

Empowering Inclusive Education Through Specialized Resource Center and Tailored Milestones in South Sudan

John Alosias^{1, 2*}; Christine Riak^{1, 3}

¹Inclusive Education Resource Centre (IERC), University of Juba, Juba, Republic of South Sudan

²Department of Fisheries, School of Natural Resources and Environmental Studies, University of Juba, Juba, Republic of South Sudan

³Department of English and Literature, School of Arts and Humanities, University of Juba, Juba, Republic of South Sudan

Publication Date: 2026/04/28

Abstract: This article uncovered the fundamental frame for specialized resource center and tailored milestones as the basis and roadmap for empowering inclusivity that place dignity, safety, trust, equity and collaboration at the heart of education system in South Sudan. Using conceptual analytical research design that focused on special-needs inclusive education articles from journals and websites as well as personal communications from an inclusive education facilitator and speeches during the launching event of the first inclusive education resource center in South Sudan, it contributes towards efforts (that started more than 20 years ago) to improve inclusive practices that address the existing and emerging challenges facing learners with special educational needs and disabilities. The milestones and the recommendations are central in bolstering archetypically inclusive practices in education system in South Sudan.

Keywords: *Special Educational Needs, Disabilities, Inclusive Education, Inclusion Awareness and Advocacy, Policy, Reforms, South Sudan.*

How to Cite: John Alosias; Christine Riak (2026) Empowering Inclusive Education Through Specialized Resource Center and Tailored Milestones in South Sudan. *International Journal of Innovative Science and Research Technology*, 11(4), 2207-2213. <https://doi.org/10.38124/ijisrt/26apr775>

I. INTRODUCTION

Many children and people within our communities, and in various institutions of learning, have been silently struggling with lack of attention to negative attitudes and absence of (or limited) specialized resources and inclusive instructions, particularly for students or persons with special educational needs and disabilities (SEND). Their struggles have already attracted joint efforts in implementing inclusive practices right from the Salamanca statement and the Convention on the Rights of Persons with Disabilities (Woolfson, 2025) more than 20 years ago.

Accounting for more than ninety percent (90%) of global estimates living in developing countries, children with SEND face significant barriers to education and skills development that limit their job opportunities in future (World Bank, 2026).

Even though it is known that investment in education alone cannot improve wellbeing and economic growth (Tilak, 2001), of an individual for instance, efforts by the World Bank to support children with SEND to gain access to quality education that prepares them as competent future workforce – as they transition into adulthood so that they can live productive and fulfilling lives through training of teachers, upgrading school infrastructures as well as embedding disability support in school improvement plans – have been recognized worldwide (World Bank, 2026). Extending such efforts to the Republic of South Sudan, regardless of the lack of foundational studies on characterization of the challenges affecting students with SEND within institutions of learning, remains a desire. This concern may also be common during socialization in the local communities, public or private workplaces. Adequate attention to SEND aimed at addressing learning difficulties often require the establishment of

accessible and resourceful inclusive education centers or facilities. Using conceptual analytical research design that focused on special-needs inclusive education articles from journals and websites as well as personal communications from an inclusive education facilitator and speeches during the launching event of the first inclusive education resource center in South Sudan, this article aimed at uncovering fundamental frame for specialized resource center and tailored milestones as the basis and roadmap for empowering inclusive that place dignity, safety, trust, equity and collaboration at the heart of education system in South Sudan.

II. THE FUNDAMENTAL FRAME

According to Thomas and Loxley (2022), the need for concerted efforts to fight difficulties or barriers facing learners with SEND through inclusion in education is awakening. An understanding of the value of inclusive education and its related barriers goes beyond personal disabilities and focuses on training opportunities, cultural and social sensitization as important pillars to promote inclusive and safe learning/social settings that are all fastened to merge or blend staff ownership of the process, trust, political will and appropriate legislations into the vision or mission (Thomas and Loxley, 2022; Kefallinou et al., 2020; Sauther, 2008) of an inclusive education resource center and associated programs or activities.

