

Emirati Journal of Business, Economics and Social Studies
Vol 4 Issue 2 (2025)
Pages 4 - 15
Available at
www.emiratesscholar.com

Strategies and Effective Practices to Ensure Diverse Educational Needs of Students with Disabilities are Met in Inclusive Education Environments

Omar Khalil Atiyat
Inclusive Education Expert, MOE, Dubai

ARTICLE INFO

KEYWORDS

Inclusive Education; Individualized Education Plans (IEPs); Assistive Technology; Teacher Training; Curriculum Adaptation; School-Community Collaboration.

HOW TO CITE

Atiyat, O. K. (2025). Strategies and Effective Practices to Ensure Diverse Educational Needs of Students with Disabilities are Met in Inclusive Education Environments. Emirati Journal of Business, Economics and Social Studies, 4(2), 4-15.
https://doi.org/10.54878/szwrp246

ABSTRACT

Inclusive education ensures equal learning opportunities for all students, including those with disabilities, by fostering diverse and adaptive learning environments. This study explores effective strategies and practices for addressing the diverse educational needs of students with disabilities within inclusive educational settings. It examines key strategies such as individualized needs assessment, curriculum adaptation, teacher training, assistive technology integration, and collaborative partnerships among educators, families, and communities. The research highlights the importance of Individualized Education Plans (IEPs) in personalizing learning experiences and ensuring academic success. Additionally, curriculum modifications and differentiated instruction enhance accessibility, while assistive technology offers innovative tools for student engagement. The role of teacher training is emphasized, as well-trained educators are critical for implementing inclusive practices effectively. Furthermore, fostering strong school-community collaboration strengthens educational support networks and promotes sustainable inclusion. Despite progress, challenges such as limited resources, teacher preparedness, and societal perceptions remain significant barriers. However, the study identifies promising opportunities, including government initiatives, technological advancements, and public-private partnerships that enhance inclusive education in the UAE. This Paper underscores the necessity of policy-driven, evidence-based approaches to inclusive education, advocating for continued research, investment in professional development, and enhanced community engagement to create equitable and effective learning environments for all students.

Double-blind peer review by independent reviewers.

Received: 17 Aug 2025, Accepted: 26 Nov 2025, Published: 27 Dec 2025

*Corresponding author: azomar84@yahoo.com

Copyright: © 2025 by the author. Licensee Emirates Scholar Center for Research & Studies, UAE.
Open access under the Creative Commons Attribution (CC BY) license
https://creativecommons.org/licenses/by/4.0

Introduction

According to modern educational philosophy, inclusive education is one of the most important parts of making sure that all students, including those with disabilities, can learn in a shared environment, regardless of their abilities, backgrounds, or circumstances. This is done by making sure that all students have equal learning opportunities. This approach enhances the adaptability of educational systems to diverse student needs and reflects a global and local commitment to the active inclusion of all individuals in the educational community. According to the United Nations Convention on the Rights of Persons with Disabilities (United Nations, 2006), countries are required to ensure an inclusive and equitable educational system for all students, which promotes their integration into society and provides them with equal opportunities for growth and development.

It is essential to emphasize that the concept of inclusive education goes beyond mere physical access to educational facilities; rather, it encompasses a set of practices that focus on diversity, accessibility, and acceptance.

We should not view inclusive education as a long-term strategy in isolation from the overall educational process. Instead, it should be considered an approach that intersects with all stages and procedures of the educational system, particularly in planning and organizing learning activities. Inclusion impacts all stakeholders in the educational process, including children with disabilities and their parents, students without disabilities and their families, teachers, administrative staff, and support services. (Ainscow & Miles, 2008)

The Convention on the Rights of Persons with Disabilities (CRPD) and the Incheon Declaration on Education (2030) are two major international agreements that support the idea of inclusive education. They stress how important it is to create a learning space that supports each student's growth and accommodates their needs (UNESCO, 2015).

The principle of inclusive education enhances the ability of modern educational systems to adapt to the diverse needs of students, reflecting a growing global commitment to effectively integrating all individuals into educational communities. According to the United Nations Convention on the Rights of Persons with Disabilities (United Nations, 2006), countries are obligated to establish an inclusive and equitable education system for all students, reinforcing their integration into society and granting them equal opportunities for personal and academic growth. This contributes significantly to achieving the fourth goal of the Sustainable Development Goals (SDGs), which is to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

In the United Arab Emirates, the government's commitment to promoting inclusive education is reflected through various policies and programs, including Federal Law No. (29) of 2006 on the Rights of People of Determination (persons with disabilities) and the National Policy for Empowering People of Determination (2017-2021). This policy aims to create an inclusive educational environment that enables students with disabilities to participate effectively in the general education system and maximize their potential. Additionally, the Inclusive Education Policy in public and private schools (following the Ministry of Education curriculum), issued in 2020 by the UAE Ministry of Education, supports this commitment (UAE Government, 2021).

This paper aims to shed light on effective strategies and practices to ensure the diverse educational needs of students with disabilities are met within an inclusive education environment. This will be achieved by:

Identifying key strategies: The process involves defining and explaining strategies that enhance inclusive education and address the diverse learning needs of students with disabilities.

Analyzing effective practices: Reviewing and analyzing best practices in implementing inclusive education across various educational settings, with a focus on integrating students with disabilities into general education.

Designing inclusive educational plans: Developing feasible plans to enhance inclusive education while considering diverse needs and proposing ways to adapt teaching methods.

