

Assessing Significance of Inclusive Education as A Remedy of Addressing the Challenges of Disabled Children

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Abstract: The issue of disability in the lives of many children has raised a lot of debates by scholars in terms of their learning ability and meeting immediate needs. This study focuses on the inclusive education for dealing with special needs of children. It aimed at assessing the significance of inclusive education and training as a remedy for addressing the challenges facing the disabled children in dealing with their special needs. What their immediate needs are, and finally suggest measures to put in place in addressing the identified problems. The study employed a literature review method. The data was collected using secondary sources, consisting of journal articles, books and the conference papers. The findings of the study revealed that one of the conditions that marginalizes or stigmatizes children is having a disability. However, in an excellent educational system, inclusive education has shown to be very beneficial in promoting learning for all learners. This study offers recommendations for creating inclusive education policies and institutions, particularly for countries with low or middle incomes growing from segmented to inclusive educational systems. It suggests that all children should be treated equally, and the idea that certain kids are more valuable than others, and have greater opportunities to achieve academic excellence must also be dispelled. Where inclusive learning acceptance policies are still not completely embraced may find this study suggestions and strategies to be helpful.

Keywords: Children disabilities; Inclusive education; Learning challenges; Limited resources.

INTRODUCTION

Disability is one of the biggest challenges facing children in life (Ntinda & Hlanze, 2015; Castellani et al., 2022). Education plays a huge development in the lives of many children both disabled and non-disabled. “Education liberates the intellect, unlocks the imagination and is fundamental for self-respect” (Agarwal et al., 2023 p. 257). It is the road to success and opens doors of opportunities, making life easier and convenient for living. It contributes to a society, healthy, human development and growth. Learning plays an important role in the lives of all human kind and should be made available to everyone. To ensure that there is equitable and inclusive quality education in the country, UN general assembly projected a global sustainable developments goals 2016-2030, comprising of 17 goals and 169 targets (SDG, 2015), one of these goals which align with the content of this study involves right to education. According to Mika (2017:1), the classification sorts the 17 Goals into five groups: Primary needs of humans (Goals 2, 3, 6 and 7); Equality between humans (1, 4, 5 and 10); Efficient, sustainable production (8, 9, 12 and 13); Landscapes in danger (11, 14 and 15) and Worldwide cooperation (16, 17). Goal 4 is devoted to maintain inclusive and equitable quality education and improve lifelong learning opportunities, with 10 targets (The Global goals, n.d) to meet global goal.

The Global goal has shown that every child needs quality education irrespective of disabilities. Generally, disability can be found among several gender, religion race, age, and ethnicity (Sommo & Chaskes, 2013; Robinson-Wood, 2016; Forber-Pratt et al., 2021). Hayes & Bulat, (2017) opined that in the world population, over 15% or a billion of people falls under some different disability group. Similarly, World Health Organization [WHO], (2023), noted that over a billion individuals, or roughly 16% of the global population, are reported to be disabled. Hence, the World Health Organisation, [WHO] (2011), also predicted that children with disability were over 150 million and 80% of these children can

be found in the developing countries (USAID 2010). Observably, many of these disabled children have been subjected to exclusion, discrimination, extreme poverty and have in several occasions denied access of receiving basic education and other services rendered to their peers without disabilities. It was estimated by the United Nations Children's Fund [UNICEF] (2014) that roughly 90% of disabled children have not received any form of education in the developing countries which are notably known as low-income countries. Realistically, most of these disabled children often fall out of school after enrollment more than able children. Hayes & Bulat, (2017) noticed that a curriculum that has not been designed to meet the needs of the disability's students, may mean that these students did not have equal access to learning as their able colleagues do especially when attending school. Furthermore, International Disability and Development Consortium [IDDC], (2013) acknowledged that most of the instructor does not have knowledge about the procedures to follow in order to analyse the needs of disability learners. Most often, books are not available in school for many blind students and it is often difficult for teachers without any sign language knowledge to teach the deaf students at school (IDDC, 2013).