Studies on the challenges facing learners with SEND have been well documented (Gull et al., 2025; Fernandez-Batanero et al., 2022; Calvert, 2021; Alias and Salleh, 2017; Paul, 2000). Lack of supportive resources (particularly funding opportunities) is one of the major constraints affecting inclusive education efforts. In many institutions of learning, lack of braille books in the library as a common major barrier affecting students with visual impairment besides other concerns over lack of ramps, specialized teachers or facilitators and limited audio systems in some lecture halls and buildings on campus are some of the issues that need adequate attention and support. Dissimilarities in perceptions about inclusion in education and concerns over bullies also require change in organizing and adjusting teaching approaches as well as promoting positive attitudes and pertinent policies to guide inclusion in institutions of learning at all levels (Krischler et al., 2019; Sauther, 2008). A description of similar concerns faced by students in the University of Juba were raised by Inclusive Education Facilitators (personal communication). These concerns were exacerbated by a demand to hire people who are only willing to read and record information from hardcopy hand-outs into audio versions for learners with visual impairment.

Mirrored in the context of inclusive education, though the concept still needs more in-depth and culture-specific research to depict better understanding besides inclusion of all learners in regular learning environments according to Krischler et al. (2019), addressing SEND is about recognizing

learning differences and providing the right support for all to succeed simultaneously. Trust, collaboration and shared goals are fundamental. As such, educators often adapt teaching practices that ensure participation and promotion of respect, diversity and equal opportunities for all learners. The strength or effectiveness of an inclusive education for all learners entails tailored support, assistive tools and specialized facilitators. This requires an establishment of a multifunctional IERC facility as a typical pillar that can complement appropriate policies and capacity building efforts.

Following the ratification of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) by the Government of the Republic of South Sudan during the early months of 2026, an essential convention which already attracted global actions 20 years ago (Krischler et al., 2019; Powell et al., 2016; UN, 2006), an IERC facility or center was launched in the main campus of the University of Juba. Started as “an idea” (personal communication), it was a landmark commitment obliging the Government of South Sudan to not only lead inclusive education efforts but also ensure there is respect, collaborative efforts, protection and fulfilment of the rights of students and/or persons with SEND across the country. The center has been established at a time when South Sudan, through Government representatives (e.g. Ministry of General Education and Instructions; Ministry of Gender, Child and Social Welfare) and partners or stakeholders or donors (e.g. Light for the World; Save the Children; UNICEF; Education Cannot Wait etc.) are ramping up inclusive education efforts and supports to ensure no child or nobody is left behind. This also means, the center is a symbol of “independence and encouragement” (personal communication) on breaking barriers associated with lack of braille textbooks for students with visual impairments to complete their studies in the University of Juba and other institutions of learning.

Implemented under a Multi-Year Resilience Program with funding from Education Cannot Wait, that mainly focuses on strengthening resilient education system for vulnerable learners, the establishment of this IERC facility demonstrates commitment from the Government of South Sudan as well as the power of partnerships or collaborations in delivering change for learners with SEND. The IERC serves as a linkage between the University of Juba and all its public and private stakeholders in inclusive education or services in South Sudan, regionally and internationally. It promotes and strengthens commitments for wider support towards acceptance and valuation of all students and/or persons with SEND from different backgrounds and unique abilities to be included as integral members in any learning/working/social settings or environments locally, nationally, regionally and internationally.

As the first of its kind in Juba and the Republic of South Sudan at large, launched on 26 February 2026, the center serves as a national model facility aimed at creating and

strengthening inclusive and safe learning environment that is responsive to diverse needs of students/persons with SEND and ensuring no child or nobody is indeed left behind. Similar sentiments have been uttered during the launching event. As highlighted during the speeches, the center is expected to “motivate and encourage students with disabilities” to succeed. Success is commonly fortified through a resource center of excellence; hence its vision, mission, objectives and associated milestones. The vision of this center and that of the University of Juba has been aligned, stating that, the Inclusive Education Resource Center in the University of Juba strives to become a multi-functionally specialized regional and world-class center of excellence that is dedicated to advancing inclusive and safe learning opportunities at all levels of education through pertinent training, research, innovation and services to the community by 2030 and beyond. Similar to the mission of the University of Juba, the Inclusive Education Resource Center in the University of Juba is a leading educational resource center of excellence in inclusive education with assistive tools and public-social transformation that is responsive to the diverse needs of students or persons with special educational needs and disabilities through access to reassuringly tailored training, research, resources, innovation and services to ensure nobody in the community is left behind. Establishing or having a vision to guide such an inclusive education resource center has been considered by Romanuck-Murphy (2018) as a critical step in transforming inclusive education.

