Original Article

Learning Challenges to Inclusive Learning in Pre-Primary Schools in Eldoret East Sub-County, Uasin Gishu County, Kenya

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ABSTRACT

The purpose of this study was to investigate the learning challenges to inclusive education in pre-primary schools in Eldoret East Sub-County, Uasin Gishu County, Kenya. The study targeted pre-primary school teachers, head teachers, and education stakeholders. The study selected a sample size of 201 respondents through stratified random sampling. Data was collected through a descriptive survey design with key instruments including questionnaires and interview guides. Major findings revealed significant challenges in the implementation of inclusive education, with 67.7% of respondents indicating inadequate teacher training for supporting diverse learning needs, while 74.6% reported insufficient resources, including teaching aids and infrastructure. Additionally, 69.7% of respondents identified negative community attitudes as a barrier to inclusive learning. These challenges were echoed in the head teacher interview, where limited teacher preparedness and resource constraints were highlighted as critical issues. The study concluded that effective inclusive education is hindered by gaps in teacher training, inadequate resources, and a lack of government support, as well as negative community perceptions. Based on these findings, the study recommends the investment in comprehensive teacher training, increased government funding for school infrastructure, and community awareness programs to foster positive attitudes toward inclusive education. These measures are essential to improving inclusive learning environments and ensuring that learners with diverse needs receive the support they require to thrive in pre-primary schools.

INTRODUCTION

Inclusive learning in pre-primary education aims to ensure that all children, regardless of their abilities, socio-economic status, cultural background or learning differences have equal opportunities to learn. However, various challenges impede the successful implementation of inclusive practices, especially at the foundational pre-primary level. In the United States, despite progressive educational policies promoting inclusivity, barriers persist due to funding limitations, lack of adequate teacher training, and large class sizes. Many pre-primary schools struggle to provide sufficient support staff and resources for diverse learning needs, leaving children with disabilities or from marginalised communities at a disadvantage (National Center for Education Statistics, 2022). In Canada, inclusive education policies have gained traction over the years, but challenges remain. A shortage of specialised educators to support inclusive practices, particularly in rural and remote areas, has hampered progress. Additionally, the lack of consistent policy implementation across provinces leads to disparities in pre-primary education quality and inclusivity (Brown & Parekh, 2021). Financial constraints also hinder the availability of essential resources for inclusive learning, leaving some pre-primary schools under-resourced.

Australia has made strides in inclusive education, particularly through government initiatives like the National Quality Framework, but challenges persist. Teachers often lack adequate training to meet the needs of children with diverse learning abilities, and limited funding for specialist support staff has hindered inclusive efforts. Furthermore, some regions face cultural barriers, as families may have varying attitudes towards disability and inclusion, influencing their children's experiences in school (Anderson et al., 2021). In the Philippines, implementing inclusive learning at the pre-primary level faces unique obstacles, especially in rural areas. The scarcity of specialised teaching staff and limited access to resources are major issues. Although the Department of Education promotes inclusive education, many pre-primary schools are unable to fully implement it due to a lack of infrastructure and financial support, exacerbated by regional disparities (Montoya et al., 2022). In Finland, considered a leader in inclusive education, significant progress has been made in accommodating diverse learning needs. However, teachers still report challenges in balancing the needs of all learners, particularly those with learning disabilities. The integration of immigrant children poses additional challenges, with language barriers and cultural differences sometimes hindering their participation and development (Rönkkö et al., 2022).

In Africa, South Africa has one of the most diverse education systems, making inclusive learning complex. The legacy of apartheid has resulted in vast inequalities, and many schools still lack resources for inclusive education. Limited teacher training in special education, large class sizes, and socio-economic disparities further hinder progress. Though the South African government has committed to inclusive education, effective implementation remains limited in many pre-primary settings (Donald et al., 2022). In Nigeria, inclusive learning is hindered by several challenges, including a lack of specialised training for pre-primary teachers and limited government funding for inclusive programs. The infrastructure in many

public schools is inadequate, with minimal resources for children with disabilities. Additionally, cultural beliefs about disability can negatively impact children's experiences and limit parental engagement in inclusive education (Ogunyemi et al., 2022). Botswana faces similar challenges in implementing inclusive education at the pre-primary level. Resource constraints, such as limited access to assistive devices and specialised teachers, have prevented full inclusion. Moreover, while policies exist to support inclusive education, they are not consistently enforced, and awareness of inclusive practices among educators is still low (Phiri & Modise, 2021).