Having a disability has been observed as one of the big factors contributing to degrading and demoting of child life (Hayes & Bulat, 2017). Many of these disabled children have been abandoned by their parents and little do they know that these children can still be useful for them in future. Societal rejection has also been seen as another contributing factor for the negligence. In addition, discovering ways to meet the learning needs of disabled children can also be an obstacle, particularly in countries, regions, districts and schools with harshly limited resources. On this note Hayes & Bulat, (2017, p.1) noted that "inclusive education—which fully engages all students, including students with disabilities or other learning challenges, in quality education—has proven particularly effective in helping all students learn, even while challenges to implementing inclusive education systems remain." According to Naeemy & Yoneda (2024), inclusive education is seen as a shift from one size fits all approach and an adoption of educational practices that accommodate every learner, especially learners with disability. The researchers opined that inclusive education has gained global recognition and standardized human rights for persons with disability.

The issue of disability in the lives of many children at schools has raised a lot of debates and concerns by many scholars or professionals in terms of their learning ability and meeting their immediate needs (McLeskey et al., 2014; Molbaek, 2018; Magnússon, 2019; Hansen et al., 2020). It is on this note that this study focused on investigating the root causes of their challenges, what their immediate needs are, and suggest measures to put in place in order to address the identified problems. Also, to fill the research gap, this study will add to the body of knowledge already in existence by offering our perspectives on the significance of inclusive education and training as a remedy of addressing the challenges of disabled children.

Conceptualization of inclusive education and disabilities

Inclusive education occurs when regular schools actively accept students with disabilities and have the resources and training necessary to offer the assistance these students require (Evans, et al., 2021; Yilmaz, & Yeganeh, 2021). Kids with cognitive or other challenges are first and foremost children, and they share many of the same needs as other kids. The concept of inclusive education highlights how crucial it is that kids with disabilities have the same opportunities as other kids to study and develop to the fullest extent possible. Instead of putting kids in separate rooms, it actively seeks to make sure they can learn from and with each other. According to the USAID (2010), the definition of

inclusive education is a method that aims to reduce exclusion from and increase involvement in educational activities in order to address and respond to the unique needs of all students. Its name comes from the fact that it advocates for the inclusion of disabled or otherwise disadvantaged children with special needs in the regular education system, where they should participate alongside their school-aged classmates in a learning environment that best meets their needs (USAID 2010). According to Future Learn (2021), inclusive education is a style of learning in which all learners, irrespective of their ability learn together in the same classroom. Ensuring equitable treatment and equal chances for every learner is the goal of an inclusive educational environment. Diversity and individuality among learners should be honored in an inclusive learning environment without bias. Similarly, UNICEF, (2017) also emphasized that a system of education that accepts and encourages all students to study, regardless of who they are, what they can do, or what they need is known as inclusive education. This involves ensuring that instruction, the curriculum, learning facilities, playgrounds, classrooms, transportation, and restrooms are suitable for kids at all skill levels. All students receive an inclusive education, which means they attend the same schools. UNICEF, (2017) and Long & Guo, (2023) states that all people with disabilities have the right to inclusive education, as recognized by the UN Convention on the Rights of Persons with Disabilities (CRPD, 2006). This implies that children with impairments are entitled to inclusive education just like any other youngsters.

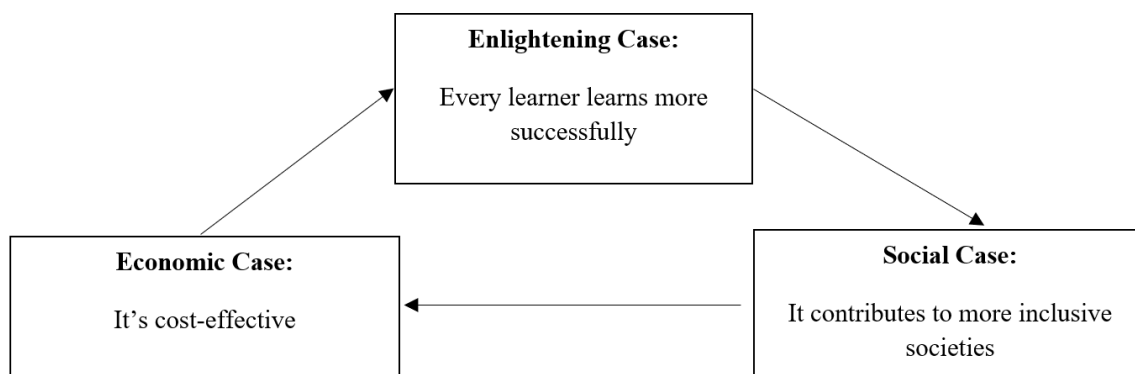


Figure 1. Important needs for inclusive education:

1. It enhances all kids' ability to learn, without and with disabilities.
2. It improves inclusion in society, fosters knowledge, and lessens discrimination.
3. It guarantees that kids with impairments are capable of working and making financial and social contributions to their local areas.