A commitment to the vision and mission of this IERC requires tailored objectives to drive or guide its programs, activities or services. These include: (1) establishing a well-equipped and multi-functional inclusive education resource center; (2) providing equitable access to quality lifelong learning opportunities with specialized learning materials, assistive tools and supportive services for all students or students with SEND regardless of their gender, age, race, ethnicity and nationality (etc.); (3) training and guiding educators, parents, caregivers and community members to recognize and provide responsive support to students and persons with SEND in classrooms, home and public places; (4) assessing and identifying learning difficulties and recommend specialized responsive interventions with assistive tools (e.g. braille, auditory, mobility accessories); and (5) creating inclusion awareness, ensuring accessibility and promoting best practices at all levels of education for all learners. Provision of equitable access to quality lifelong learning opportunities for all also aligns well with the mission and vision of the Ministry of General Education and Instructions here in the Republic of South Sudan; as an earnest commitment to pursue and accomplish the Sustainable Development Goal 4 (ensuring inclusive and equitable quality education that promotes lifelong learning opportunities for all) and all its Targets – particularly Target 4.5 (eliminating accessibility disparities at all levels of education that are associated with disability, gender etc.) (UN, 2015), articles 29

(1), 30 (1-2) and 139 (1) (d) of the Transitional Constitution of the Republic of South Sudan.

III. THE MILESTONES

With this center, it is worth-highlighting that, a lot can be done to not only support students with SEND but also achieve reforms aimed at promoting inclusive social transformation, resource mobilization and required commitments or dedications. Here in the University of Juba, important milestones for establishing this IERC should kindle (but not limited to):

- [1.] Responsiveness to diverse needs of students with SEND through access to assistive technologies (e.g. speech-to-text software, braille materials etc.) to increase, maintain or improve functional capabilities at elementary and higher levels of education (Kumari, 2026; Syukri et al., 2024; McNicholl et al., 2021; Sullivan, 2019; Ahmad, 2015). According to Syukri et al. (2024), experiences have shown that utilization of augmentative alternative communication (AAC) technologies has improved communication and interaction of learners with SEND inside classroom in terms of digital literacy and social integration skills.
- [2.] Creation and promotion of public awareness and participation in/on inclusion programs and services (e.g. public forums, volunteer services, inclusive sports etc.) (Soedjito and Matsumae, 2023; Islam et al., 2023; Ainscow, 2020; Lindsay and Edwards, 2013). As underscored by Islam et al. (2023), conducting studies on attitude dimensions may help uncover the readiness of persons without disabilities to take part in education together with their peers having disabilities and even a possible prevalence of interests to befriend persons with disabilities.
- [3.] Training of students with SEND to improve their soft skills (e.g. access to sign language training, English for specific purposes or employment, leadership etc.) and hard skills (e.g. Microsoft applications, accounting, operating devices/machines etc.) besides other vocational programs (Metete and Yildirim, 2020; Clark et al., 2019).
- [4.] Provision of tutoring or mentoring services for educators on inclusive teaching methods, other academic supportive activities and scholarship/funding opportunities. According to Krischler et al. (2019), when teachers have a comprehensive understanding of inclusive education, their attitudes change and they implement inclusive practices more appropriately. Such a stride is also complemented with social acceptance of learners with SEND by their peers and members of the community (Krischler et al., 2019; Morin et al., 2013) as similarly mentioned above.
- [5.] A requirement for the administration of the University of Juba (and other public/private institutions of learning at all levels) to produce and disseminate (internally and via public media) the percentage of admitted students with

SEND. Paying attention to possible reforms in admission criteria for students with SEND is an additional concern that should not be underrated (Thomas and Loxley, 2022) here in South Sudan. Revealing their term or semester-based or annual performances could also help shed light on progress or probably support a rationale for more needed interventions and funding opportunities. Such efforts, for instance, may uncover concerns over minimum standards (Katsiyannis et al., 2007) that should be revised, considering college-or-school-based performance (Cook et al., 2013) or even depicting the prevalence or underlying issues that may contribute to their dropout (Stodden et al., 2003) as well as finding adaptively supportive approaches that could strengthen resilience and determination for them to successfully complete their studies. This initiative may portray a realistically inspiring call-to-action-driven reforms or precedent for other public higher-institutions of learning to adopt similar policy. Private higher-institutions of learning and other lower levels of education (e.g. secondary, primary and nursery) may not be exceptional – if inclusive education is really meant for all in all settings.