In Rwanda, the commitment to inclusive education has grown, particularly since the government adopted a more inclusive national education policy. However, rural areas continue to face challenges due to inadequate infrastructure and a shortage of trained teachers. Language barriers, with multiple languages spoken across regions, also affect inclusive learning, making it challenging to support children from various linguistic backgrounds (Ngendahayo, 2021). Finally, Tanzania is striving to implement inclusive learning in pre-primary education, yet challenges abound. Teachers are often inadequately trained to address the needs of children with disabilities, and resources remain scarce. Rural schools, in particular, suffer from limited access to facilities and materials needed for inclusive practices. Despite government support, cultural beliefs about disability further limit the acceptance of inclusive education (Mwakyusa & Mtani, 2023).

In Kenya, inclusive learning in pre-primary education faces several challenges. Although the Kenyan government has promoted inclusive education through the Basic Education Act and policies supporting children with disabilities, many pre-primary schools struggle to meet these standards. Resource limitations, including a lack of specialised teaching staff and limited access to necessary materials, hinder inclusive practices,

especially in rural and low-income areas. The shortage of teachers trained in special needs education exacerbates these difficulties, making it challenging for schools to offer tailored support to children with diverse learning needs (Kiarie & Ngugi, 2022). Cultural attitudes toward disability in some communities also pose barriers to inclusive learning. While awareness is growing, stigmatisation of children with disabilities still exists in certain regions, which can affect parental support and engagement in inclusive education initiatives. Furthermore, large class sizes in urban public schools often prevent teachers from providing individualised attention to children who may need additional support. Although policies have paved the way for a more inclusive approach to early childhood education, practical implementation remains a challenge due to these systemic and cultural barriers (Owino & Mungai, 2021).

In Eldoret East Sub-County, Kenya, inclusive learning in pre-primary schools faces significant challenges that hinder the provision of equitable education for all children. Despite national policies that support inclusive education, local implementation often falls short due to limited resources, inadequate teacher training, and high learner-to-teacher ratios. Studies show that in many Kenyan regions, including Eldoret East, rural and semi-urban areas struggle with a lack of specialized teaching resources and infrastructure, which makes it difficult to accommodate children with disabilities or special learning needs (Kiarie & Ngugi, 2022). Moreover, socio-cultural attitudes toward disability in the area can further hinder the acceptance and support of inclusive education. Research indicates that stigmatisation and low levels of awareness about disabilities among some communities lead to limited parental engagement and support for children with special needs (Owino & Mungai, 2021). As a result, the gap between policy and practice remains wide, with children who require additional support often facing exclusion or neglect in pre-primary education settings.

Addressing these issues requires targeted efforts to improve teacher training, increase funding for inclusive resources, and promote community awareness to foster an inclusive learning environment in Eldoret East Sub-County. Therefore, this study sought to fill this gap by examining learning challenges to inclusive learning in pre-primary schools in Eldoret East Sub-County.

LITERATURE REVIEW

Inclusive education in pre-primary settings is a fundamental approach that seeks to accommodate diverse learning needs, ensuring that every child, regardless of background or ability, has access to quality early education. Researchers have broadly defined inclusive learning as the process of providing equal opportunities for all learners, with necessary modifications in the curriculum, pedagogy, and resources to meet diverse needs. Inclusive learning challenges vary by context, with developed countries often focusing on resource optimisation and specialised teaching strategies, while developing countries address infrastructural limitations, cultural barriers, and policy gaps. In developed countries, studies indicate that inclusive learning environments benefit children's social and academic outcomes. For example, a study in the United States by Powell and Michaels (2021) highlighted that inclusive classrooms support social integration for children with disabilities, providing peer role models and fostering a sense of belonging. This study justified the need for specialised teaching assistants to support children with unique learning needs, as these resources enhance the effectiveness of inclusive education. Similar findings in the UK, documented by Spencer et al. (2022), showed that inclusion policies positively impact both children with and without disabilities by promoting empathy and cooperative learning, although limited teacher training in handling diverse learning needs remains a significant hurdle.

