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Early childhood inclusion in Kuwait: Examining the requirements for including children with mild intellectual disability as perceived by kindergarten teachers

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Abstract

Objectives: This study aimed to identify the key requirements necessary for the successful educational inclusion of children with mild intellectual disabilities in Kuwaiti kindergartens, based on the evaluations and perceptions of kindergarten teachers. **Method:** A descriptive research approach was adopted, using a questionnaire as the main data collection tool. The study sample consisted of 90 kindergarten teachers from various schools in Kuwait. Data were analyzed using descriptive and inferential statistical methods, including tests for differences based on demographic variables such as age, experience, academic qualification, and prior training in inclusive education. **Results:** The results revealed that the most prominent requirements for educational inclusion were related to addressing the challenges faced by children, such as difficulty in transitioning between classroom activities and a limited ability to concentrate for extended periods. The participants also emphasized the importance of providing specialized training and pointed to a lack of resources and the absence of clear administrative policies as major obstacles. From the family's perspective, there were essential requirements that must be met, including addressing the shortage of qualified staff and the lack of curriculum adaptation to accommodate individual differences among children, which

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negatively affected the success of the inclusion process. Statistical analyses showed no significant differences in perceptions based on age, experience, or qualifications, although near-significant differences were found between trained and untrained teachers. **Conclusion:** The study recommends providing specialized training for kindergarten teachers, focusing on instructional strategies tailored to meet the needs of children with mild intellectual disabilities in inclusive educational settings.

Keywords: inclusive education, children with mild intellectual disability, female kindergartens teachers

الدمج في مرحلة الطفولة المبكرة في الكويت: المتطلبات اللازمة لدمج الأطفال ذوي الإعاقة العقلية البسيطة من وجهة نظر معلمات رياض الأطفال

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ملخص

الأهداف: هدفت هذه الدراسة إلى تعرّف المتطلبات الأساسية اللازمة لتحقيق الدمج التعليمي الفعّال للأطفال ذوي الإعاقة الذهنية البسيطة في رياض الأطفال بدولة الكويت، وذلك استناداً إلى تقييمات معلمات رياض الأطفال ومعارفهن. **المنهج:** اتبعت الدراسة المنهج الوصفي، واستخدمت الاستبانة أداة رئيسية لجمع البيانات. ضمت عينة الدراسة 90 معلمة من رياض الأطفال في مدارس مختلفة بدولة الكويت. وقد حلّلت البيانات باستخدام الأساليب الإحصائية الوصفية والاستدلالية، مع اختبار الفروق بناءً على المتغيرات الديموغرافية؛ مثل العمر، سنوات الخبرة، المؤهل الأكاديمي، التدريب السابق في مجال التعليم الدامج. **النتائج:** أظهرت النتائج أن أبرز متطلبات الدمج التعليمي تتعلق بمعالجة التحديات التي يواجهها الأطفال؛ مثل صعوبة الانتقال بين الأنشطة الصفية وضعف القدرة على التركيز لفترات طويلة. وأكدت المشاركات أهمية توفير التدريب المتخصص، وأشرن إلى نقص الموارد وغياب السياسات الإدارية الواضحـــة كعوائق رئيسيـة. ومن جانب الأسرة، أظهرت النتائج أن هناك متطلبات ضرورية لا بد من توفيرها، منها

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معالجة نقص الكوادر المؤهلـــة وعدم تكييـــف المناهج بما يتناســـب مع الفروق الفردية بين الأطفال؛ وهو ما يؤثر سلباً على نجاح عملية الدمج. ولم تظهر التحليلات الإحصائية فروقاً ذات دلالة إحصائية تعزى إلى العمر أو الخبرة أو المؤهل العلمي، مع وجود مؤشرات قريبة من الدلالة بين المعلمات المدربات وغير المدربات. **الخاتمة:** توصي الدراسة بضرورة توفير تدريب متخصص لمعلمات رياض الأطفال يركّز على إستراتيجيات تعليمية مخصصة لتلبية احتياجات الأطفال ذوي الإعاقة الذهنية البسيطة في بيئات التعليم الدامج.