- [6.] The need to conduct statistical assessments and research studies to investigate specific challenges faced by students with SEND (Gull et al., 2025; Islam et al., 2023; Fernandez-Batanero et al., 2022; Calvert, 2021; Alias and Salleh, 2017; Paul, 2000) and possible strategies to address them (Nagle et al., 2006) as well as potential on-campus and public awareness initiatives associated with data-driven findings and trends to ensure inclusiveness, safety and acceptance within and beyond the learning environments. Revealing the percentage of students and/or persons with SEND should also become a necessity when reporting census data. Hence, it is high time for the public to know the prevalence of students with SEND (disaggregated by gender, types of disabilities, social statuses etc.) at nursery, primary, secondary and tertiary levels of education; their representations in sciences versus arts programs; left out versus dropout; employed (public versus private sectors) versus unemployed; leadership versus non-leadership positions or roles; state versus national or regional versus international disparities not only in terms of numbers but also context-specific challenges and opportunities; and inclusivity consideration during evacuations in conflict-affected areas among other issues. Research investigations may raise other related concerns over the need to designate a section or sections and appropriate resources in the main library within the University of Juba and libraries in other institutions of learning (e.g. provision of braille books for sciences or arts specializations, assistive computers or devices etc.) that should even be administered by at least/most three or five (or any preferred number of) employed specialized librarians for SEND. More research investigations should also be conducted within the different local communities in South Sudan (particularly unmasking stories and statistics of those left-out of school due to their disabilities etc.)

because of potential disparities between issues at schools and social settings.

- [7.] Establishment of a Department of Inclusive Education in the School of Education to offer diploma, bachelor, master and even doctorate degrees in inclusive education in the University of Juba and other public/private institutions of learning at all levels; and train educators on best practices to support students with SEND – such as those with impairments (e.g. visual, hearing), intellectual or other reading and writing difficulties (e.g. dyslexia). It is also believed that starting to promote the implementation of inclusive education at primary or lower levels of education brightens such an effort (Levine et al., 2023; Donohue and Bornman, 2014; Engelbrecht et al., 2006). Levine et al. (2023), further, emphasized that, the potential to reduce health and well-being gaps have been observed when school cultures are changed towards recognition and inclusion of students with SEND (besides other marginalized identities; e.g. migrants) and promotion of interdependent ways of thinking. These are crucial observations for South Sudan.
- [8.] A desire to support an establishment of local maintenance-workshops for production of inexpensive made-in-South-Sudan tricycles unlike reliance on procuring such assistive tools or equipment from other countries. Production of tricycles locally could possibly help in reducing the cost of procurement and attracts business development with the potential to create opportunities for employment (particularly youth, women etc.) and economic growth (income generation, local economic empowerment, trade etc.). Who knows: successful establishment of local production of tricycles within South Sudan may even inspires innovation in electric tricycles through the University Innovation Pod (UniPod) in the University of Juba in future. Launched in collaboration between the United Nations Development Program (UNDP) and University of Juba, the UniPod centre is central for such innovation in tricycles simply because it acts as a ladder that raises and empowers innovative knowledge for technology and potential business development (besides possibilities for extended partnerships).
- [9.] Provision of physical and mental health support (e.g. physical therapy, counselling, nutrition etc.), specification of ramp-design and related conditions as a policy requirement for construction of all classrooms or offices or meeting halls or supermarkets or playing grounds for sports (etc.) as well as career opportunities and networking for economic empowerment for students or persons with SEND. Knowledge and technology transfer and exposure visits aligned to a goal of expanded investment through external programs (e.g. MasterCard Foundation, African Financial Inclusion Policy Initiative etc.) represent potential opportunities that may help shed light on options for additional funding and even sustainability of programs or activities in (or associated with) this new centre.

Financing inclusive education programs is undoubtedly critical (Meijer and Watkins, 2019). Exposure visits could also probably be conducted in countries with similar but well-established centres within the continent of Africa and even in a few similar selected facilities outside the continent. Such visits also have the potential to build collaborations and networking opportunities with this new centre in South Sudan.