Evaluating educational policies: Assessing the effectiveness of existing educational policies and legal frameworks in supporting inclusive practices.

Enhancing collaboration in inclusive practices: Exploring ways to strengthen cooperation among teachers, families, and support services to create an inclusive educational environment.

Theoretical Framework

1. Key Concepts

A. Inclusive Education

Inclusive education is an educational approach that seeks to integrate all students, including those with disabilities, into a unified learning environment characterized by inclusivity and respect. This approach aims to provide equal educational opportunities for all, enhancing the ability of educational systems to accommodate human diversity according to students' abilities and needs (Mbua, 2023).

Inclusive education is defined as the process of providing high-quality education for all students in a single educational setting without discrimination based on disability or other differences (UNESCO, 1994).

The Inclusive Education Policy (2020) defines it as:"An education system in which students with disabilities are integrated into a learning program within a shared educational environment capable of providing targeted support. This system aims to minimize setbacks and eliminate barriers that may lead to student exclusion, ensuring that all students with disabilities receive high-quality education by effectively meeting their diverse needs using approaches based on respect, acceptance, high responsiveness, and necessary support for those who require it." (UAE Ministry of Education, 2020)

B. Concept of Disability

The World Health Organization (WHO) defines disability as "a condition that arises as a result of the interaction between individuals with various health conditions and environmental and behavioral barriers that hinder their full and effective participation in society on an equal basis with others." (WHO, 2001)

This definition highlights that disability is not solely an individual issue but rather the result of the interaction between environmental and personal factors.

Meanwhile, Dubai Law No. (3) of 2022 on the Rights of Persons with Disabilities defines disability as a condition characterized by permanent or temporary impairment or dysfunction in an individual's physical, sensory, intellectual, communicative, educational, or psychological abilities. These impairments, along with physical and behavioral barriers, make it impossible for them to fully and effectively participate in society on the same level as everyone else. (Government of Dubai Media Office, 2022)

2. Inclusive Education and Educational Theories

Inclusive education draws its strength from the theoretical foundations established by various educational theories.The behaviorist theory, as outlined by B. F. Skinner, emphasizes the role of the learning environment in promoting positive educational behaviors. We can use positive reinforcement strategies in the context of inclusive education to encourage desirable behaviors and enhance learning.

Similarly, Jean Piaget's constructivist theory asserts that active interaction with the environment builds knowledge. In inclusive education, we encourage students with disabilities to actively participate in learning activities to construct their own knowledge (Anderson et al., 2022).

According to Lev Vygotsky's socio-cultural theory, learning is a social process in which knowledge is constructed through interaction with others. In inclusive education, students with disabilities benefit from interactions with peers and teachers to enhance their learning.

Additionally, the student-centered learning theory is fundamental to inclusive education, emphasizing the need to cater to each student's unique needs rather than adopting a one-size-fits-all approach. Research suggests that this approach enhances comprehension and integration for students with disabilities, ultimately improving their academic and social outcomes (Kart & Kart, 2021).

One of the most prominent modern practices based on these educational theories is cooperative learning, which reflects the constructivist theory's emphasis on social interaction in knowledge construction. This practice divides students into small groups to collaborate on problem-solving or educational activities. This method fosters interaction among students from diverse educational backgrounds, including those with disabilities, and helps develop teamwork and communication skills (Goddard, Ammirante & Jin, 2023).

According to (Johnson & Johnson, 2009), cooperative learning is one of the most effective methods for providing social and educational support to students with disabilities. It encourages them to interact with peers, acquire new skills in a non-competitive manner, and boosts their confidence in their abilities while offering opportunities to practice academic and social skills in an inclusive learning environment.

Another significant practice is technology-enhanced learning, which aligns with the student-centered learning theory. This approach leverages interactive software, educational applications, and assistive technologies to provide students with disabilities access to educational content in flexible and adaptive ways. These technologies allow teachers to tailor lessons to different student

ISSN: 2791-3171 - https://doi.org/10.54878/szwrp246

abilities by providing visual, auditory, or text-based materials, ensuring that each student receives support suited to their needs. These tools also engage students in learning activities, whether individual or with teacher assistance. This improves their cognitive and social skills and makes them more independent (Ally, 2008).

3. Legal and Legislative Framework

A. Federal Law No. (29) of 2006 on the Rights of Persons with Disabilities

Federal Law No. (29) of 2006 on the Rights of Persons with Disabilities in the United Arab Emirates is one of the pioneering legislations worldwide in promoting the rights of people with disabilities. The law aims to provide comprehensive protection and full support to this segment of society, ensuring their access to fundamental rights across various fields, including education, employment, healthcare, and social participation.

The law guarantees the right of people with disabilities to education in an inclusive environment that accommodates their special needs and ensures equal access to education alongside their peers in schools and universities. This legislation reflects the UAE's commitment to achieving the Sustainable Development Goals (SDGs), particularly Goal 4 (Quality Education) and Goal 10 (Reduced Inequalities), reinforcing the country's efforts to be a global leader in creating an inclusive and sustainable environment for people with disabilities (UAE Federal Law No. 29, 2006).

B. National Education Strategy 2030

The UAE's National Education Strategy 2030 serves as a comprehensive framework aimed at improving education quality and ensuring a fair and inclusive educational environment for all students, including those with disabilities. This strategy aligns with international commitments to the principles of "Education for All" (Ministry of Education, 2017).

