

The Exclusivity in the Inclusive School

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Abstract— Despite the growing recognition of dyscalculia as a significant learning difficulty, awareness among educators remains a concern. This study delves into the awareness of dyscalculia among educators in Malaysia, aiming to shed light on its prevalence and implications for students' learning outcomes. Employing a survey methodology, data were collected from 153 educators and stakeholders across various fields. Descriptive statistics were utilized to analyze the data. The findings reveal that as of 2023, a staggering 47.1% of respondents in Malaysia still lack awareness of dyscalculia. This highlights a crucial gap in understanding within the educational community, potentially hindering support for students with dyscalculia. These results underscore the urgent need for targeted interventions to enhance dyscalculia awareness among educators. Addressing this gap could lead to improved identification and support for students with dyscalculia, ultimately enhancing educational equity and outcomes. This study underscores the importance of incorporating dyscalculia awareness into educational policy and practice to ensure inclusive and effective learning environments for all students

Keywords: *Dyscalculia, Awareness, Educators, Stakeholders*

I. INTRODUCTION

The study seeks to expand the notion of inclusive education. This is not to say that the educational provision for students with disabilities are not important. But rather, we see there are still many aspects on inclusive education which are disregarded on the practice. Several previous studies mostly focus on the provision of inclusive education in regards with students with disability (Almalky & Alwahbi, 2023; Lindner et al., 2023; Michailakis & Reich, 2009). There are also studies which focus on the practice of inclusive education in early years settings for special needs provision (Flewitt & Nind, 2007; Lundqvist, 2016; Page & Davis, 2023; Trory & Sharma, 2019).

Hence, the studies on inclusive education which engage the social-economic aspect, especially in Indonesia, are still limited. As suggested by (Liasidou, 2014) that inclusion should involve equality and social justice either in educational or social field. Moreover, the discourse of inclusive education is aligned with antibias education concept. As an attempt to accept every child in a diverse setting by promoting positive self-identity and supportive environment (Derman-Sparks & Edwards, 2021). Power relation is indeed acknowledged in the discourse to eradicate discriminations and inequalities in education (Gaias et al., 2022; Vandenbroeck, 2007). Therefore, this study of inclusive education is not only limited to the provision of students with disabilities, but also contributing to a wider scope of social justice (Barton, 2003).

Due to the fact that the first movement in raising awareness of an inclusive education initiated for children with special needs, we seek to problematize the traditional approach by connecting it with the reality of Indonesia heterogeneity.

Bourdieu's capital

While doing the study, we were informed Bourdieu's theory of capital to analyze how class and power dynamics shape access to education and prolong the social inequalities in an inclusive school. As argues by (Klibthong, 2012), Bourdieu's frameworks are not the solution to the problem, but rather helps researchers to critically understand the reality in the school practices using social justice and equity theories. His works comprise the concept of economic, social, and cultural capitals which determines one's position in the social hierarchy (Grenfell, 2009) based on the number of capitals owned (Jewel, 2008). Bourdieu's frameworks are suitable as tool to critically capture how educational institutions may inadvertently perpetuate social inequalities while entangled with the unequal distribution of power (Bourdieu, 1977) or create an exclusive practice. The form of exclusivity can be manifested through barriers such as high tuition fees or preferential treatment based on social connections, which can limit access for certain groups of children (M. Lee, 2010; Okviyanto & Syafitri, 2021).

According to (Bourdieu, 1986), capital is defined as accumulated labor (in its materialized form or its 'incorporated' embodied form) which, when appropriated on a private, i.e., exclusive, basis by agents or groups of agents, enables them to appropriate social energy in the form of reified or living labor. There are various types of capital which are accumulated and interchangeable during social interaction; economic, cultural, and social capitals (Grenfell, 2009b).

The first is economic capital as the roots of all forms which refers to financial resources owned by individuals or groups (Tittenbrun, 2016). Economic capitals can be utilized to afford any resources to generate children's educational goals. (Laymonita & Basuki, 2023) argues that family with higher possession of economic capitals relatively able to provide better education for their children. Consequently, a higher tuition fees can present as a barrier for lower-income families to access a quality of early childhood education (McDonough & Abrica, 2023).