الكلمات المفتاحية: التعليم الدامج، الأطفال ذوو الإعاقات العقلية البسيطة، معلمات رياض الأطفال

Introduction

Over the past century, significant improvements have occurred in the lives of individuals with intellectual disabilities, particularly in areas such as healthcare, employment, education, leisure, and living standards (World Health Organization, 2000). In parallel with these societal advancements, the terminology used to describe this condition has also evolved. The term "mental retardation", once widely used until the late twentieth century, has largely been replaced by "intellectual disability" in most countries. This change is reflected in the Fifth Edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM–5), which officially adopted the term "intellectual disability" (Shree & Shukla, 2016).

Building upon this terminological shift, intellectual disability is now defined as a neurodevelopmental condition characterized by notable limitations in intellectual functioning and adaptive behavior, both of which affect how individuals interact with their environment. While the term implies reduced cognitive ability, it encompasses more than intellectual weakness; it refers to significant impairments in reasoning, learning, and problem-solving, as well as difficulties in practical and social skills (Lee et al., 2023).

In light of this definition, children with mild intellectual disabilities typically exhibit below-average intellectual functioning and challenges in adaptive behavior, which emerge during the developmental period—usually before the age of 18. Their IQ scores generally fall between 50- and 70. These children often struggle with academic performance, abstract reasoning, social judgment, and problem-solving. However, with structured instruction and targeted support, they can develop practical skills and function with a reasonable degree of independence. Communication and self-care skills

typically develop at a slower pace, but inclusive classroom environments and individualized instruction have been shown to enhance their learning and social integration (American Association on Intellectual and Developmental Disabilities [AAIDD], 2010).

Correspondingly, adaptive behavior—the ability to meet age-appropriate social expectations—is recognized as a key developmental marker, particularly in later stages of life. According to Mulovhedzi et al. (2023), a decline in cognitive functioning can result in notable deficits in these behaviors, limiting children's ability to participate effectively in social, academic, and daily living activities. These impairments generally emerge in early childhood and often delay the attainment of developmental milestones.

Given these developmental challenges, the concept of inclusion emerges as both a social and ethical imperative, grounded in the broader human rights movement, which opposes the segregation and marginalization of individuals based on disability. As societies increasingly embrace diversity and reject exclusionary practices, inclusive education has emerged as a critical response. It represents the practical implementation of the normalization principle in educational settings, advocating for the least restrictive environment possible. Importantly, inclusive education benefits not only children with disabilities, but also their typically developing peers, fostering empathy, social awareness, and respect for diversity (Tomasello et al., 2024).

Furthermore, while the terms "integration" and "inclusion" are often used interchangeably, they differ significantly in educational philosophy. Inclusion refers to the proactive incorporation of all children—without exception—into mainstream education from the beginning, whereas integration typically implies adapting systems to accommodate students after their placement. Therefore, inclusion represents a more holistic and anticipatory approach (Lopatynska et al., 2023).

In response to this paradigm shift, modern societies increasingly invest in inclusive policies recognizing the unique needs of individuals with intellectual disabilities, leading to specialized programs and supportive frameworks (Pristiwaluyo, 2017). Successful inclusion relies on tailored educational programs that consider children's psychological and cognitive profiles, with collaboration among teachers, parents, and specialists to enhance development. An effective inclusive environment requires flexibility, specialized support, trained staff, and access to psychological services to address diverse student needs (Vasilakopoulou, 2022).

Accordingly, achieving meaningful inclusive education depends on several foundational elements. These include robust legal frameworks that guarantee the educational rights of students with disabilities, well-trained personnel proficient in Universal Design for Learning (UDL) and differentiated instruction, and school environments that are both physically and socially accommodating. Essential infrastructure such as accessible classrooms, assistive technologies, and adapted curricula, must be in place. Equally important, a school culture that values diversity, combats discrimination, and promotes strong partnerships between schools, families, and communities is necessary to realize the long-term goals of inclusive education (Javed et al., 2024).

Despite these frameworks and intentions, Thompson et al. (2020B) highlighted several practical challenges faced by teachers of students with intellectual disabilities. These include the need for individualized education planning, innovative teaching methods, and active involvement in classroom integration. Many teachers report fragmented efforts and inadequate support, particularly when special education teachers are excluded from general education settings. Educators have called for comprehensive student profiles, including behavioral, cognitive, and environmental insights– to inform tailored instruction. This

indicates the need for a coordinated framework that promotes collaboration and data integration to support effective learning outcomes.

