEN learners.

Lastly, the study underscored the emotional and mental strain faced by teachers, reflected in the sub-theme of high teacher stress levels. Participants shared the emotional toll of managing diverse student needs, feeling accountable for their learners' futures, and constantly adapting instructional approaches. The emotional investment teachers place in their students can lead to burnout and fatigue, compounded by high workloads, insufficient institutional support, and the pressures of meeting individualized educational goals. Jones and Davies (2023) emphasize that

these factors—high workload, emotional investment, and lack of resources—significantly contribute to the emotional and mental strain experienced by SEN teachers. Collectively, these findings highlight the urgent need for systemic support, professional development, and collaborative home-school partnerships to create sustainable, inclusive educational environments where both learners and educators can thrive.

Coping strategies in implementation of inclusive education for learners with special educational needs

The thematic analysis presented in the study identifies four key coping mechanisms teachers use to overcome challenges in implementing inclusive education for learners with special educational needs: stress management strategies, personal and professional strategies, physical and mental relaxation, and the support system. These mechanisms demonstrate that while the challenges of inclusive education are substantial, they can be effectively managed with thoughtful approaches. Stress management is achieved through strategies like classroom organization and establishing clear school-home boundaries, which help teachers create structured, efficient environments that minimize last-minute pressures and emotional over-involvement. This aligns with Hemmings (2020) and Johnson and Brown (2022), who emphasize how classroom layout and individualized spaces promote engagement and reduce stress.

Personal and professional strategies, including maintaining structural routines and fostering learners' independence, further strengthen teachers' capacity to manage diverse needs. As Evertson and Emmer (2017) suggest, clear routines support effective classroom management, while Ford (2021) highlights how promoting student independence enhances long-term academic success. Physical and mental relaxation, through techniques such as mindfulness, creative outlets, and creating a conducive classroom atmosphere, helps teachers recharge and remain resilient, supported by Briner and Dewberry (2020) and Lee and Martin (2023), who emphasize the importance of stress management for teacher effectiveness.

Additionally, the embrace of technology emerges as a powerful coping tool, with digital solutions streamlining tasks and enabling differentiated instruction, echoing Patel (2022) and Adams (2023), who stress how assistive technologies transform inclusive learning environments. Finally, the support system within the workplace, especially through collegial collaboration, plays a critical role in fostering resilience, as Sharma and Salend (2022) note that peer support boosts teacher satisfaction and reduces burnout. Together, these findings highlight that with professional development, resourcefulness, collaboration, and a commitment to inclusivity, teachers can create equitable, supportive learning spaces where all learners—regardless of ability—have the opportunity to succeed.

CONCLUSION

The findings offer a complex picture of the factors that influence the teachers, school heads, and parents recognizing the exceptionalities of learners with special educational needs are only the beginning. They must implement inclusive practices that accommodate these differences and promote equitable learning opportunities. This involves differentiated instruction, where teaching methods and materials are adapted to meet the diverse needs of all learners. Collaborating with special education professionals, utilizing Individualized Education Programs, and engaging with

families are also critical components of effective support. Moreover, fostering an inclusive school culture that celebrates diversity and promotes empathy is essential. Providing professional development for teachers to understand and address the needs of learners with exceptionalities can enhance the quality of education for all learners with special educational needs. Furthermore, learners with special educational needs possess a wide range of exceptionalities that require careful consideration and tailored support. Embracing diversity in education not only benefits learners with special needs but enriches the entire educational community, fostering a culture of acceptance and understanding.

The strategies applied by the teachers in handling learners with special educational needs require a versatile approach that prioritizes individualized support and inclusivity. By implementing strategies such as individualized education plans, differentiated instruction, assistive technology, and collaborative approaches, teachers, school heads, and parents can create an environment where learners have the opportunity to succeed. The ultimate goal is to empower learners with special educational needs to reach their full potential, ensuring that they are valued and respected members of the educational community. As society continues to embrace diversity and inclusion, these practices will play a pivotal role in shaping an equitable and supportive educational landscape.

Implementing inclusive education for learners with special educational needs involves overcoming various challenges. Addressing these challenges requires a comprehensive approach that includes adequate funding, teacher training, curriculum flexibility, positive attitudes, and accessible infrastructure. By tackling these issues, educational institutions can create an environment where learners have the opportunity to succeed and thrive. Inclusive education not only benefits learners with special educational needs but also enriches the educational experience for learners by promoting diversity, empathy, and collaboration.

By coping up the challenges in implementing inclusive education for learners with special educational needs is a multifaceted challenge that requires dedication, collaboration, and innovation. By addressing resource constraints, enhancing teacher training, fostering positive attitudes can create environments that support learners. The journey towards inclusivity is ongoing, but with commitment and perseverance, it is possible to build educational systems that truly embrace diversity and provide equitable opportunities for every learner with special needs.

By designing a development program for inclusive education for learners with special educational needs, the researcher aims to aware and enhance teachers, school heads, and parents with the knowledge and skills necessary to navigate the development program for inclusive education effectively. This initiative suggests a proactive approach to addressing the identified challenges and hardship identified in the study.

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