Another form of capitals is cultural capital, encompassed in a non-financial form, such as knowledge, skills, or ideas transferred through socialization process (Koustourakis et al., 2016). The cultural capitals might appear in an objectified form as well, such as books, paintings, musical instruments, and any other school supplies (Koustourakis et al., 2016). The possession of cultural capitals may impact the cognitive ability which determines the academic success (Edgerton & Roberts, 2014). As argues by (Spiliopoulou et al., 2021), children with objectified cultural capitals tend to have higher educational expectation to their next education. This condition perpetuating the inequalities to those who came from lower socio-economic backgrounds, when families with higher cultural capitals has more ability to pave the educational pathway (Koustourakis et al., 2016).

Social capitals refer to networks and social ties which provide access to resources, privileges, or support in order to reach educational goals (Grenfell, 2009b; Klibthong, 2012). Based on Bourdieu's thinking, social capital is indeed influencing one's achievement in education significantly (Rogošić & Baranović, 2016). Study finds that parents from lower class families shows hesitation to utilize educational services, while the middle-class parents relatively more comfortable to access any support and services from the school (O'Connor, 2011). Another study also shows parents who actively involve in school more likely able to help children dealing with any issues in the study (Freeman & Condron, 2011).

The heterogeneity in Indonesian society

Indonesia is renowned as a nation with its exceptional diversity. Its archipelago consisted of more than 17.000 islands, thousands of ethnic groups, and also hundreds of languages spoken (Hamzy et al., 2023). (Fealy & Ricci, 2019) confirms it as one of the most complex nations in the world, enriched by the coexistence of various religions, cultural traditions, and socio-economic stratifications (Moeis et al., 2022; Yusuf et al., 2021).

This heterogeneity of Indonesia is not merely a defining identity, but also potentially leads into opportunities and challenges for the nation itself. Responding to Indonesian diversity could be done through education which is essential not only to address the social and economic disparities, but also to build mutual respect and understanding among its citizens (Akhiruddin et al., 2021; Firdaus et al., 2020). Education in the early year is a critical phase for the foundation of understanding in inclusivity (Fatmawati et al., 2023; Suradi, 2018). Meanwhile inclusivity in ECE is important to ensure that every child is invited and able to access education regardless of their backgrounds or conditions (Aubert et al., 2017; Cooper, 2010).

Early childhood education (ECE) plays a critical role in shaping children's social values and their understanding of diversity. During these formative years, children are introduced to various social concepts, including empathy, respect, and tolerance of differences, which are foundational for their future interactions the society (Barrett, 2018; Kurian, 2024). (Saminder Singh et al., 2023) highlights that ECE teachers are pivotal in fostering inclusive environments where children learn to appreciate diversity in all its forms, including race, ethnicity, gender, and socio-economic status. By integrating diverse perspectives into the curriculum, educators can help children develop a nuanced understanding of the world around them, promoting social cohesion and reducing biases from an early age (Kurian, 2024; Zulfadhli et al., 2023).

Even farther, introducing children to social values extends beyond classroom, influencing their behavior and attitudes in broader societal contexts (Halstead & Taylor, 2000). Inclusive practices in ECE not only benefit children with disabilities but also enrich the experiences of all learners by encouraging collaboration and mutual respect (Bellour et al., 2017; Visković, 2021). As children interacting with peers from various backgrounds, they learn to go through differences and build meaningful relationships (Park, 2011). Therefore, prioritizing an inclusive approach in ECE is vital for nurturing socially responsible individuals who value diversity and contribute positively to their communities (Visković, 2021). This holistic understanding of inclusion is crucial to develop childrens' awareness and responsiveness regarding social justice issues (Hawkins, 2014).

Up until today, the implementation of inclusive education has generally faced a lot of challenges. A nation's economic situation to some extent limits the provision for children with special needs compared to the nation with an advanced economy (Garuba, 2003). This notion also supported by (Eleweke & Rodda, 2002) whose research showed that developing countries mostly face inadequate qualified personnels, limited funding, and also a well implemented policy on inclusive education. Reflecting on China's success story in reforming its inclusive education to be more accessible is undoubtedly required support from the nation's economic and social development (Deng & Poon-McBrayer, 2012).