Similarly, other researchers (AuCoin et al., 2020; Robbins, 2023) stress that successful inclusion depends on flexible learning environments equipped with appropriate tools and technologies, teacher training in managing diverse classrooms, and adaptable curricula. Support from speech and occupational therapists, strong family–school partnerships, and continuous assessment systems are also critical. Moreover, adequate funding, clear behavioral and academic policies, and consistent monitoring mechanisms are necessary to ensure that the educational needs of both students with and without disabilities are effectively balanced.

In light of the above, this study aims to identify key conditions for the effective inclusion of children with mild intellectual disabilities in Kuwait by exploring kindergarten school teachers' views on the necessary resources, strategies, and practices. It addresses the following central research questions:

1 - What are the key requirements for the educational inclusion of children with mild intellectual disabilities in Kuwait as perceived by kindergarten teachers?

2 - Are there statistically significant differences in the perceptions of kindergarten teachers regarding the requirements for educational inclusion of children with mild intellectual disabilities based on their academic qualifications, years of teaching experience, and previous training in special education?

Purpose and Significance of the Study

The purpose of this study is to identify the key requirements for the effective educational inclusion of children with mild intellectual disabilities in kindergarten settings in Kuwait, as perceived by prac-

ticing teachers. By focusing on teachers' insights, the study aims to inform and support the implementation of inclusive education practices at the early childhood level. It emphasizes critical factors such as administrative support, teacher training, and the learning environment that facilitate meaningful inclusion. The findings provide current, context-specific data that can guide policymakers, educational leaders, and curriculum developers in designing targeted strategies for inclusion. Additionally, the study contributes to inclusive education by providing a foundation for future research on different types of disabilities and educational levels in Kuwait.

Literature Review

The preschool stage is crucial for a child's psychological, mental, emotional, and social development. During this formative period, early intervention can significantly impact long-term outcomes for children with disabilities. Despite some challenges, children with mild disabilities share many abilities with their typically developing peers. With appropriate educational methods and structured support, the developmental gap between them can be reduced. Consequently, the integration of individuals with special needs has become a central goal of modern rehabilitation practices. In response, Gulf countries have recently increased their focus on inclusive education through policy development and community awareness initiatives—driven by a growing recognition of the various requirements for successful inclusion.

Requirements for Children with Mild Intellectual Disabilities

To begin with, the development of children with special needs, especially those with mild intellectual disabilities, requires guidance and educational services that are consistent with their characteristics and abilities, meeting their needs in terms of cognitive development. They can be educated and trained in vocational skills that prepare

them for independence after graduation, helping them achieve adaptation and integration into society (Nugraha & Mumpuniarti, 2018).

Building on this perspective, Wright et al. (2024) emphasize that children with mild intellectual disabilities require tailored educational services that address their cognitive, emotional, and linguistic needs. Despite limitations in abstract thinking, these children are capable of distinguishing between thoughts, emotions, and behaviors—skills that are foundational for learning. Within this context, the integration of vocational training is essential, as it fosters independence and prepares them for active participation in society, as Wright et al. (2024) explain:

> Proper support helps children with mild intellectual disabilities engage in essential cognitive tasks that are foundational for cognitive-behavioral approaches, such as managing emotions, improving problem-solving abilities, and adapting to workplace environments. Furthermore, providing specialized cognitive and vocational support not only facilitates their learning process but also plays a critical role in promoting their independence, enhancing their life skills, and ultimately preparing them for meaningful participation in society. This support empowers them to navigate daily challenges, fostering self-sufficiency and ensuring successful social integration.

Moreover, a study by Sarkar and Awal (2022) suggests that supporting children with intellectual disabilities in performing cognitive tasks such as identifying emotional responses and associating thoughts, which are central to Cognitive Behavioral Therapy (CBT) and coping with the work environment, can improve their chances of success in education. Providing specialized cognitive and vocational support is not only an option but a necessity to enable these children to achieve self-sufficiency and effective social inclusion.