The strategy includes several key components to support inclusive education, such as:

Developing educational policies that ensure equal opportunities for students with disabilities by integrating them into mainstream schools and providing appropriate accommodations.

Implementing specialized training programs for teachers and professionals to enhance their ability to support students with disabilities.

Promoting the use of assistive technology and innovative educational resources to facilitate personalized learning and active engagement among all students.

Strengthening partnerships between educational institutions, families, and the community to create a supportive and inclusive learning environment.

The Federal Competitiveness & Statistics Authority Secretariat for the UAE National Committee has developed flexible curricula tailored to meet the needs of students with disabilities, ensuring equal opportunities for academic and social success.

C. Additional Policies and Strategies

Other policies supporting inclusive education include:

The National Policy for Empowering People of Determination (2017) ensures an inclusive educational environment that meets the needs of students with disabilities (UAE Government, 2017).

The UAE Comprehensive Education Plan 2030 was developed by the Ministry of Education to align with the Sustainable Development Goals in education (UAE Ministry of Education, 2020).

The Inclusive Education Policy (2020), issued by the Ministry of Education, regulates inclusive education services in public educational institutions nationwide.

These legislative frameworks and policies demonstrate the UAE's strong commitment to fostering an inclusive education system that empowers students with disabilities and ensures their full participation in society.

Effective Strategies and Practices

1. Assessing Individual Needs

Assessing individual needs is a fundamental process in inclusive education, aimed at identifying the unique and diverse requirements of each student to ensure appropriate support. This step is crucial in designing personalized educational strategies that enhance the learning experience for students with disabilities. Individualized Education Plans (IEPs) and different assessment tools give teachers the chance to change the learning environment to fit the needs of each student. This increases the chances of their academic and social success (Ranbir, 2024) in both areas.

- Assessment Tools and Observation

Assessment and observation tools are essential for meeting the individual educational needs of students with disabilities in inclusive learning environments. These tools help identify students' strengths and weaknesses,

contributing to the development of effective educational plans that align with their specific needs.

A study conducted by Alhassan & Verma (2024) emphasized that using reliable and diverse assessment tools, such as diagnostic tests and structured observations, enhances teachers' ability to deeply understand students' needs and provide appropriate support. Similarly, Siddiqua (2019) highlighted that continuous and flexible assessments contribute to modifying educational plans in line with students' evolving performance and needs.

Additionally, a study by (Fuentealba ,2011) found that classroom observation is one of the most effective tools for assessing individual needs, as it provides qualitative data that help in understanding students' behaviors in their natural environments. For example, Siddiqua (2019) recommended using observation as a diagnostic tool that fosters direct interaction between teachers and students, creating opportunities to develop interactive and personalized teaching strategies.

- Individualized Education Plans (IEPs)

Among the most crucial practices in inclusive education are Individualized Education Plans (IEPs), which guarantee the unique educational needs of students with disabilities. These plans allow teachers to design a customized curriculum for each student based on a detailed assessment of their academic and social needs.

According to Aftab et al. (2024), the preparation and implementation of IEPs can enhance the academic and social performance of students with disabilities by setting measurable educational goals and providing necessary adjustments to the learning environment (Ranbir, 2024).

Recent studies emphasize the importance of involving all stakeholders, including parents, teachers, and special education specialists, in developing and implementing IEPs.This collaborative approach ensures the creation of a supportive educational environment that meets students' diverse needs. Research by Mitchell & Sutherland (2020) indicates that IEPs help enhance students' independence and active participation in the learning process, increasing their chances of academic and social success.

Similarly, Elder et al. (2021) pointed out that IEPs strengthen collaboration among teachers, parents, and students, ensuring that all stakeholders understand the educational goals and work together to achieve them. This increased collaboration translates into more inclusive and supportive education, where teachers can implement diverse teaching strategies that align with students' needs while keeping parents informed of their children's progress. Thus, IEPs serve as an effective tool for promoting inclusive education and achieving equal educational opportunities.

2. Curriculum Adaptation

Curriculum adaptation is one of the most critical procedures to ensure the successful implementation of inclusive education. It involves making modifications and adjustments to curricula to meet the needs of students with disabilities. The goal of this adaptation is to enhance these students' ability to participate actively in mainstream educational settings by providing specially designed instructional materials and teaching methods tailored to their individual needs. These changes make the classroom more welcoming and give all students, including those with disabilities, equal opportunities to succeed and grow. This leads to a better and more complete integration into the school community (Diaz-Vega et al., 2020).

- Modifying and Adapting Curricula

Curriculum adaptation includes both modification and alignment processes, which are crucial to achieving inclusive education. These adjustments ensure that curricula cater to the needs of students with disabilities.

As noted by (Tomlinson ,2017), curriculum adaptation requires a flexible approach that incorporates modifications in content, teaching methods, and assessment techniques, enabling students with special needs to participate actively in the learning process. These modifications help facilitate comprehension and promote academic and social engagement among students. Research has shown that adapting curricula enhances the academic success of students with disabilities by creating an integrated learning environment that meets their individual needs.

Additionally, Lindner & Schwab (2020) found that curriculum adaptation can improve the academic achievement of students with disabilities in mainstream education settings. Their study revealed that students who received instruction based on modified curricula achieved higher academic results than their peers who did not receive such accommodations.