In Canada, research by Brown and Clark (2020) indicated that government investments in inclusive education have led to better early childhood outcomes. However, their study noted gaps in consistency across provinces, which create inequities. The authors argued that establishing standardised guidelines for inclusive practices at the national level would reduce disparities and benefit marginalised communities. In Australia, Webster and Taylor (2021) explored teacher attitudes toward inclusion, revealing that while most educators support inclusive principles, inadequate training and high learner-to-teacher ratios affect their ability to implement these ideals. This study supports the importance of equipping teachers with specialised skills and reducing class sizes for effective inclusion. Studies in Europe also highlight structural challenges to inclusive education. For instance, in Germany, Meyer and Schulz (2022) found that bureaucratic processes slow the implementation of support systems for children with disabilities. They argue that simplifying administrative procedures would help teachers access the resources needed to implement inclusive practices effectively.

In Finland, where inclusive education is more advanced, Haapala and Jokinen (2020) documented that while teachers receive substantial support, challenges arise from limited multilingual resources to support immigrant children. This highlights the need for continuous curriculum adjustments to address diverse linguistic backgrounds. In Japan, recent research has shown the importance of community involvement in inclusive education. Ishikawa and Tanaka (2021) observed that parents' engagement significantly enhances children's outcomes, as family support helps reinforce inclusive practices at home. However, they noted that without government support, community-based initiatives have limited impact. The authors suggested that the Japanese government could provide incentives to encourage schools and families to collaborate on inclusive education programs.

In developing countries, the challenges are more pronounced due to limited resources and socio-

economic constraints. In the Philippines, Garcia and Ramos (2021) examined the role of policy in promoting inclusive education. They noted that while inclusive education is mandated by law, limited funding and inadequate teacher training restrict its implementation. The authors suggest that investing in teacher training and increasing financial resources are critical steps toward effective inclusion. In India, Singh and Patel (2022) found that while inclusive policies are in place, the high learner-to-teacher ratios and lack of specialised resources remain significant barriers. They argue for targeted interventions to lower these ratios and provide the necessary materials for inclusion. In Latin America, studies also highlight the disparity in resource availability. In Brazil, Silva and Rodrigues (2020) found that although inclusive education policies are widely accepted, schools often lack the funding to implement necessary adaptations.

They emphasise the need for government funding to ensure that children with disabilities have access to inclusive learning environments. Similarly, in Argentina, research by Martinez and Perez (2022) revealed that while there is a strong commitment to inclusive education, challenges such as overcrowded classrooms and inadequate teacher support continue to hinder progress. Across developing regions, inclusive education is also often compromised by limited infrastructure and cultural attitudes. In Pakistan, Khan and Abbas (2021) found that although inclusive education policies exist, traditional beliefs about disability limit parents' willingness to send children with disabilities to school. They advocate for community awareness campaigns to change perceptions about disability and promote inclusion. In Bangladesh, studies by Rahman and Hasan (2022) highlight similar cultural barriers, as well as infrastructural limitations, which make it difficult for children with disabilities to access schools. The authors recommend that the government prioritise investments in inclusive facilities and training for educators.

Similarly, in Nigeria, a study by Adewale and Alabi (2021) found that while teachers generally favour inclusion, the lack of training and resources prevents them from effectively supporting children with disabilities. They advocate for dedicated funding to train educators in special needs education. In South Africa, Dlamini and Nkosi (2020) explored the impact of socio-economic inequality on inclusive learning. Their research showed that schools in impoverished areas lack basic resources, making it challenging to implement inclusive policies. The authors argued that government intervention is necessary to bridge the gap between affluent and under-resourced schools. Meanwhile, in Tanzania, research by Mwema and Ngugi (2021) indicated that traditional beliefs about disability continue to hinder inclusive education. They recommend cultural sensitisation programs to promote positive attitudes toward children with disabilities and support inclusive practices.

In Rwanda, inclusive education is gaining traction, but research by Mukasa and Uwase (2021) showed that rural schools still face significant challenges. The authors argue that government support, along with community awareness programs, would help overcome the social stigma associated with disabilities and promote inclusion. In Uganda, research by Ouma and Amayo (2020) indicated that inclusive education policies are poorly implemented due to a lack of training for teachers and limited access to resources. The authors emphasise the need for comprehensive teacher training to support inclusive practices effectively.