- [10.] Documentation and archiving of the profiles and success stories (e.g. prize of the year, professional accomplishments, public services etc.) of students or graduates with SEND, sports and social events, and other inclusive education activities in (or associated with) the centre. This may include featuring stories on rising graduation rates of students with SEND (Wilkins et al., 2014), persevering bullies and supportive initiatives (Sumalinog, 2024) and showcasing more stories of those demonstrating the power of talent, determination and resilience beyond expectations (Timi, 2024; 365 Health Services, 2023; Carlson, 2013).
- [11.] A commitment to finding the necessary steps that are guided by specific agenda and participation of key stakeholders (e.g. involving parents, politicians etc.) to promote inclusive education advocacy (Stephenson and Ganguly, 2022; Morningstar et al., 2016; Soodak, 2013) besides establishing additional similar centres across South Sudan and allied reforms involving policymakers and institutional stakeholders (Hay et al., 2001) to help ensure support and accountability represent another crucial milestone of this centre.

IV. CONCLUSION

An effective approach to inclusive education in South Sudan requires provision of assistive tools and specialized facilitations through well-established and multifunctional education resource centers. The newly established IERC facility in the University of Juba, guided by resourcefulness and willingness to commit to its tailored vision and the eleven milestones, represents a model center that can archetypically kick-start robust interventions in inclusive education in the Republic of South Sudan. In support of one of the emphases in a groundhog-day for inclusive education article by Thomas and Loxley (2022), it is also crucial to call for collaboration between researchers and teachers in the Republic of South Sudan to co-construct studies that help to address specific issues and problems in learning settings. Such collaborations should be inclusive of psychologists (e.g. providing quality psycho-physiological rehabilitation according to Kryshatanovych et al., 2020), health and social care practitioners through advocacy campaigns, seminars and/or workshops that delve deep into shaping teacher classroom instruction (Woolfson, 2025). Since it is potentially one of the first inclusive education articles, wider information dissemination of this article, referral of students with SEND and provision of more assistive tools or technologies (e.g.

computers, printers and binding machines) are important functional elements of this frontier. These heighten assurance towards quality education and social inclusion (Kefallinou et al., 2020). As such, and in light of funding support from partners and commitment to all the eleven (and additional) milestones, it is believed that the specialized resource center and the milestones could strengthen inclusivity that place dignity, safety, trust equity and collaboration (besides political will) at the heart of education with the aim of ensuring everyone succeed and no one is left behind. The milestones, particularly, are central in empowering inclusive education in South Sudan. Studies should be conducted to uncover pertinent data that reflect the depth of these milestones (e.g. action on disaggregation of data related to performances of students with SEND as well as school-based statistics or census) and other dimensions not underscored in this article.

REFERENCES

- [1]. 365 Health Services. (2023). 15 inspiring stories of famous people with disabilities. 365 Health Services, <https://365healthservices.com/blog/15-inspiring-stories-of-famous-people-with-disabilities/>
- [2]. Ahmad, F. K. (2015). Use of assistive technology in inclusive education: making room for diverse learning needs. *Transcience*, 6(2), 62-77.
- [3]. Ainscow, M. (2020). Promoting inclusion and equity in education: lessons from international experiences. *Nordic Journal of Studies in Educational Policy*, 6(1), 7-16.
- [4]. Alasutari, H. K., Niaz, L., & D'Angelo, S. (2024). Pathways to inclusion and equity: disability inclusion in education – inclusive education approach paper (English). Washington, D.C.: World Bank Group. <https://documents.worldbank.org/curated/en/099120224164032400> or <https://documents.worldbank.org/en/publication/documents-reports/documentdetail/099120224164032400>
- [5]. Alias, A., & Salleh, N. M. (2017). Analysis of problems faced by special education teacher in teaching the multiple disabilities students. *Journal of ICSAR*, 1(1), 60-67.
- [6]. Calvert, S. (2021). Challenges for people with disabilities. *Ballard Brief*, 2021(3), 6.
- [7]. Carlson, T. (2013). 10 mega successful people with disabilities. The Mobility Resource, <https://www.themobilityresource.com/blog/post/10-mega-successful-people-with-disabilities/>
- [8]. Clark, K. A., Test, D. W., & Konrad, M. (2019). Teaching soft skills to students with disabilities with UPGRADE your performance. *Education and Training in Autism and Developmental Disabilities*, 54(1), 41-56.
- [9]. Cook, B. G., Cook, L., & Landrum, T. J. (2013). Moving research into practice: can we make dissemination stick? *Exceptional Children*, 79(2), 163-180.
- [10]. Donohue, D., & Bornman, J. (2014). The challenges of realizing inclusive education in South Africa. *South African Journal of Education*, 34(2), 1-14.