Furthermore, Meyer, Rose, & Gordon (2019) emphasized that implementing differentiated instruction, which includes curriculum adaptation, enhances students' understanding of complex concepts and fosters positive engagement with educational materials. Differentiated instruction relies on presenting lessons through various methods, such as multimedia, interactive activities, and

ISSN: 2791-3171 - https://doi.org/10.54878/szwrp246

simplified written materials, making the learning process more inclusive and effective for students with disabilities.

- Use of Assistive Technology

The use of assistive technology is one of the most essential modern strategies supporting curriculum adaptation. Studies have highlighted those assistive technologies, such as text-to-speech programs, interactive tablets, and educational software designed for students with disabilities, play a crucial role in enhancing their participation in learning activities (Kushariyadi et al., 2024).

Similarly, Stolz (2020) pointed out that assistive technology significantly improves academic skills by providing customized learning tools that meet individual student needs. Examples include adaptive learning technologies that adjust according to the student's comprehension level and academic progress.

Moreover, Ayon & Dillon (2021) emphasized the importance of integrating assistive technology into curricula to promote the independence of students with disabilities. These technologies allow students to participate fully in classroom activities, positively impacting their academic performance and self-confidence. Assistive technology also provides an effective means for teachers to deliver interactive lessons that cater to students' diverse needs.

A study by Almalki (2020) demonstrated that using assistive technology, such as interactive reading applications and speech programs, enhances the learning and integration abilities of students with disabilities. The study found significant improvements in reading and communication skills after students used these technologies.

3. Teacher Training and Development

Teacher training and professional development are among the most critical factors in the success of inclusive education. Teachers play a fundamental role in implementing teaching strategies that meet the needs of all students, including those with disabilities. Enhancing teachers' competence in understanding and applying inclusive education strategies significantly improves the learning environment, which in turn positively impacts the academic achievement of students with disabilities (Florian & Spratt, 2013).

According to the European Agency for Special Needs and Inclusive Education (2015), training teachers in inclusive education strategies is essential for fostering positive interactions with students and providing the necessary support and services to ensure maximum educational benefit.

Research by Avramidis & Kalyva (2002) found that teachers who received training in special education were better prepared to work with students with disabilities. Similarly, Koutrouba et al. (2008) reported that teachers who underwent special education training held more positive attitudes toward including students with disabilities in mainstream classrooms. Teacher adaptability and instructional approach are key factors in inclusive education (Vaz et al., 2015).

4. Collaboration in Inclusive Practices

Collaboration is a fundamental element in the success of educational institutions, ensuring the provision of equitable and high-quality education for all learners. Collaboration between parents and teachers plays a crucial role in supporting individual student development within inclusive education practices. The partnership between educators and parents is one of the most significant factors in strengthening inclusive education. It is not solely the teacher's responsibility to develop these practices; parents also have a vital role to play. Scholars have recognized parental involvement in education as a decisive factor influencing children's educational outcomes (Wilder, 2014).

- Engaging Families and Parents in Education

Parental involvement enhances schools' ability to meet the needs of students with disabilities. A study by Sukys et al, 2015) found that parental participation in educational decisions improves communication between home and school, thereby supporting students' academic and social development.

Similarly, Santamaria Graff & Brandon,2020) emphasized that building strong partnerships between teachers and parents enhances the effectiveness of IEPs and increases parental commitment to supporting inclusive education goals.

A study by (Camelo et al. (2023) confirmed that close collaboration with families reduces the challenges faced by students with disabilities in mainstream educational environments. Additionally, UNICEF (2014) highlighted that community, and parental cooperation is crucial in supporting teachers to develop inclusive education practices.

Challenges and Opportunities

It is known that inclusive education is a key part of achieving equity and justice in education because it helps students with disabilities become part of regular

classrooms, which is good for their academic and social growth. However, inclusive education faces a set of challenges that may limit its effectiveness. In the United Arab Emirates (UAE), some of the most pressing challenges include a shortage of qualified personnel and cultural and social barriers affecting the implementation of inclusive education. Studying and understanding these challenges contributes to the development of effective strategies to address them, ensuring inclusive and sustainable education for all students with disabilities (Dyliaeva & Ghotbi, 2024).

Challenges

- Shortage of Resources and Qualified Personnel

A major challenge in implementing inclusive education is the shortage of human resources. In the UAE, as in many other countries, ensuring the availability and proper training of teachers in inclusive education strategies remains an ongoing challenge (Anati & Ain, 2012).

Alhammadi (2023) pointed out that the lack of trained professionals represents a significant obstacle to creating an inclusive and effective learning environment. Investing in teacher training and curriculum development tailored to students with disabilities can improve the implementation of inclusive education, requiring sustainable resources.

Additionally, both government support and partnerships with the private sector play a crucial role in providing the necessary human resources for the successful implementation of inclusive education (Anati & Ain, 2012).

- Cultural and Social Challenges

Cultural and social challenges present a significant barrier to the implementation of inclusive education in many societies, including the UAE. One of the main issues is societal attitudes toward people with disabilities, which range from full acceptance to discrimination or exclusion in some cases (Anati & Ain, 2012).

(Alborno, 2017) indicated that public awareness of inclusive education remains limited, necessitating programs aimed at changing societal attitudes toward integrating students with disabilities. Some teachers and parents still believe that specialized centers are more suitable for students with disabilities.

Similarly, Elhoweris & Efthymia (2020) emphasized that certain social beliefs discourage the inclusion of students with disabilities in mainstream schools. They also highlighted the importance of involving families and local communities in supporting inclusive education and fostering acceptance of students with disabilities.