In order for children to participate and learn, all kids should be able to access the educational system and be included in it. The ideal setting for this would be a regular normal school, however special schools may be necessary if extremely specialized help is required.

The realization of other rights by children with disabilities is linked to inclusive education, every human right is connected and as a matter of fact, this covers the education right as well (UNICEF, 2017). Hence, it is very imperative to mention that without the realization of other rights, a successful education is not achievable (UNICEF, 2017). Additionally, the realization of other rights follows the fulfillment of the right to education. Figure 2 below illustrate how the rights of children with disabilities could link to inclusive education.

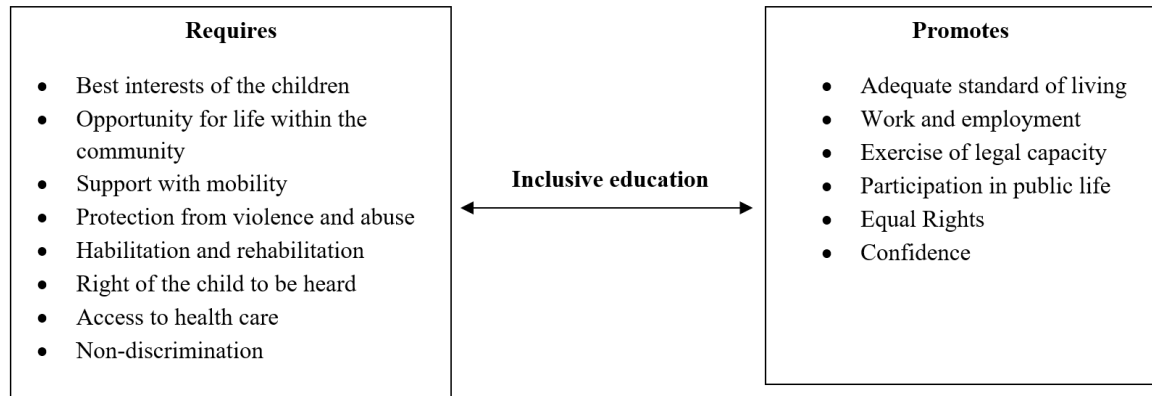


Figure 2. Children with disabilities rights link to inclusive education

Along with other children's rights, equitable educational opportunities should be considered by governments. It should be noted that the introduction of inclusive education in the country should not be in a vacuum. It should be implemented to serve the full purpose for which it was established for.

Early childhood development

Early Childhood Development (ECD) is defined by the National Department of Education as the procedures by kids develop and excel in all domains—physical, mental, emotional, moral, and social—between the ages of birth and nine (Atmore et al., 2012 & Oxbridge Academy, 2023). The time from the start of prenatal growth until age eight is known as early childhood (World Health Organization/UNICEF, 2012). Initial childhood experiences have a lasting impact on a person's career accomplishments, making it an essential period of developmental growth (World Health Organization/UNICEF 2012; World Health Organization, 2007). World Health Organization/UNICEF (2012) established that early childhood education offers an essential period opportunity for all kids to set the groundwork for lifetime learning and engagement while averting developmental delays and impairments. It's critical to make sure disabled children have the opportunity for programs that could assist them realize their entire abilities (World Health Organization/UNICEF 2012; Phoenix & Rosenbaum, 2019; Smythe et al., 2022). Young disable kids are frequently disregarded in mainstream programs and services intended to support their growth, despite the fact that they are more susceptible to developmental hazards (Simeonsson, 2000). Additionally, they do not obtain the particular supports needed to fulfill their needs and rights. Obstacles facing families and children with disabilities include an absence of accessible locations, unfavorable attitudes, insufficient laws and policies, and inadequate services (World Health Organization, 2011). The challenges faced by families and kids with developmental problems or impairments can worsen if prompt and adequate prevention, assistance, and security are not given. This can have long-term effects, including greater poverty and significant marginalization as well as long term implications (World Health Organization/UNICEF 2012).