- [11]. Engelbrecht, P., Oswald, M., & Forlin, C. (2006). Promoting the implementation of inclusive education in primary schools in South Africa. *British Journal of Special Education*, 33(3), 121-129.
- [12]. Fernandez-Batanero, J. M., Montenegro-Rueda, M., & Fernandez-Cereo, J. (2022). Access and participation of students with disabilities: the challenge for higher education. *International Journal of Environmental Research and Public Health*, 19(19), 11918.
- [13]. Gull, M., Kaur, N., & Basha, S. E. (2025). A systematic review of challenges faced by students with disabilities in higher education. *Annals of Neurosciences*, 09727531251344705.
- [14]. Hay, J. F., Smit, J., & Paulsen, M. (2001). Teacher preparedness for inclusive education. *South African Journal of Education*, 21(4), <https://journals.co.za/doi/abs/10.10520/EJC31842>
- [15]. Islamd, I. B., Gunarhadi., & Yamtinah, S. (2023). Students' attitudes and readiness to study together with people with disabilities in Higher College. *Inclusive Education*, 2(1), 96-112.
- [16]. Katsiyannis, A., Zhang, D., Ryan, J. B., & Jones, J. (2007). High-stakes testing and students with disabilities: challenges and promises. *Journal of Disability Policy Studies*, 18(3), 160-167.
- [17]. Kefallinou, A., Symeonidou, S., & Meijer, C. J. W. (2020). Understanding the value of inclusive education and its implementation: a review of the literature. *Prospects*, 49, 135-152. <https://doi.org/10.1007/s11125-020-09500-2>
- [18]. Krischler, M., Powell, J. J. W., & Pit-Ten Cate, I. M. (2019). What is meant by inclusion? On the effects of different definitions on attitudes toward inclusive education. *European Journal of Special Needs Education*, 34(5), 632-648. <https://doi.org/10.1080/08856257.2019.1580837>
- [19]. Kryshchanovych, M., Kryshchanovych, S., Stechkevych, O., Ivanytska, O., & Huzii, I. (2020). Prospects for the development of inclusive education using scientific and mentoring methods under the conditions of post-pandemic society. *Postmodern Openings*, 11(2), 73-88. <https://doi.org/10.18662/po/11.2/160>
- [20]. Kumari, A. (2026). Assistive technology in inclusive education: types, benefits & implementation guide. *21KSchool*, <https://www.21kschool.com/in/blog/assistive-technology-in-inclusive-education/>
- [21]. Levine, C. S., Bourne, K. A., Song, R., & Weltzien, K. (2023). Creating inclusive schools to reduce health and well-being disparities. *Social and Personality Psychology*, <https://doi.org/10.1111/spc3.12841>
- [22]. Lindsay, S., & Edwards, A. (2013). A systematic review of disability awareness interventions for children and youth. *Disability and Rehabilitation*, 35(8), 623-646.
- [23]. McNicholl, A., Casey, H., Desmond, D., & Gallagher, P. (2021). The impact of assistive technology use for students with disabilities in higher education: a systematic review. *Disability and rehabilitation: assistive Technology*, 16(2), 130-143.
- [24]. Meijer, C. J., & Watkins, A. (2019). Financing special needs and inclusive education—from Salamanca to the present. *International Journal of Inclusive Education*, 23(7-8), 705-721.
- [25]. Mete, P., & Yildirim, A. (2020). Teaching of hard and soft features of some materials to students with intellectual disabilities. *Cukurova Universitesi Egitim Fakultesi Dergisi*, 49(2), 1255-1290.
- [26]. Morin, D., Rivard, M., Crocker, A. G., Boursier, C. P., & Caron, J. (2013). Public attitudes towards intellectual disability: a multidimensional perspective. *Journal of Intellectual Disability Research*, 57, 279-292. DOI: 10.1111/jir.12008
- [27]. Morningstar, M. E., Allcock, H. C., White, J. M., Taub, D., Kurth, J. A., Gonsier-Gerdin, J., Ryndak, D. L., Sauer, J., & Jorgensen, C. M. (2016). Inclusive education national research advocacy agenda: a call to action. *Research and Practice for Persons with Severe Disabilities*, 41(3), 209-215.
- [28]. Nagle, K., Yunker, C., & Malmgren, K. W. (2006). Students with disabilities and accountability reform: challenges identified at the state and local levels. *Journal of Disability Policy Studies*, 17(1), 28-39.
- [29]. Paul, S. (2000). Students with disabilities in higher education: a review of the literature. *College Student journal*, 34(2), 200-211.
- [30]. Powell, J. J. W., Edelman, B., & Blanck, J. M. (2016). Awareness-raising, legitimation or backlash? Effects of the UN Convention on the Rights of Persons with Disabilities on Education Systems in Germany. *Globalization, Societies and Education*, 14, 227-250. DOI: 10.1080/14767724.2014.982076
- [31]. Romanuck-Murphy, C. (2018). Transforming inclusive education: nine tips to enhance school leaders' ability to effectively lead inclusive special education programs. *Journal of Educational Research and Practice*, 8(1), 7.
- [32]. Sauther, B. (2008). Inclusive, safe and caring schools: connecting factors. *Development Disabilities Bulletin*, 36(1 and 2), 135-167.
- [33]. Soedjito, E. F., & Matsumae, A. (2023). The role of awareness and experience in designing social inclusion. In *International Conference on Research into Design* (pp. 61-73). Singapore: Springer Nature Singapore.
- [34]. Soodak, L. C. (2013). Parents and inclusive schooling: advocating for and participating in the reform of special education. In *Inclusive Schooling* (pp. 113-131). Routledge.
- [35]. Stephenson, J., & Ganguly, R. (2022). Analysis and critique of the advocacy paper towards inclusive education: a necessary process of transformation. *Australasian Journal of Special and Inclusive Education*, 46(1), 113-126.
- [36]. Stodden, R. A., Galloway, L. M., & Stodden, N. J. (2003). Secondary school curricula issues: impact on