Gaad (2020) emphasized the importance of raising public awareness about disability-related issues and promoting diversity acceptance in educational environments. Moreover, Morelle & Morelle (2024) suggested that strengthening partnerships between schools and local communities can help overcome cultural barriers by raising awareness about the benefits of inclusive education for students with disabilities.

Opportunities

The UAE places significant emphasis on developing policies and programs that support inclusive education in alignment with international standards. Among the key components driving this approach are diverse government initiatives and rapid technological advancements. Additionally, the UAE's education system provides a learning environment that offers multiple opportunities for students with disabilities to actively participate in mainstream education.

This commitment to advancing inclusive education aligns with the UAE Vision 2030, which aims to improve the quality of education and make it accessible to all segments of society. In this context, ElNaggar et al. (2024) highlighted that government commitment enhances the implementation of innovative educational programs that contribute to achieving comprehensive education goals. These initiatives extend beyond government policies to include the use of assistive technology, providing advanced educational tools and resources that support inclusive learning.

- Government Initiatives Supporting Inclusive Education

The UAE has made substantial efforts to integrate students with disabilities into the educational system. These efforts are evident in strategies aimed at adapting and equipping public schools to accommodate students with disabilities, ensuring full access to education through best practices and solutions.

Government initiatives serve as a fundamental pillar in strengthening the inclusive education system. The UAE government has launched numerous programs and policies to facilitate the inclusion of students with disabilities in mainstream schools, creating an inclusive learning environment. These initiatives include allocating budgets to improve school infrastructure and provide specialized educational resources (The Official Portal of the Government of the United Arab Emirates, 2025).

- The Role of Technology in Enhancing Educational Experiences

Technology plays a crucial role in promoting inclusive education by enabling curriculum adaptation to meet the needs of students with disabilities. Assistive technologies, such as tablets and interactive applications, have become essential tools in supporting personalized learning.

Additionally, training teachers to effectively use these technologies enhances the effectiveness of inclusive education strategies (Alzaabi, 2020).

- Strengthening Public-Private Partnerships

Increased collaboration between the public and private sectors is one of the key opportunities in the UAE that positively impacts the quality of inclusive education services.

Enhancing public-private partnerships in inclusive education is seen as a vital and pioneering step toward ensuring a comprehensive and integrated learning environment for students with disabilities.

This commitment is reflected in initiatives such as the "Inclusion Initiative" launched by the Department of Education and Knowledge in Abu Dhabi (ADEK), which provides training and experimental opportunities for students with disabilities in collaboration with private sector partners. This initiative enables students to explore future career paths and enhance their independence (ADEK, 2023).

Additionally, the Abu Dhabi Strategy for People of Determination (2020-2024) aims to build an inclusive and empowered community through the implementation of 30 initiatives involving both the public and private sectors. These initiatives contribute to improving the quality of life for people with disabilities and providing them with the necessary support to enable their active participation in society (Department of Community Development—Abu Dhabi, 2022).

- Continuous Teacher Training

Continuous professional development programs for both general education and special education teachers are considered one of the most effective opportunities for equipping teachers with the necessary skills and competencies to address the diverse needs of students in inclusive classrooms (Alfityani, 2024).

This training directly enhances the quality of education and ensures that all students' needs are met. The UAE Ministry of Education places significant emphasis on developing teachers' skills by organizing and implementing specialized training programs aimed at improving their proficiency in inclusive education strategies and applying best global practices in this field. These programs include workshops and advanced training courses for teachers, specialists, and professionals working with students with disabilities to enhance their ability to meet these students' needs effectively (MOE, 2020).

Additionally, educational institutions in the UAE focus on creating inclusive learning environments that support the integration of students with disabilities in both public and private schools. Teachers enhance their professional competencies and receive training and guidance to foster an inclusive learning environment. Moreover, capacity-building programs help educators adopt high-quality teaching strategies to meet the needs of all learners (KHDA, 2016).

- Enhancing Community Awareness

Community awareness about the importance of inclusive education is another significant opportunity. Raising awareness fosters public support and advocacy for inclusive education, as public attitudes and positive perceptions toward inclusion play a crucial role in its success.

In this regard, Garces-Bacsal et al. (2023) and Gaad (2019) emphasized that awareness campaigns help change prevailing perceptions of inclusive education, thereby promoting greater acceptance of students with disabilities in mainstream schools.

Conclusion

In conclusion, inclusive education is a fundamental pillar for achieving equity and justice in education, enabling students with disabilities to access equal learning opportunities. This essay looked at some good ways to make learning environments more welcoming for everyone, focusing on how important it is for stakeholders to work together and make changes to the curriculum as needed. Despite challenges, such as a lack of qualified personnel and social barriers, the increasing governmental initiatives and technological advancements provide promising opportunities for enhancing inclusive education. Achieving an inclusive learning environment is a shared responsibility that requires collective efforts to ensure fair and sustainable education for all students.

Recommendations

1. Enhancing teacher training programs on inclusive education strategies to ensure they can meet the diverse needs of students with disabilities.2. Developing flexible

ISSN: 2791-3171 - https://doi.org/10.54878/szwrp246

and adaptive curricula that cater to all learners while integrating assistive technology tools.3. Strengthening collaboration between schools and families to create a supportive environment for students with disabilities.4. Expanding the use of assistive technology in education, such as interactive devices and adaptive learning software.5. Improving school infrastructure to ensure accessibility and accommodate the needs of students with disabilities.6. Increasing public awareness of the importance of inclusive education through awareness campaigns and media programs.7. Developing sustainable educational policies that support inclusive learning and allocating adequate financial and human resources.8. Encouraging academic research in inclusive education to explore new strategies for effectively integrating students with disabilities.