In many parts of the world, including Indonesia, the rights of disabled individuals remain unmet, particularly in the realm of education. Despite global commitments to inclusive education, numerous barriers continue to limit access to quality learning experiences for children with disabilities (Sakti, 2020; Waitoller & Kozleski, 2013). These challenges often arise from insufficient infrastructural adaptations, a lack of teacher training, and social stigmas that marginalize disabled learners (Banks et al., 2022; Hikmat, 2022). As a result, the promise of equitable education remains largely unfulfilled for many children with disabilities, reinforcing social exclusion and inequality.

In the case of Indonesia, the challenges of inclusive education implementation in Indonesia are prevailing. One of the major challenges is the lack of an adequate professional development to train teachers' competency in facing the needs of student with disabilities (Rofiah, 2023). The government has allocated the annual operational funds for school in providing an inclusive practice Rp 2 million for each student with special needs (Direktorat PAUD, 2021). The funds are viewed as inadequate by the principals of inclusive preschools—especially in the rural regions—in addressing the need for hiring professionals, such as psychologists and child development specialists to assess and support children with disabilities, as well as for securing additional teaching assistants (Hata et al., 2023). Furthermore, though the government already regulate the policy to promote inclusivity in the Permendiknas no. 70/2009 (Mulyadi et al., 2018), the implementation is still far from the ideals. This is due to the inconsistency of the government to set the priority in monitor the practice, so the needs of students with disability cannot be accommodated and keep on being marginalized (Susilawati et al., 2023; Wardhani & Andika, 2021).

Inclusive education is expected to meet all the student's educational needs regardless their ability of differences (Saputra, 2016). Unfortunately, the trends on the international standardisation and measurement for academic achievement is quite contradictory to the dreams of an ideal inclusive education (Slee, 2013). This approach particularly tends to classify students into some ranking system which most likely disregards the support for individual needs and condition (Garrote, 2020a; Gopinath & Bindhani, 2024). In the ECE context, the one-sized fits all measurement making teachers more focus on the academic achievement, rather than the social interaction and emotional well-being which are the essential for a individualized support in inclusive practice (Morales-Martínez et al., 2022; Pozas et al., 2023).

Unpacking the meaning of inclusive school

Creating an inclusive environment has been primarily important and became normative, especially in the early education sector. The call for an inclusive education originated from the 1994 Salamanca Declaration which urged every nation to give children with disabilities their rights in education without any discrimination (UNESCO, 1994, #). As it is mandated by the United Nations that inclusive education should erase all barriers so every child can participate in the learning process (UNESCO, 1960). Inclusive education has been a global agenda according to the Sustainable Development Goals 4.2: Equal Access to Quality Pre-primary Education, governments should guarantee that every child has their rights to access a high-quality early education.

An inclusive early education is expected to embrace diversity and ensure everyone is invited. Inclusive means every child with or without disabilities is able to participate in the same classroom (Soodak et al., 2002; Love & Horn, 2021). According to Klibthong (2012), the concept of inclusive education is an antithesis to the classical education which separates children in special condition or having disabilities from participating in education. Based on the assumption that all children are capable in their own rights, inclusive education is a breakthrough in the education system that values every child individually and considers their own educational needs (Timmons, 2002, #).

The common understanding of inclusive education focuses on the integrating children with special needs into mainstream education settings. Inclusive education is often regarded as a mean to provide children with special needs with any support required while simultaneously supports acceptance and understanding in the environment (Singh & Zhang, 2022; Singogo & Muzata, 2023). Research indicates that effective inclusion not only benefits children with disabilities but also enhances the educational experience for all students by promoting diversity and collaboration (F. L. M. Lee et al., 2015; Zabeli & Gjelij, 2020).

However, this traditional approach on inclusive education, inadvertently narrowed the broader concept on inclusivity (Florian, 2008). (Lampthey et al., 2015) also stated that focusing on the disability aspect is potentially lead into a limited perspective on inclusion and neglecting the diversity of all learners' needs. Since inclusivity itself is a multifaceted concept, it is important for researcher to encompass a wider range of differences beyond disability (Rojewski et al., 2015).

Critics also emerge which urge to expand the definition of inclusive education not only limited to placement discourse, but also engaging social justice in the society. (Ainscow et al., 2006) argues that inclusion is a wide concept, varying from educating disabled students to articulating a set of values, such as equity, participation, community, compassion, diversity, and sustainability. It is important for teacher to realize students' differences while helping them to succeed in the learning (Florian, 2008, #). By focusing on the social aspect, inclusion is not merely talking about impairment or limitation, but also creating a practice and policies which prevent students from being marginalized.