This emphasizes the importance of developing flexible and inclusive teaching strategies that account individual differences and provide practical instruction based on a deep understanding of their needs.

Requirements for Teachers of Children with Mild Intellectual Disabilities

Equally important are the competencies and preparedness of teachers working with this student population. Al-Hmly (2022) points out that developing effective educational programs for students with mild intellectual disabilities requires more than curricula and materials—it also necessitates assessing and enhancing teacher competencies. Given that early childhood is a sensitive developmental phase, teachers must possess the professional capacity to recognize and respond to these children's unique characteristics and educational needs.

However, insufficient attention to teacher evaluation and the lack of access to appropriate training programs can hinder the effectiveness of inclusive education. Therefore, there is an urgent need for specialized training that enhances teachers' cognitive, behavioral, and social instructional strategies to create inclusive and effective classrooms.

In support of this view, Al-Ahmari and Al-Qurini (2023) stress that a teacher's role extends beyond instruction to include guidance, rehabilitation, and counseling. Similarly, Muhammad et al. (2020) argue that this student group requires teachers with cognitive, behavioral, and educational expertise, and that ongoing professional development is one of the most critical needs.

Moreover, Toshpulatova and Kinjemuratova (2020) warn that limited knowledge of logical thinking strategies among teachers can hinder students' cognitive development. Thus, familiarity with thinking instruction, stimulating environments, and individualized teach-

ing approaches is essential. Al-Shammari (2019) further confirms that training programs based on detailed assessments of teachers' needs significantly enhance teaching quality and support the current trend toward inclusive education.

Requirements Related to Administration

In addition to teacher preparedness, school administration plays a vital role in facilitating inclusion. Effective leadership must develop comprehensive policies, allocate resources, and support continuous teacher training. Moreover, the administration must actively coordinate collaboration among educators, specialists, and parents to maintain a nurturing and inclusive learning environment.

Nevertheless, administrative teams often face challenges such as limited resources or institutional resistance to change. Rivana et al. (2024B) found that administrators' values, beliefs, and knowledge directly impact the implementation of inclusive practices. One key barrier is centralized decision-making and reliance on outdated educational models, which impede innovation and responsiveness.

To overcome these challenges, school leaders require professional development that enhances their capacity to manage inclusive learning environments. Mahmood et al. (2024) also underscore that effective administrative support is indispensable for creating learning environments equipped with the necessary infrastructure and staff collaboration. Such support ensures informed, inclusive decisions that improve student learning and social adaptation.

Requirements Related to Facilities

Another foundational pillar of inclusion is the physical environment of schools. According to Vasilakopoulou (2022), inclusive education for children with intellectual disabilities largely depends on the

availability of appropriate infrastructure within educational facilities. Schools should be equipped to accommodate the specific needs of these children by facilitating smooth transitions between activities—both within classrooms and in shared spaces—and by providing a supportive environment that respects individual differences. Scientifically designed facilities, such as adapted classrooms, self-care areas, and communication aids, are essential for implementing integrated learning plans that align with students' abilities and foster interaction with peers. Moreover, schools must employ specialized and trained staff to operate these facilities effectively, ensuring that available resources are utilized optimally to promote both social inclusion and effective learning.

Azzahra et al. (2022) reinforce this by stating that each category of children with special needs has different requirements in terms of facilities and infrastructure, which necessitates the provision of modified learning environments that suit the exact characteristics and needs of each category. Facilities such as specialized rooms, special equipment, educational media, and learning resources must be flexible and adaptable to serve multiple types of children with special needs within the same educational institution. Inclusive education institutions, especially in early childhood (PAUD), need to design and provide adapted and inclusive educational infrastructure that ensures these resources can be used jointly by all students, enhancing their chances of successful inclusion within the school environment. This requires educators to provide facilities that take into account the diversity and differences among children, so that the learning environment is supportive and appropriate for each individual student, thus enabling the goals of inclusion to be achieved and providing equal opportunities for all. Subbey (2017) indicates that the successful educational inclusion of children with intellectual disabilities is highly dependent on the availability of appropriate educational facilities

and infrastructure. Regular teachers can effectively meet the needs of these students when adaptable curricula, special educational materials, equipment, administrative support, and assistive technologies are available. In contrast, the absence of these resources disrupts inclusion efforts, even when qualified teachers are present. The provision of flexible and adapted learning facilities is a prerequisite for creating an inclusive and sustainable learning environment.