References

Abu Dhabi Department of Community Development. (2022, December 3). The Abu Dhabi Strategy for People of Determination 2020-2024 celebrates three years of achievements. Abu Dhabi Department of Community Development. https://www.addcd.gov.ae

Abu Dhabi Department of Education and Knowledge. (2023, August 15). The Abu Dhabi Department of Education and Knowledge launches an inclusive initiative for Al Karamah Training Institute's students of determination. Abu Dhabi Media Office. https://www.mediaoffice.abudhabi

Aftab, Muhammad & Amjad, Faisal & Chaudhry, Hira. (2024). Inclusive Education: Strategies for Successful Inclusion of Students with Disabilities in Mainstream Classrooms. Academy of Education and Social Sciences Review. 4. 439-453. 10.48112/aessr.v4i3.824.

Ahmmed, M. and Mullick, M. (2013) Implementing inclusive education in primary schools in Bangladesh: recommended strategies, Educational Research for Policy and Practice 13:167–180.

Ainscow, M., Miles, S. Making Education for All Inclusive: Where Next? Prospects 38, 15–34 (2008). https://doi.org/10.1007/s11125-008-9055-0

Alborno N. (2017). The 'yes … but' dilemma: Implementing inclusive education in Emirati primary schools. British Journal of Special Education, 44(1), 26–45. 10.1111/1467-8578.12157

Alfityani, Hussam (2024). The study focuses on the training needs of general education teachers in the context of an inclusive education environment in government schools, as viewed from their perspective. Special education and Rehabilitation, 18(64.1), 175-208, doi: 10.21608/sero.2024.381091

Alhammadi, M. M. (2023). Availability of disability specialists for students with vision or hearing impairment in the United Arab Emirates: current status and future needs. Disability and Rehabilitation: Assistive Technology, 19(4), 1709–1717. https://doi.org/10.1080/17483107.2023.2228827

Alhassan, K.Y. & Verma, S. (2024). Assessment and Evaluation in

Ally, M. (2008). Foundations of educational theory for online learning. In T. Anderson (Ed.). The theory and practice of online learning (pp.15-44). Athabasca, AB Athabasca University Press. Retrieved from http://www.aupress.ca/books/120146/ebook/01_Anderson_2008-Theory_and_Practice_of_Online_Learning.pdf

Almalki, Dr. Nabil Sharaf and Al-Harthi, Budur Mohammed (2020) "The Importance of Using Assistive Technology with Students with Intellectual Disabilities in Inclusive Education Schools," International Journal for Research in Education: Vol. 44 : Iss. 2 , Article 9.Available at: https://scholarworks.uaeu.ac.ae/ijre/vol44/iss2/9

Alshahrani , B ., & Abu-Alghayth , K.(2023)Teachers' Professional Development for Inclusive Education, A perspective from Saudi (Mixed Methods Study), Inf. Sci. Lett. 12, No. 3, 1497-1504

Alzaabi, A. M. A. (2020). Assistive technology's effect on the academic performance of students with disabilities: An investigative study at higher education institutions in the UAE (Master's thesis). The British University in Dubai, United Arab Emirates. Retrieved from https://bspace.buid.ac.ae/handle/1234/1765

Anati, Nisreen & Ain, A.. (2012). Including students with disabilities in UAE schools: A descriptive study. International Journal of Special Education. 27. 75-85.

Anderson, E.J.; Brock, M.E.; Shawbitz, K.N. Philosophical Perspectives and Practical Considerations for the Inclusion of Students with Developmental Disabilities. Educ. Sci. 2022, 12, 478. https://doi.org/10.3390/ educsci12070478

Avramidis, E. and Norwich, B. (2002) Teachers' attitudes towards integration/inclusion: A review of the literature. European Journal of Special Needs Education, 17 (2): 129-147.

Ayon, V., & Dillon, A. (2021). Assistive Technology in Education: Conceptions of a Socio-technical Design

Challenge. The International Journal of Information, Diversity, & Inclusion, 5(3), 174–184. https://www.jstor.org/stable/48644451

Camelo, Aline Cristina Pereira Da & Tymoshchuk, Oksana & Martins, Isabel & Santos, Paula. (2023). Participation of Families in Inclusive Education in the First Cycle of Basic Education: A Systematic Review. 295-308. 10.22492/issn.2435-9467.2023.25.

Diaz-Vega, M.; Moreno-Rodriguez, R.; Lopez-Bastias, J.L. Educational Inclusion through the Universal Design for Learning: Alternatives to Teacher Training. Educ. Sci. 2020,10, 303. [CrossRef] DOI:10.18870/hlrc.v14i1.1453

Dyliaeva, K., Rothman, S. B., & Ghotbi, N. (2024). Challenges to Inclusive Education for Students With Disabilities in Japanese Higher Education Institutions. Higher Learning Research Communications, 14 (1).

El Naggar A, Gaad E, Inocencio SAM. Enhancing inclusive education in the UAE: Integrating AI for diverse learning needs(2024). Res Dev Disabil.;147:104685. doi: 10.1016/j.ridd.2024.104685. Epub 2024 Feb 8. PMID: 38330845.