In Kenya, for example, studies by Mutiso and Kimani (2022) highlighted that while the policy framework supports inclusive education, implementation remains slow, especially in rural areas with limited infrastructure. The authors argue that increased government funding is essential to create inclusive environments. Inclusive education research across these countries demonstrates that, regardless of economic status, structural and attitudinal barriers persist. Common

recommendations across these studies include increasing government funding, standardizing policies to reduce disparities, and investing in teacher training. In addition, many authors underscore the importance of community involvement in fostering inclusive practices. Such involvement, combined with strong policy implementation and resource allocation, is essential to promote inclusive learning in diverse socio-economic and cultural contexts.

METHODOLOGY

The study was conducted in Eldoret East Sub-County, Uasin Gishu County, Kenya, focusing on pre-primary schools. The target population consisted of pre-primary school teachers, head teachers and education stakeholders within the region in the 150 pre-primary schools. A sample size of 201 respondents was selected using stratified random sampling to ensure representation from different schools and educational levels. Data was collected through structured questionnaires and semi-structured interviews, allowing for both quantitative and qualitative insights. The instruments used included questionnaires for teachers and head teachers and interview guides for in-depth discussions with school leaders. Data analysis involved both descriptive and thematic analysis techniques, with quantitative data being analyzed using statistical software to generate frequencies and percentages, while qualitative data from interviews were coded thematically to identify recurring patterns and key themes.

RESULTS AND DISCUSSION

Table 1: Learning Challenges to Inclusive Learning

Statement	SD		D		U		A		SA	
1. Teachers are adequately trained to support inclusive learning.	83	41.3	53	26.4	5	2.5	33	16.4	27	13.4
2. Schools have enough resources to accommodate diverse learning needs.	63	31.3	87	43.3	1	0.5	15	7.5	35	17.4
3. The curriculum is flexible enough for children with disabilities.	47	23.4	55	27.4	7	3.5	67	33.3	25	12.4
4. There is sufficient government support for inclusive education.	77	38.3	95	47.3	3	1.5	15	7.5	11	5.5
5. Community attitudes positively impact inclusive learning.	95	47.3	45	22.4	1	0.5	41	20.4	19	9.5
6. The student-to-teacher ratio supports individualised learning.	47	23.4	79	39.3	7	3.5	47	23.4	21	10.4
7. Parents are actively involved in supporting inclusive learning initiatives.	51	25.4	119	59.2	3	1.5	9	4.5	19	9.5
8. Infrastructure in pre-primary schools supports children with special needs.	101	50.2	79	39.3	1	0.5	9	4.5	11	5.5

The findings in Table 1 indicate that a majority of respondents, 83 (41.3%), strongly disagreed that teachers are adequately trained to support inclusive learning, with 53 (26.4%) disagreeing. Only 33 (16.4%) agreed and 27 (13.4%) strongly agreed.

This implies that most respondents felt that teachers lacked sufficient training for inclusive education, suggesting a gap in preparedness. A study by Dlamini and Nkosi (2020) in South Africa found that teachers often lacked specialised training for

inclusive education, concluding that without such training, teachers are less able to support diverse learning needs effectively. Similarly, a study in Nigeria by Adebayo and Salami (2021) revealed that insufficient teacher preparation significantly hindered the success of inclusive education initiatives, emphasising the need for targeted professional development. For the statement, "Schools have enough resources to accommodate diverse learning needs," 63 (31.3%) strongly disagreed, and 87 (43.3%) disagreed, while 35 (17.4%) strongly agreed and 15 (7.5%) agreed. This indicates that resources remain a major barrier to inclusion. In Ghana, Mensah and Boateng (2021) observed that inadequate resources in schools made it difficult to provide inclusive education, concluding that a lack of learning materials and infrastructure severely limits the inclusivity of educational systems. Similarly, a study by Eze and Chukwu (2020) in Nigeria found that resource constraints prevented effective implementation of inclusive practices, emphasising the need for additional support to schools.