Oxbridge Academy, (2023) noted that various scholars have explained several needs or importance of ECD in order to determine whether the kid will attain his or her complete potential. This is essential because it will add to child's upbringing, growth and development for the rest of their lives (Oxbridge Academy, 2023). It is on this note that is very necessary for childcare workers and parents to build up their children or lay a good foundation in early childhood for their children. Parents and daycare providers can support children in reaching

their academic goals by giving them the proper attention and care as well as enough learning opportunities. This will thereby contribute to ending the cycle of poverty, lowering racial disparities (Richter et al., 2019), and boosting the economy (Oxbridge Academy, 2023). It is acknowledged that the growth of young children lays the groundwork for future academic performance. Effective early childhood education programs give kids the chance to grow socially, cognitively, emotionally, physically, and spiritually while preparing them for adulthood. These programs such as the "non-traditional" types of ECD provision, like family outreach and playgroups initiatives, and the conventional center-based approach foster a passion of continuous education while helping to create the groundwork for comprehensive growth (Biersteker & Dawes, 2008; Atmore, 2013; Venter, 2022). Some of these progress or successes made by ECD till today include (Atmore et al., 2012; Atmore, 2013; Ashley-Cooper, et al., 2019): the Child Support Grant provided social support to 10.9 million children as of March 2012 (South African Social Security Agency, 2012: 8); the government signed the Convention on the Rights of the Child in 1995; A children's section has been established within the national Social Development Department; A Directorate for Early Childhood Development has been established within the national Education Department; Education White Paper 5, on ECD, has been published, as well as a Welfare white paper with a section on ECD; A nationwide ECD Audit surveying 23,482 ECD sites was successfully completed in the year 2000; Grade R has been introduced, for children aged 5–6 years; the nine provincial Social Development Departments now make ECD subsidies available for ECD sites each year; A new Children's Act was passed by the parliament, including chapters that deal with ECD programmes; the nine provincial Education Departments make Grade R grants-in-aid available; free medical and health care services are now available for all pregnant women and children from birth to six years of age.

However, despite several progress made by the government in ensuring that ECD is sustained in South Africa, yet there are some shortcomings that hindered the provision of ECD. This includes (Makhubele & Baloyi, 2018; Richter et al. 2019 & Venter, 2022): nutrition, infrastructure, ECD teachers, programme options, funding and institutional capacity. In the framework of ECD, infrastructure is a specific issue in South Africa. A lot ECD building are not equipped with essential utilities like electricity, running water, or adequate sanitary facilities. In South Africa, approximately 8% of ECD centers lack any of these fundamental infrastructural needs (Department of Education, 2001). The majority of the buildings in charitable organizations are in poor or extremely bad condition, and the infrastructure is of a low grade. Furthermore, Food insecurity, hunger, and malnutrition pose serious problems for young children (Atmore et al., 2012; Atmore, 2013). Early growth is significantly impacted when a kid does not receive enough nourishment. There are serious bodily consequences to under-nutrition. According to Duggan et al., (2008); Victora et al. (2008), malnutrition can affect a child's cognitive development, impair motor development, cause significant developmental mental retardation, affect exploratory behavior, and have a long-lasting effect on the child's health. It can also trigger irreversible and direct structural damage to the brain. Having discussed the concept of ECD, it is important for educators to understand the stages of learner's health, physical, psychological development and the learning environment conducive for disabled learners in other to accommodate learners. Having a track record of each learner profile is very important. Shelby (2010) stated that teachers should understand the learning profile of each learner in other to ascertain their learning styles, intelligences, learning interest and readiness, this will keep them motivated and eager to improve in their academic performance. It is important that teachers acquire the necessary teachers training skills to be able to address the challenges facing the disabled children, and accommodating their learning needs. The study aimed to emphasize on the

strategies suitable to identify learning needs of disabled learners, teaching and learning strategies and stipulated policies to assist these learners in order to prevent exclusion, stigmatization, dehumanization and other challenges they may encounter in their classes and the environment they found themselves.