Elder, B. C., Givens, L., LoCastro, A., & Rencher, L. (2021). Using Disability Studies in Education (dse) and Professional Development Schools (pds) to Implement Inclusive Practices. Journal of Disability Studies in Education, 2(2), 113-135. https://doi.org/10.1163/258888803-bja10010

Elhoweris, H., & Efthymiou, E. (2020). Inclusive and Special Education in the Middle East. Oxford Research Encyclopedia of Education. Retrieved 4 Feb. 2025, from https://oxfordre.com/education/view/10.1093/acrefore/9780190264093.001.0001/acrefore-9780190264093-e-1219.

Federal Competitiveness & Statistics Authority Secretariat for UAE National Committee.(2017) UAE AND THE 2030 AGENDA FOR SUSTAINABLE DEVELOPMENT EXCELLENCE IN IMPLEMENTATION, https://sustainabledevelopment.un.org/content/documents/20161UAE_SDGs_Report_Full_English.pdf

Florian, Lani & Spratt, Jennifer. (2013). Enacting inclusion: A framework for interrogating inclusive practice. European Journal of Special Needs Education. 28. 10.1080/08856257.2013.778111.

Fuentealba, Carmen (2011) The Role of Assessment in the Student Learning Process , Journal of Veterinary Medical Education 2011 38:2, 157-162

Garces-Bacsal, R. M., Loyd, D., Aina, C., Al Maktoum, S. B., Ahmed, A., & Walker, Z. (2023). Examining culturally responsive inclusive education practices in mainstream schools in the United Arab Emirates: A preliminary study to trial an evidence-based framework. Disability and the Global South, 10(1), 2283–2306.

Goddard, Y. L., Ammirante, L., & Jin, N. (2023). A Thematic Review of Current Literature Examining Evidence-Based Practices and Inclusion. Education Sciences, 13(1), 38. https://doi.org/10.3390/educsci13010038

Government of Dubai Media Office (2022) Law No. (3) of 2022 regarding the rights of persons with disabilities in the Emirate of Dubai in English

Gross, J. M. S., Haines, S. J., Hill, C., Francis, G. L., Blue-Banning, M., & Turnbull, A. P. (2015). Strong school–community partnerships in inclusive schools are "part of the fabric of the school…We count on them". The School Community Journal, 25(2), 9–34.

Hansen, J. H., Carrington, S., Jensen, C. R., Molbæk, M., & Secher Schmidt, M. C. (2020). The collaborative practice of inclusion and exclusion. Nordic Journal of Studies in Educational Policy, 6(1), 47–57. https://doi.org/10.1080/20020317.2020.1730112

Here is the APA 7th edition reference for the study you mentioned:

Hopkins S. L., Round P. N., Barley K. D. (2018). Preparing beginning teachers for inclusion: Designing and assessing supplementary fieldwork experiences. Teachers and Teaching, 24(8), 915–930. https://doi.org/10.1080/13540602.2018.1495624

influencing Greek teachers' stance. European Journal of Special Needs Education, 23 (4): 413-421.

Ionescu, Daniela. (2023). Training Needs Of Teachers On Inclusive Education. 1371-1381. 10.15405/epes.23045.140.

Ionescu, Daniela. (2023). Training Needs Of Teachers On Inclusive Education. 1371-1381. 10.15405/epes.23045.140.

Issaka, C, Alimatu. (2024). Impact of School-Community Collaboration on the Academic Achievements of Learners with Disabilities in Inclusive Schools Within Tamale Metropolis. International Journal of Social Science Research and Review. 7. 118-131. 10.47814/ijssrr.v7i6.2173.

Johnson, D. W., & Johnson, R. T. (2009). An educational psychology success story: Social interdependence theory and cooperative learning. Educational Researcher, 38(5), 365–379. https://doi.org/10.3102/0013189X09339057

Kart, A., & Kart, M. (2021). Academic and Social Effects of Inclusion on Students without Disabilities: A Review of Literature. Education Sciences, 11(1), 16. https://doi.org/10.3390/educsci11010016

Knowledge and Human Development Authority. (2016). Framework for Inclusive Education Policy in Dubai. Retrieved from khda.gov.ae

Koutrouba, K., Vamvakari, M. and Theodoropoulos, H. (2008) SEN students' inclusion in Greece: factors

Kushariyadi, Kushariyadi & Mustofa, Mustofa & Permatasari, Armita & Fitriani, A. & Faridah, Luluk. (2024). The Role of Technology in Inclusive Education: Challenges and Opportunities in Developing Countries. International Journal of Educational Research Excellence (IJERE). 3. 854-861. 10.55299/ijere.v3i2.1132.

Lindner, K. T., & Schwab, S. (2020). Differentiation and individualization in inclusive education: a systematic review and narrative synthesis. International Journal of Inclusive Education, 1–21. https://doi.org/10.1080/13603116.2020.1813450

Mbua, E. M. (2023). Principal Leadership: Raising the Achievement of All Learners in Inclusive Education. American Journal of Education and Practice, 7(1), 1–25. https://doi.org/10.47672/ajep.1313

Meyer, A., Rose, D. H., & Gordon, D. (2019). Universal Design for Learning: Theory and Practice. Wakefield, MA: CAST.