Regarding the curriculum's flexibility to accommodate children with disabilities, 47 (23.4%) strongly disagreed, and 55 (27.4%) disagreed, while 67 (33.3%) agreed and 25 (12.4%) strongly agreed. This suggests mixed feelings about the curriculum's adaptability. In Uganda, Okot and Amanya (2020) found that rigid curricula hindered teachers' ability to cater to individual learning needs, concluding that curriculum adjustments are essential to inclusive learning success. Likewise, in Zimbabwe, Chigwedere and Gumbo (2021) noted that adapting the curriculum allowed schools to better support students with disabilities, concluding that flexibility is key to inclusive education. In terms of government support for inclusive education, 77 (38.3%) strongly disagreed, and 95 (47.3%) disagreed, showing that respondents largely felt there is insufficient government support. Only 15 (7.5%) agreed, and 11 (5.5%) strongly agreed. A study by Tadesse and Yitbarek (2020) in Ethiopia similarly found that lack of governmental support

hindered inclusive education efforts, concluding that effective policy and funding are critical to supporting inclusion. In Zambia, findings by Bwalya and Ngalande (2021) highlighted that government support through funding and policies was essential for successful inclusive education, emphasizing the need for policy enforcement.

For "Community attitudes positively impact inclusive learning," 95 (47.3%) strongly disagreed, and 45 (22.4%) disagreed, suggesting that negative community attitudes may hinder inclusive learning. Only 41 (20.4%) agreed, and 19 (9.5%) strongly agreed. A study in Ghana by Amuzu and Agyemang (2021) found that negative perceptions toward disability in communities limited support for inclusive education, concluding that raising awareness is necessary for successful inclusion. Similarly, in Tanzania, research by Mshana and Kato (2020) showed that community biases affected parental involvement in inclusive education, concluding that attitude shifts are essential for progress. The findings also show that, for "The learner-to-teacher ratio supports individualised learning," 47 (23.4%) strongly disagreed, and 79 (39.3%) disagreed. This high ratio may prevent individualised instruction. A study by Adepoju and Oluwaseun (2021) in Nigeria reported that high learner-to-teacher ratios negatively impacted teachers' ability to provide individualised learning, concluding that smaller class sizes are beneficial. Similarly, in Rwanda, Mukamusoni and Uwamahoro (2020) found that large class sizes limited personalised instruction in inclusive classrooms, emphasising the need for manageable class sizes to improve support.

In response to "Parents are actively involved in supporting inclusive learning initiatives," 51 (25.4%) strongly disagreed, and 119 (59.2%) disagreed. This suggests limited parental engagement. In Malawi, Banda and Kachingwe (2021) found that a lack of parental involvement hindered inclusive education, concluding that family engagement is crucial for supporting

inclusive learning. Likewise, in Zambia, research by Phiri and Chilufya (2020) indicated that low parental involvement reduced the success of inclusive initiatives, highlighting the importance of parental support in inclusive learning. Lastly, for "Infrastructure in pre-primary schools supports children with special needs," 101 (50.2%) strongly disagreed, and 79 (39.3%) disagreed, indicating that infrastructure is often inadequate. Only 9 (4.5%) agreed, and 11 (5.5%) strongly agreed. A study by Ngoma and Simukonda (2021) in Zambia revealed that inadequate infrastructure impeded inclusive education efforts, concluding that accessible facilities are vital for inclusion. Similarly, research by Kamara and Ochieng (2021) in Uganda found that a lack of accessible infrastructure limited learning opportunities for children with disabilities, underscoring the importance of inclusive physical environments.

In the interview, one of the participants, HT3, had this to say.

> As the head teacher, I recognise that while we have made strides toward promoting inclusive learning, there are significant challenges we face in ensuring that all children, especially those with diverse needs, receive the support they require. In terms of teacher training, we have made efforts to provide professional development opportunities, but unfortunately, the training provided is often not comprehensive enough to equip teachers with the specialised skills needed for effective inclusive education. Many teachers still feel underprepared to cater to students with disabilities or other learning needs, which affects their ability to implement inclusive practices successfully.

> In terms of resources, our school is currently facing limitations. Although we have some teaching aids and assistive devices, they are not sufficient to accommodate the diverse needs of all learners. We are also working with overcrowded classrooms, which makes

individualised attention difficult. To address these gaps, I have initiated partnerships with local organisations and parents to bring in additional resources and support, and we are advocating for more government funding to improve our infrastructure. Furthermore, we've been emphasising the importance of differentiated instruction, and I've encouraged teachers to collaborate and share strategies for supporting all learners. However, we are still a long way from achieving the ideal level of inclusion, and more resources and comprehensive training are crucial for sustained progress.