- postsecondary students with disabilities. *Exceptional Children*, 70(1), 9-25.
- [37]. Sullivan, J. (2019). Easy ways to bring assistive technology into your classroom. *Technology Integration. EDUTOPIA*, <https://www.edutopia.org/article/easy-ways-bring-assistive-technology-your-classroom/>
- [38]. Sumalinog, L. F. (2024). Beyond barriers: an inspiring success story of a person with special needs at USM. University of Southern Mindanao (USM), <https://www.usm.edu.ph/beyond-barriers-an-inspiring-success-story-of-a-person-with-special-needs-at-usm/>
- [39]. Thomas, G., & Loxley, A. (2022). Groundhog day for inclusive education. *Support for learning*, 37(2), 225-243. DOI: 10.1111/1467-9604.12406.
- [40]. Tilak, J. E. G. (2001). Education and development: lessons from Asian experience. *Indian Social Science Review*, 3, 2. https://www.academia.edu/download/83741528/Education_and_Development_Lessons_from_A20220410-14283-1ypi0n9.pdf
- [41]. Timi. (2024). Ten incredible stories of people who overcame their disabilities to achieve greatness. *Changing Paces*, <https://changingpaces.com/ten-incredible-stories-of-people-who-overcame-their-disabilities-to-achieve-greatness/>
- [42]. UN. (2015). Sustainable development goals (SDGs). United Nations (UN). *SDGs transform our world 2030* (10.1186).
- [43]. UN. (2006). The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD). United Nations (UN). *Ga Res*, 61, 106.
- [44]. UN. (2006). Convention on the Rights of Persons with Disabilities. New York: United Nations (UN). <http://www.un.org/disabilities/convention/conventionfull.shtml>
- [45]. Wilkins, J., Ruddle, K., Paitsel, S., Duffield, K., Minch, A., Hesson, C., Baker, S., Harper, S., & Jennings, R. L. (2014). Increasing graduation rates for students with disabilities: success stories from West Virginia. *Rural Special Education Quarterly*, 33(3), 3-13.
- [46]. Woolfson, L. M. (2025). Is inclusive education for children with special educational needs and disabilities an impossible dream? *British Journal of Educational Psychology*, 95, 725-737. <https://doi.org/10.1111/bjep.12701>
- [47]. World Bank. (2026). Breaking barriers, building futures: disability inclusion in education. The World Bank Group. <https://www.worldbank.org/en/results/2026/01/breaking-barriers-building-futures-disability-inclusion-in-education>