Ministry of Education, UAE,(2017). National Strategy for Education 2030. Retrieved from https://www.moe.gov.ae

Ministry of Education. (2020). Ministerial Decision No. (647) of 2020 on the Inclusive Education Policy. Retrieved from moe.gov.ae

Mitchell, D., & Sutherland, D. (2020). What really works in special and inclusive education: Using evidence-based teaching strategies. Routledge

Morelle, M., & Morelle, G. M. (2024). Active partnership, community engagement, and intersectoral collaboration are needed to enhance the successful implementation of inclusive education at full-service schools. International Journal of Studies in Inclusive Education , 1(2), 52-55. https://doi.org/10.38140/ijsie.v1i2.1573

Muhammad Mobakkharul Islam Mizan, Fatema Hoque Runa, Md Mustafizur Rahman, Muhammad Mukhles Uddin, & Mohsina Jannat Meeto. (2022). The role of collaboration between parent, teacher, and community in the development of inclusive practice in the primary schools of Jamalpur Sadar Upazila in Bangladesh

. International Journal Of Advance Research And Innovative Ideas In Education, 8(2), 1407-1422.

Provinzano, K. T., Riley, R., Levine, B., & Grant, A. (2018). Community Schools and the Role of University-School-Community Collaboration. Metropolitan Universities, 29(2). https://doi.org/10.18060/21762

Ranbir (2024). Individualized Education Programs (IEPs): Best Practices for Tailoring Instruction to Meet Diverse Learning Needs, , Universal Research Reports 11(1), 187-191. DOI: https://doi.org/10.36676/urr.v11.i1.1275

Santamaria Graff, Cristina & Sherman, Brandon. (2020). Models of school-family relations. 10.1093/acrefore/9780190264093.013.1247.

Saziso, M& Chimhenga, S)2021(.Curriculum modification as a critical approach to assist learners with special needs in institutions of higher learning in Zimbabwe, International Journal of Research and Innovation in Social Science, International Journal of Research and Innovation in Social Science (IJRISS), vol. 5(3), 437-441.

Siddiqua, Aisha. (2019). Classroom Observation as a Tool for Professional Development. World Journal of English Language. 9. 49. 10.5430/wjel.v9n1p49.

Singal,Nidhi; Carter,Emma Jane; Del Toro Mijares,Ana Teresa; Molina,Ezequiel; Pushparatnam,Adelle.(2023)The Teach Primary Classroom Observation Tool : Strengthening Its Focus on Inclusion (English). Washington, D.C. : World Bank Group.http://documents.worldbank.org/curated/en/099110123172512177/P17337503d13bf09809338off365847b457

Sokal, L., & Sharma, U. (2017). Do I really need a course to learn to teach students with disabilities? I've been doing it for years. Canadian Journal of Education, 40(4), 739-760. http://journals.sfu.ca/cje/index.php/cje-rce/article/viewFile/3186/2469

Special Education, Innovative Approach and Tools. International Journal of Social Impact,9(1), 1-11. DIP: 18.02.001/20240901, DOI: 10.25215/2455/0901001

Stolz, S. (2020). Universal Design for Learning: Changing the Way We Interact with Diversity. Oxford Research Encyclopedia of Education. Retrieved 2 Feb. 2025,from.https://oxfordre.com/education/view/10.1093/acrefore/9780190264093.001.0001/acrefore-9780190264093-e-1020

Sukys, Saulius & Dumciene, Audrone & Lapėnienė, Dalia. (2015). Parental Involvement in Inclusive Education of Children with Special Educational Needs. Social Behavior and Personality: an international journal. 43. 10.2224/sbp.2015.43.2.327.

The official portal of the Government of the United Arab Emirates,(2025) Integrating people with disabilities into the education system

Tomlinson, C. A. (2017). The Differentiated Classroom: Responding to the Needs of All Learners (2nd ed.). ASCD.

Tristani, Lauren & Bassett-Gunter, Rebecca. (2019). Making the grade: teacher training for inclusive education: A systematic review. Journal of Research in Special Educational Needs. 20. 10.1111/1471-3802.12483.

UAE Government. (2021). National Strategy for Empowering People of Determination. https://www.vision2021.ae/en

UAE Ministry of Education. (2020). Inclusive Education Policy Framework. UAE Ministry of Education.

UNESCO. (2015). Sustainable Development Goals. United Nations. https://www.un.org/sustainabledevelopment/education/

United Arab Emirates Federal Law No. 29 of 2006. (2006). Rights of People with Disabilities. Retrieved from https://www.moj.gov.ae

United Nations Educational, Scientific and Cultural Organization, (2014) Enhancing Access to and Retention of Girls and Women in Education and Gender Equity of Teachers under the UN Joint Program on Violence against Women (JP VAW). Dhaka, Bangladesh. Retrieved from: http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Dhaka/pdf/EDU/gender_st udy_report.pdf

United Nations. (2006). Convention on the Rights of Persons with Disabilities (CRPD). https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html

Uttayotha, S., & Scheef, A. R. (2021). Partnerships to promote inclusive education for students with disabilities in Thailand. Journal of Global Education and Research, 5(1), 85-95. https://www.doi.org/10.5038/2577-509X.5.1.1102

Vaz, S., Wilson, N., Falkmer, M., Sim, A., Scott, M., Cordier, R. and Falkmer, T. (2015). Factors associated with primary school teachers' attitudes towards the inclusion of students with disabilities. PloS one, 10 (8), e0137002.

Wilder, S. (2014) Effects of parental involvement on academic achievement: a meta-synthesis. Journal Educational Review, 6(3), pp. 377-397.

World Health Organization. (2001). International Classification of Functioning, Disability and Health (ICF). WHO.