There are six typologies of inclusion developed by (Ainscow et al., 2006)

1. Children with disabilities and special needs;
2. Children with disciplinary issues (behaviour);
3. Vulnerable and marginalized groups;
4. Creating a school environment which embraces diversity;
5. Expanding access to education; and
6. A value which promotes equity, participatory, and respect for diversity.

By recognizing and integrating various dimensions of diversity—such as gender, ethnicity, race, and socio-economic status—educational institutions can create more equitable learning environments that cater to the unique experiences and challenges faced by all students (Wibowo, 2023). This broader understanding of inclusion not only enhances the educational experience for marginalized groups but also fosters a culture of respect and understanding among all learners, thereby enriching the educational landscape (Akintayo, 2024). Furthermore, inclusive curriculum design that acknowledges and celebrates diversity can empower students to become active participants in their learning journeys, preparing them to contribute positively to their communities (Syafutra et al., 2021).

In the context of Indonesia, true inclusivity must respond to all forms of diversity, aligning with the complex realities of its multicultural society. Indonesia is home to a multidimensional society, which demands an inclusive approach that goes beyond merely accommodating students with disabilities (Muhayani, 2024; Mulyadi et al., 2018). By embracing a broader view of inclusion that recognizes the interaction between various identities and experiences, educational systems can better reflect the realities of Indonesian society (Mariyono et al., 2023). This approach not only addresses the needs of students from different backgrounds but also prepares them to navigate and thrive in a diverse world, ultimately contributing to a more inclusive and harmonious society (Lestari et al., 2023). As such, fostering an environment where all forms of diversity are acknowledged and valued is crucial for achieving genuine inclusivity in education (Thahir, 2023).

II. METHODS

This study was conducted in Merdeka School, one of the distinguished schools in Bandung which serves education from preschool to high school. For more than 25 years, Merdeka School has been renowned for its speciality in inclusive education programs and teaching, especially for children with special needs. Based on their experiences through the years, Merdeka School entitled themselves as the first inclusive school in Bandung. This title is quite common for a school which has a specialized curricula or teaching methods for children with special needs or disability (Koutsouris et al., 2020).

25 years ago, the provision of inclusive schools in Indonesia, especially in Bandung, was still limited. Therefore, Merdeka School was built to accommodate the uniqueness of its students based on their development. From its initial appearance as one of the pioneers of inclusive school in Bandung, Merdeka School was ahead of its time. Serving a learning environment which allows children with special needs to participate and engage in their interaction among their peers in the same place—which is quite uncommon during that time. Today, Merdeka School has transformed into a well-reputable school which provides inclusivity in their teaching and learning process.

Through the years, Merdeka School has shown its commitment as a school where students with special needs and disabilities can interact with their peers without barriers. For more than 25 years, Merdeka School has provided specialized programs for children with special needs from preschool to high school level. As well as for the regular students, Merdeka School's teacher also provides a personal approach to find the needs of each student. To have a customized program, every child went through an assessment process conducted by teachers with a special education background.

With its experiences in providing personal teaching methods, not only limited to children with special needs, Merdeka School is well known as one of the inclusive schools in Bandung. Many parents are enthusiastic to enroll their children there for its specialities in education. The term “inclusive” is being celebrated by the school itself as their brand recognition. At the same time, the school is also being recognized as a high-profile school due to their high tuition fee.

In order to conduct this study, a methodology which allows researcher to do an in-depth exploration in recognizing power and inequality within an inclusive school is required. According to (Cresswell, 2007), a case study is able to study a particular issue within a setting. This approach also able to understand various perspectives from a school's stakeholders where there is a dynamic of power and inequality in their interactions (Garrote, 2020b; Ho, 2012).

To gather data in this study, we interviewed two school's stakeholders: the first one is Hari, one of the trustees of the school foundation. Merdeka School is managed by a family whose concern is to provide education for student with special needs. The second participant is Asih, a teacher in kindergarten level of Merdeka School. She was acting as School Coordinator and has been teaching in there for 4 years.

The interviews were carried out individually. A semi-structured interview highlights the flexibility of researcher to modify questions based on the participant's responses (Soo et al., 2023). This type of interview also allows the participants respond to the questions based on their knowledge and experiences (Martínez et al., 2019). Each of participants were inquired about their experience of inclusive practice at school. The data gathered is being analysed using thematic analysis. This method is viewed as a flexible to helps finding patterns or themes in the context (Braun & Clarke, 2006).