Barriers impacting inclusive education and the implications

According to the CRPD (2006), impediments can be legal or regulatory in nature, for instance, the failure of adults with disabilities to foster kids, social in nature, like stigma and discrimination against people with disabilities, or physical in nature, including inadequate facilities (Long & Guo, 2023). Disabled people have historically been kept apart from society as a whole as a result of these obstacles, which can be either structural features of the environment or as a consequence of discriminatory policies or attitudes (Long & Guo, 2023). Overcoming discrimination and stigma among learners with disabilities can be facilitated by prioritizing inclusive education and effectively depicting helping hands to them (Cerna et al., 2021; Mampane, 2022; Grimes et al., 2023; Muttaqin et al., 2023). Sadly, instructional resources rarely involve learners who have disabilities (Chukwuemeka & Samaila, 2020; Wehmeyer et al., 2021), and when they do, they are frequently presented or underrepresented in dehumanizing ways. For instance, a recent study conducted by Hayes & Bulat, (2017) examined how often individuals who had disabilities appeared in the pictures of seven Iranian English textbooks used in secondary schools in the United States. According to the study, there was a dearth of representation for individuals with disabilities, and pictures of disabled learners were frequently displayed in unfavorable settings, which contributed to the learners' disappearance and the spread of negative impressions (Cheng & Beigi, 2011). In addition to discussing inclusive education, teaching and learning resources should feature uplifting, powerful pictures and narratives of disabled learners. 'A Guide to Promote Gender Equality and Inclusiveness in Teaching and Learning Materials' was created by USAID to help with this, and it suggests that stories and visuals in these materials should represent the variety of social features found in a given nation (USAID, 2015).

Given that children with disabilities account for 15% of the population, USAID suggests that 15% of photographs and narratives should feature pupils with impairments. Furthermore, it's critical that these pictures portray boys and girls with all different kinds of disabilities as integral parts of the community. A checklist of things to be considered while creating new teaching and learning resources should include the following (Hayes & Bulat, 2017): Depict people with disabilities in integrated settings and activities—in school, at work, or in the community among peers with and without disabilities; Promote empathy and an overall feeling of understanding for people with disabilities, as well as provide accurate information about a specific disability; Depict valued occupations for persons with disabilities and show them in diverse and active roles; Represent people with disabilities from different racial and cultural backgrounds, religions, and age groups, as well as rural versus urban representations; Promote positive images of persons with disabilities and represent them as strong, independent people, who others can look up to or admire; Demonstrate respect for and acceptance of people with disabilities, and depict them as more similar than different from other people (“one of us” rather than “one of them”); Emphasize the successes of people with disabilities and show their strengths and abilities along with their disabilities; Illustrate characters and adaptive equipment accurately (Anti-Defamation League, 2005); Use language that stresses the person first and the disability second (people with disabilities, not disabled people).

According to the year 2022 UNICEF Fact Sheet for disabled children, it was reported that disabled kids experience discrimination and have major obstacles in achieving academic success due to teacher's inability to implement inclusive education (Keogh et al., 2022; Ediyanto et al., 2023). Students with disabilities, in particular, frequently demonstrate much more poorly fundamental numeracy and reading skills than their counterparts without impairments, and they are prone to drop out from schools or never enroll. Due to the significant learning differences between them and their peers without disabilities, they are also not likely to finish their basic education even if they are given the chance to enter school (Buckup, 2019).

Most educators typically have limited knowledge of working with students with disabilities (Florian, 2014; Bowlin et al., 2015; Becker & Palladino, 2016; O'Connor, et al., 2016; Crouse & Rice, 2018). Modifying attitudes and reassuring educators that the needs of disabilities kids are essentially the same as those of all kids would require a great deal of support and encouragement (Murphy, 2022; Lydner, 2022; Mann et al., & Bobongie-Harris, 2023). Authors such as (Aktan, 2020; Boyle et al., 2020; Siddik & Kawai, 2020) established that providing teachers with practical assistance is a crucial component. In addition, special schools have predetermined notions about the kinds of kids they can accept and sometimes cling onto students who might do better in a regular classroom with assistance or modifications (Rusznyak, & Walton, 2022; Henderson & Cunningham, 2023). Additionally, Wang (2009) & Kumar, (2022) revealed that students with more complicated needs—who have an equal right to an education as any other kid and whose parents require a greater degree of assistance than most—tend to be excluded from special schools. In helping learners with disabilities or addressing some of the obstacles facing learners with disabilities, the following Universal Design Learning (UDL) strategies for learners were developed to assist the teachers (Rose & Meyer, 2002; Organisation for Economic Co-operation and Development: Nisbet & Shucksmith, 2017):

- (i) Give pupils the opportunity to present what they have learned orally and visually in addition to writing responsibilities.
- (ii) Use a range of instructional strategies, such as hands-on activities, case studies, role plays, music, field excursions, and cooperative learning as well as a range of learning environments, such as field work, individual, pair, and group projects, peer learning, and individual and group work.
- (iii) Include movement in the learning process and provide written and spoken guidelines to learners who prefer to study visually or auditorily.
- (iv) Using visual aids like as objects, photographs, and other non-lecturer resources, provide background knowledge for new concepts. Provide study guides, outlines, summaries, and a course syllabus to help students learn.
- (v) Use a variety of resources, including internet sites, manipulatives, current textbooks, and supplemental reading books, to introduce, illustrate, and reinforce new concepts.