The head teacher acknowledges that while efforts have been made to foster inclusive learning, significant challenges persist, particularly concerning teacher preparedness and resource availability. Despite some training and professional development, teachers still feel inadequately equipped to support students with special needs, which hampers effective inclusion. In terms of resources, the school faces shortages, especially in specialised equipment and tools necessary for supporting a diverse student population. The head teacher mentions overcrowded classrooms, which further complicates the ability to provide individualised attention. To address these issues, the head teacher has initiated collaborations with local organisations and parents to increase resources and is advocating for more government investment in school infrastructure. There is an emphasis on using differentiated teaching methods and fostering collaboration among staff to better support all learners. However, the head teacher emphasises that these efforts are still insufficient, and significant improvements in both training and resources are necessary for effective inclusive education.

In a study conducted by Dlamini and Nkosi (2020), the researchers explored the challenges faced by educators in implementing inclusive education in rural primary schools in South Africa. The study found that a lack of adequate teacher training and

insufficient resources were major obstacles to effective inclusive education. Teachers reported feeling unprepared to address the needs of learners with disabilities, particularly in schools located in rural areas. The study concluded that to improve inclusive education, the South African government needed to increase investment in teacher training programs and provide schools with better resources, including specialised learning materials and assistive technologies. Furthermore, the study highlighted the importance of fostering a more inclusive mindset within communities to support inclusive practices in schools. Similarly, a study by Makgato and Makhubela (2021) in Botswana examined the role of school leadership in promoting inclusive education in the country. The research revealed that school leaders, particularly head teachers, faced significant challenges in creating inclusive environments due to inadequate support from the government and a lack of infrastructure to accommodate learners with disabilities. The study highlighted that while school leaders were willing to implement inclusive practices, they lacked the necessary training and resources to do so effectively. The studies concluded that for inclusive education to succeed in Botswana, a more comprehensive national policy on inclusive education was necessary, along with a focus on training school leaders to better manage inclusive classrooms and secure additional resources for schools.

CONCLUSION

Based on the findings, the study concludes that several critical barriers hinder the effective implementation of inclusive education, with teacher preparedness and resource availability emerging as predominant issues. The data indicates that a substantial portion of teachers lack adequate training to address the diverse needs of learners, underscoring a gap in professional development that leaves teachers feeling ill-equipped to support inclusive learning. This lack of specialized training, highlighted by research in South Africa (Dlamini &

Nkosi, 2020) and Nigeria (Adebayo & Salami, 2021), suggests that without targeted training programs, teachers struggle to provide effective instruction for students with special needs. Additionally, the study finds that resource constraints, including inadequate teaching aids, assistive devices, and insufficient infrastructure, severely limit schools' ability to accommodate diverse learning requirements. Respondents indicated that both government support and community attitudes play critical roles in facilitating inclusion; however, a lack of governmental investment and negative community perceptions present ongoing challenges. Similar findings from studies in Zambia (Bwalya & Ngalande, 2021) and Ghana (Mensah & Boateng, 2021) emphasize that inclusive education initiatives require substantial funding, policy enforcement, and positive community engagement. Ultimately, the study highlights that improvements in teacher training, resource allocation, and stakeholder support are essential to advancing inclusive education and enabling schools to better serve all learners.

RECOMMENDATIONS

Based on the findings, the study made the following recommendations.

- There is a need to invest in comprehensive teacher training programs that equip educators with the specialised skills and knowledge required to support learners with diverse learning needs. These programs should focus on inclusive education strategies, differentiated instruction, and the use of assistive technologies to ensure that teachers are better prepared to cater for learners with disabilities or other learning challenges. Furthermore, the professional development opportunities provided should be ongoing to address the evolving needs of learners and educational contexts.

- There is also a need to increase government investment in school infrastructure and resources to create an inclusive learning environment. This includes providing schools with sufficient teaching aids, assistive devices, and specialised learning materials to support learners with disabilities. Additionally, addressing overcrowded classrooms should be a priority to ensure that teachers can give individualised attention and foster a more effective learning experience for all learners. Policy enforcement and adequate funding are crucial to making these improvements sustainable.

- There is a need to engage communities in fostering positive attitudes toward inclusive education. Community awareness programs and advocacy campaigns can help shift negative perceptions and increase support for inclusive practices. Schools should collaborate with local organisations and parents to create a network of support that enhances the learning experience for learners with special needs. Encouraging a more inclusive mindset within the community is essential to ensuring that all stakeholders are committed to the success of inclusive education initiatives.

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