Writer's reflectivity

During the research, I am aware that my analysis could lead to some biases due to my closeness with this research's subject. Before this study was begun, I have a specifically close relation with some of the teachers in Merdeka School. Indeed, this situation brings some level of benefit for me from the very beginning, such as access and permission to people and the phenomenon or to feel as an “insider” which relates to my personal perspective (Sikes & Potts, 2008).

Since this research was conducted under a critical perspective, I did feel some hesitation to bring the issue up in the first place. I was afraid that my findings indirectly target the school or causing a public scrutiny. However, I tried to continue the study in order to get a comprehensive understanding regarding inclusive education from a wider angle. As argues by (Walker et al., 2013), writer's reflectivity does enrich the narrative which positively impact my development as a novice researcher.

III. RESULTS AND DISCUSSION

Being an inclusive school

For years, Merdeka School accepts students from various background, including those with special needs and learning disabilities. This is the highlight of inclusivity which has been practiced by the school for years. During the admission process, Merdeka School also doing initial assessment process to determines the student's needs and as the foundation to develop a suitable program for them. During learning process, students with special needs are learning together with the other in the same class. There is also a special session for students with special needs to get stimulations based on their needs.

Hari, the owner of Merdeka School explains:

"We accept students from any backgrounds with their own condition. Gifted or having learning disabilities, we accept everyone. That is our school concept. We believe that every child is unique with their differences and potentials. Some of them might excel in math, but lacking in physic. But we try to discover and develop every child's potential".

The similar arguments also delivered by Asih, a teacher:

"As far as I understand, we categorized students based on their ability or the developmental tasks based on their age. The initial assessment was done to examine whether the students has accomplished their developmental stage or not. From that process, we continue to determine if the students take a regular program or the special program".

Though Merdeka School claimed to accept student from various background, it still demonstrates the socioeconomic homogeneity. This is happened due most of the students are from upper-middle class families. The inclusivity terms relatively only focus to student's ability and development based on their age. As Asih explained:

"We label ourself as an inclusive school, where students with special needs can learning together with those who does not have special needs. This the identity we try to preserve for a long time, as an inclusive school.

Asih further explained:

"Regarding (social and economic) diversity, it is obvious that our school is not that diverse. For example, most of the students are from upper-middle class families. Averagely, the parents also work as office workers or running their own business. So we could say it is quite homogenous".

This notion also supported by Hari's statement:

"Especially in children during their early years. Some of them maybe having learning difficulties, such as delay in some developmental aspect (verbal or physical). This is our concern and that is why we accept them in our school. We will also definitely provide services based on their needs. Yes, we do put focus on that".

The exclusivity practices

Despite the inclusivity practiced which is being celebrated in many ways, there are some school policies and practices which indicates an exclusivity.

To register their child to Merdeka School costs Rp14 millions for the entrance fee. Beside of that, parents are ought to pay monthly tuition at around Rp2 millions with some additional for (uang kegiatan).

Bourdieu's concept of economic capital highlights how financial resources determine access to opportunities, such as education (Compton-Lilly & Delbridge, 2019; Tran, 2016). The high tuition fees at the school, which include an annual cost of approximately Rp14 million, additional monthly fees, and activity fees, create a significant barrier for families with limited financial means. Though the school owner argues that the school's cost is relatively not much different with any other (private) school, if we compared with the average income of Bandung we could find some groups which could not afford Merdeka School's monthly educational cost.

“For the Academic Year of 2023/2024 our school fee is at around Rp14 millions and monthly fees at Rp2 millions, with another additional cost for students' activity program at around Rp3 millions. This number is relatively the same if we compare to other schools (in Bandung)”.

According to data provided by Open Data Badan Pusat Statistik Kota Bandung, the average percapita income in 2023 is Rp133.38 million which is equivalent to around Rp11 million per month (BPS, 2024a). On the other hand, the informal workers in Bandung averagely earn from Rp1,5 million to Rp3,2 million per month (BPS, 2024b). Based on this data, we can conclude there is a gap of citizen groups who could not afford Merdeka School due to its cost.