The dissemination of the policy on screening, identification, assessment and support

It is very important to indicate that the Department of Basic education has made a lot of effort in ensuring that all students enjoys basic education and have access to it. This was noticed in 19 December, 2014 when Policy on Screening, Identification, Assessment and Support (SIAS) was officially approved by the Minister Motshekga (Department of Basic Education, 2021). In ascertaining the integrity of the policy, it has been created for over ten years, tested through a thorough consultation and process of field testing. This policy has aimed to ensure that all school children experiencing learning challenges at schools including the disabled ones will be given opportunity to access free, inclusive, quality,

primary and education on the same basis with other learners in their vicinities (Department of Basic Education, 2021). This policy further aimed at ensuring that there is standardized process in identifying, assessing and providing programmes for all school learners that needed an extra support to improve their inclusion and involvement in school, placing the parents and teachers at the central of the support procedures. Department of Basic Education, (2021) hence emphasized that “the successful implementation of the SIAS Policy will be an important step towards meeting the obligations of government in respect of the United Nations Convention on the Rights of Persons with Disabilities as ratified by Cabinet in November 2007, in terms of ensuring an inclusive education system at all levels (Article 24).”

There is evidence of international policies and further reformation of this policies to assist in the improvement of the society recognizing the existence of people with disabilities (Anggraini & Subasno, 2024). It is crucial to update national laws and regulations when a nation has embraced the idea of inclusion in education. The ideal way to incorporate inclusive education and the education of disabled kids is within the nation's overall education strategy plan, with the national education strategic implementation plan reflecting implementation strategy (Hayes & Bulat, 2017). Thus, Hayes & Bulat, (2017) noted that this dedication to inclusive education is acknowledged in both multilateral and bilateral collaborations with financial agencies, reflected in national policy and strategic planning generally, and included in the education budget. UNESCO, (2009) on “UNESCO's Policy Guidelines for Inclusion in Education” emphasised that the following should be at least accomplished by national legal frameworks:

- Identify stakeholders and their responsibilities;
- Identify minimum standards regarding the right to education and ensuring that families and communities are active participants in inclusive education;
- Provide resources for students with disabilities; and
- Recognize inclusive education as a right;
- Establish monitoring and evaluation mechanisms for ensuring that education is truly inclusive.
- Identify minimum standards in relation to the right to education, including physical access, communication access, social access, economic access, early identification, adaption of curriculum, and individualized student supports;
- Ensure a transition plan for students with disabilities.

Additionally, a lot of effective national policies on inclusive education give implementers and stakeholders further detailed guidance. These include: National disability inclusion policies and laws should specify the precise goals a nation hopes to accomplish using its national inclusive educational policy and legislation, as well as provide clear definitions of disability and inclusive education in order to be most helpful to implementers (Hayes & Bulat, 2017). Furthermore, laws and policies should make it clear that the aim of inclusion is to guarantee children's access to free elementary and high school education in their local public schools, irrespective of the kind or degree of their disability (UN Office of the High Commissioner for Human Rights, 2015).

Role and support of the practitioner to accommodate all young children across diverse contexts

The ultimate goal of supports and services for disabled children seems to be inclusion, as seen by commitments made by both individual nations and international organizations (Scior et al., 2020; Johnstone et al., 2020). While inclusion is necessary to build a more just society (Artiles et al., 2021; Ainscow, 2020; Barton & Tan, 2020), there is a need to also go beyond inclusiveness to help children engage with society as a whole and, eventually, help people with disabilities feel like they belong. In this setting, social connectivity, advocacy and expertise combined with activity mastery are necessary for belonging, as was previously discussed. This more comprehensive definition of belonging incorporates several aspects that are critical to advancing the welfare of people with disabilities and aligns with the elements put out by (Mahar et al., 2013). It is necessary for caregivers to change the way they work with kids and their parents in order to move the emphasis from inclusion to participation and, eventually, a sense of belonging for disabled children. In order to foster a sense of belonging, it is imperative for service providers to consider and comprehend the preferences of kids and their families with respect to the venues, services, and resources they use. This shifts the focus from disabilities, as advocated by (Long & Guo, 2023), and offers up the opportunity of broadening approaches to service provision to better address the distinct requirements and tastes of disabled kids. The optimizations of educational, social, and recreational options for disabled kids, as well as the evolution of the role of intermediaries, are all part of this change in the way services are provided. This change in the way services are provided to disabled kids and the advancement of service providers' careers is influenced by three variables (Long & Guo, 2023). Encouraging disabled children to participate in relevant and a suitable age events with their peers who do not have disabilities is crucial for their growth, development, inclusion, and sense of belonging. There is a need for Kids or learners not to give up no matter their predicaments. They ought not to be ignored or informed that they're "not ready" because of beliefs about their disabilities, diagnoses, or ability that aren't supported by facts. Long & Guo, (2023) established that Children with disabilities should have access to the same activities, socialization, and educational opportunities as their counterparts without impairments. When possibilities are presented, it is critical to make sure that disabled children have access to the life circumstances that these opportunities give and that they are expected to participate in (Steinhardt, et al., 2021; Ymous, et al., 2020).

METHOD

To further address the challenges of fairness and redress the National Education Policy for Inclusive Learning, we draw upon thoughts from our individual professional review in the inclusive education governance policy development processes on the disabled people. We utilize the conceptual framework presented by USAID (2010), Future Learn (2021), and UNICEF (2017) by examining the economic, social, and political ideas, values, and practices that have influenced the creation of school governance policies on inclusive education through exploring their content and structure on disable children. The study used a literature review methodology to review research findings relevant to the topic. This secondary data and involves analysing available existing documents such as books, peer review articles, conference papers, research reports etc. No ethical clearance was used for the study. It used the keywords such as "children" "disabilities" "inclusive" "education" "resources" etc. To determine the trustworthiness of this review, other research studies supported the study. The study was organized and analyzed by searching for patterns, trends, and interpretations based on the study's findings.

FINDING AND DISCUSSION

Finding(s)

the review literature focused on assessing significance of inclusive education and training as a remedy of addressing the challenges facing the needs of disabled children. The finding shows that disability is one of the biggest challenges facing children in schools. According to Westwood (2021), Children with disabilities are neglected and find it challenging in getting full time admission in schools also teachers find it challenging adopting inclusive education. For Instance, in Hong Kong, Westwood (2021), found that teachers lack training in modifying the curriculum, implementing differentiated instruction in other to create alternative for their learners, teachers have negative perception regarding meeting the learning needs of disabled learners and having large number of learners affected the adoption inclusive education in the classroom. According to Siam & Al Natour, (2016) the implementation of differentiated instruction could assist in bridging the gap of learning disabilities and diverse learning skills especially when there is no qualified Special Education Needs teachers.

Irrespective of global and innovative policies to assist disable learners' findings from Australia also shows that at times teachers are not trained, to assist disable learners (Anderson & Boyle, 2015). In a recent study, Mohd Saad @ Zakaria et al., (2024) opined that special educational teachers lack interest in teaching disable learners especially with regard to vocational subjects. The study noted importance and awareness of inclusive education and universal design learning as a strategy to assist learning disability. The study shows that special school learners in rural school usually lack learning resources, have unconducive learning environment, disabled children are sometimes neglected and stigmatized and they lack positive esteem. Hence instructors are encouraged to acquire the necessary skills required to accommodate disable learners in other to achieve the goals of global policy on inclusive education.