The school attempts to introduce diversity to the students was done in the classroom activities. As Asih argues:

“One of our attempts to introduce inclusivity in our school is when children with special needs can get along and interact with their peers. Sometimes, there are children who are still needs special treatment during class, that is how we introducing the differences among student... We start from the most obvious and closest one, such as the differences between boy or girl or physical features (hair, skin colour, etc.).

Power and inequality

a. Economic and relational barriers

The high tuition fee of the school is regarded as reasonable and worth with the program offered by Merdeka School. This supported Bourdieu's thinking when economic capital could be utilized in order to get cultural capital, in this case is the quality of the school. As Hari argues:

“(The cost) might be quite expensive for me personally. However, we try to make the price worth with the service from the school. Alhamdulillah, our school quality has a good reputation among the people. So, that price would be worth”.

He also further explained:

While the school offers payment installment options, these measures do not fully mitigate the exclusivity resulting from the financial requirements. Financial assistance and payment flexibility is provided though it is restricted to school's staffs or school's colleagues. This condition shows that payment relief is only for specific groups which mostly based on relationships with staff or the foundation.

Hari's statement below quite resembles Bourdieu's thought in social capital which generates the economic capital, which in this case is the financial ease and access:

“Regarding economic matter, we actually help to ease the payment as well. Especially for those who cannot do the payment in full. We really understand the condition. That is why we provide relief in payment. There are some installments for payment. Until this year, we still cannot provide scholarships in Playschool level. The scholarships are only available in SD-SMA Level. Though we still provide the payment relief for partners or colleagues of the school foundation to give them the privilege to study here”.

Due to the high tuition fees, the school limits access for lower income families. Even when the school provide payment installations. Scholarship and financial relief for playschool level are very limited and can be based on a less-transparent mechanism, connection. Hence, this condition is, no doubt, creating a relatively deep economic gap in the access to education.

b. Limited socioeconomic diversity

Merdeka School make an effort to introducing children with social diversity, such as gender, racial, and religiosity. This program is carried out implicitly through discussions or observations of daily activities. However, these efforts have not yet reached interactions with the wider community or groups of children from the surrounding environment who have more diverse backgrounds.

“Regarding economic diversity, our school is quite homogenous economically. There are no students from low economic families. The most salient thing is where there are students whose parents are school’s employee. Yeah, we can see it from the stuffs (such as clothes, bag, or lunch). However, this does not affect the developmental aspect of the students. Either their parents are school’s employee or not, all students need to get stimulation to optimize their learning and development process”.

IV. CONCLUSION AND RECOMMENDATION

This study highlights the complexities in the implementation of inclusive education, notably in a kindergarten which provides an inclusive learning and teaching in Bandung. Meanwhile having reputation as an inclusive school, it is also being known for high profile due to its expensive tuition fees. It demonstrates how the ideal of inclusion often fails to account for broader social inequities, including those rooted in economic and cultural disparities, yet it inadvertently shows an exclusivity. By applying Bourdieu’s framework, the research illustrates how economic, cultural, and social capital significantly influence access to education and perpetuate exclusivity in settings that claim to be inclusive (Compton-Lilly & Delbridge, 2019; Rogošić & Baranović, 2016). The findings emphasize the need to redefine inclusion as a concept that encompasses not only disabilities but also social justice and equity in a diverse context.

This condition may appear due to the absence of government in fostering and maintain inclusive education practices. Despite policies to regulate the inclusive education, such as written in the Permendiknas no. 70/2009 and there is an annual funding allocation for students with special needs, the implementation seems inadequate and inconsistent. Consequently, the cost to provide an inclusive education mostly weighed to parents (Azizah et al., 2019; Hata et al., 2023). The lack of sufficient financial support, monitoring, and infrastructure development exacerbates inequality and limits access for marginalized groups (Eleweke & Rodda, 2002; Rofiah, 2023; Sakti, 2020). This highlights the critical need for more robust and targeted government intervention to bridge the gap between policy ideals and practical outcomes.

Based on this study, we find it necessary to investigate inclusive education practices across different socio-economic and cultural contexts in Indonesia to uncover variations in inclusivity. Studies could also focus on the effectiveness of government policies and funding in ensuring equitable access to inclusive education, especially in rural and remote areas. Moreover, exploring how teacher development programs and school curriculums address social justice and diversity in their implementation of inclusive education could provide valuable insights for systemic improvements.

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