Discussion(s)

The study focuses on the special needs of learners with disabilities, which has been a big issue due to inequality in the provision of excellent learning and support in the special education sector (Department of Basic Education, 2014). Department of Basic Education, (2014) also found that about 19,280 students with disabilities were taught in 408 special schools around the nation in 2007. However, the best resourced special schools are typically found in the cities, and these institutions draw the most highly skilled professionals. This assertion was supported by Chirowamhangu (2024), who opined that special school learners in South African rural schools usually lack learning resources, have unconducive learning environment, disabled children are sometimes neglected and stigmatized and they lack positive esteem. Furthermore, Tan et al (2022) stated that most disability learners lack teaching and learning instruction in Mathematics subject. This is because of the existence of lack of Mathematics educators to teach disabled learners which reduces student potentials in such core science subject. In General, the study suggested that teacher's involvement in the lives of disabled learners is very crucial in preventing dehumanization. According to Musenyente, et al (2022), the rights of children with disabilities are violated when they are excluded from the learning process and adequate services to support their education. The study conducted by the Human Rights Commission in the year 2004, shows that there are increase numbers of students with special needs in rural areas, and these learners experienced the most horrible kinds of education exclusion (UNICEF 2012 & Human Right Watch, 2015). Department of Basic Education, (2014 p. 1) further established that "not only are

there very few special schools in rural areas, they do not exist in many deep rural areas, and where they do exist, they are in the most deplorable conditions and do not always have qualified personnel and specialists support personnel.” The finding contradicts the right for basic education for disabled learners. According to Strohwalde (2021), the United Nations Sustainable Development Goal (SDG) 4, CRPD and Education for All (EFA) initiative, have stated that every child has the right to basic education and its realization is compulsory.

Therefore, the study noted that for progress to occur among these rural learners, teachers need to implement differentiated instruction to assist learners in an inclusive classroom. The finding corresponds with the study of Lindner & Schwab (2020) who studied on the progress of differentiated instruction practices in inclusive classroom environment, with the implementation of learners' collaboration, instructional practices and social/emotional/behavioural practices. Result shows that differentiated instruction and individualized instruction helped disability learners in an inclusive classroom. This is because, it helped teachers to engage their learners in collaboration and grouping, it helped in the modification of assessment, content, feedback, and personnel support of students. The study shows that disabled learners should be accommodated in classroom teaching and learning.

To furthermore support this, South Africa established the inclusive education policy in 2001 in an effort to solve these historical and contemporary issues (Department of Basic Education, 2015). Education White Paper No. 6: established the needs for Special Education creating a system of inclusive education and training in the school curriculum (Department of Basic Education, 2014). This policy describes methods for offering educational help to students who encounter obstacles to their growth and learning. This policy states that creating an inclusive education and training system is one of the most important ways to improve the educational support provided to students who face obstacles to their growth and learning (Mitchell & Sutherland, 2020).

To this end, this study will assist researchers, educators, department of education on the best viable strategies to assist disabled learners by developing their educational and mental skills. Additionally, through this research study special education schools will be improved to serve as resource centers. They will be required to offer specific skills and assistance, especially expert assistance in curriculum, evaluation and teaching to surrounding educational institutions and particularly all-inclusive schools. This study was limited to literatures on learning disability. Therefore, we encourage a research-based study on learner's academic performance based on teacher's implementation of the teaching strategies such as inclusive education, differentiated instruction, universal design learning in their classes.

CONCLUSION

The study focused on examining the importance of inclusive education to address the challenges disabled children encounter in teaching and learning. The study revealed that disability is one of the biggest challenges facing children. Hence, a growing number of nations are implementing inclusive educational systems backed by the most effective legislative structures and policy to support learners with disabilities, even though there are still significant implementation-related obstacles to overcome. These hindrances involve lack of funding for the adoption of inclusive education. Lack of teachers training to practice inclusive education, lack of teaching and learning resources, parents and societal involvement to support learners with disability, stigmatization, etc. The study recommends a need for the government to create an awareness which should involve educating communities, families, and various other caregivers or professionals about the disabled

children rights and available options. In addition, it is very important to mention that both education department and politicians should be pressurized in order to prioritize the rights of disable children. Ongoing training for educators and on-site assistance and monitoring should be encourage by the government in the education institution environment; teachers and school principals should have full orientation and comprehensive knowledge about equitable educational policy. Teaching assistant program is very essential and needed or required and should be developed in order to provide support for classroom activities. Finally, it suggests a research on primary school teachers' narratives in supporting learning disabilities in their classroom, or finding out the effects of adopting various teaching strategies such as universal design learning, differentiated instruction, inclusive learning strategies to support learning disabilities. This will create an avenue to understand experiences teachers encounter in the classroom and possible remedies to help assist teachers, secondly it will help ascertain the effectiveness of various learning strategies if any, in other to enhance adequate learning environment for learners with disability.

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