Requirements for Families of Children with Intellectual Disabilities

The role of families is a critical component in the successful inclusion of children with intellectual disabilities. In light of Modula's study (2022) , the diversity and complexity of the circumstances faced by these families highlight the need for a multi-layered strategy that aims to improve their quality of life and support their caregiving roles. This strategy requires effective cooperation between various sectors, including government agencies, non-profit organizations, healthcare services, educational institutions, and the broader local community. Such coordination ensures that families receive comprehensive care, continuous training, and both financial and advisory support to foster a stable and responsive home environment conducive to the child's development.

According to Modula (2022), families often face significant emotional, social, and economic burdens. These include a lack of access to information about intellectual disabilities, limited knowledge of how to manage their child's developmental and behavioral needs, and restricted opportunities for professional collaboration. In many cases, parents—especially those from low-income or single-parent households—struggle to meet the financial demands associated with therapy, specialized care, and education. The study also emphasizes the importance of active community engagement, which can reduce

social isolation and enhance the family's capacity to raise a child with special needs in a more supportive and inclusive environment.

Within this context, schools play a central role in strengthening the connection between educational systems and families. A successful inclusion model requires strong, ongoing communication and collaboration between teachers and parents to ensure that the unique needs of children with intellectual disabilities are effectively addressed. As Đurišić and Bunijevac (2017) affirm, increasing parental involvement through consistent communication, participation in school activities, and shared decision-making creates an inclusive school culture that respects the diverse needs of learners. Such partnerships are not only beneficial but essential for shaping tailored educational responses and ensuring continuity between home and school environments. Ultimately, empowering families and integrating them into the educational process enhance the likelihood of positive academic, emotional, and social outcomes for children with intellectual disabilities.

Methodology

Study Design

This study employed a descriptive quantitative research design using a survey method to investigate the perceptions of kindergarten teachers in Kuwait regarding the key requirements for the successful educational inclusion of children with mild intellectual disabilities. This design was selected to systematically collect and analyze data from a broad sample of educators to gain a comprehensive understanding of their views.

Participants

The sample for this study consisted of 90 kindergarten teachers in Kuwait. These teachers were randomly selected to ensure a broad

and diverse representation in terms of qualifications and years of experience. This diversity ensures that the perspectives gathered reflect the varying realities of teaching in Kuwaiti kindergartens, thereby improving the generalizability robustness of the results.

Table 1

Demographic Characteristics of the Study Sample

Characteristic	Category	Number of Responses	%
Age	Under 25	61	67.8
	25 to 35	17	18.9
	36 to 45	12	13.3
	Over 45	0	0
Educational Qualification	Diploma	1	1.1
	Bachelor's	86	95.6
	Master's	3	3.3
	PhD	0	0
Years of Experience	Less than 5 years	69	76.7
	5 to 10 years	10	11.1
	More than 10 years	11	12.2
Training on Inclusive Education	Yes	29	32.2
	No	61	67.8

Data Collection

A structured questionnaire was developed as the primary data collection tool. The questionnaire consisted of two main sections:

Section One: Personal Information

This section gathers demographic information from participants, including their age, educational background, teaching experience, and any training in inclusive education. These details are crucial for gaining insight into the participants' profiles and how these factors may influence their perspectives on educational inclusion.

Section Two: Survey Items

The second section of the study collected data on key requirements for including children with mild intellectual disabilities in Kuwait. Using a Likert scale, participants rated items across five categories: child-related, teacher, administration, infrastructure, and family involvement.

Measure

A five-point Likert scale was used to calculate total scores, with responses ranging from "Very Low" (1) to "Very High" (5). Each item was scored from 1 to 5 based on respondents' opinions. To interpret mean scores, the category range was calculated as (5–1) ÷ 5 = 0.8, helping classify results across five response levels.

Table 2

Statistical Standard for Determining the Range of Arithmetic Averages

Arithmetic Average	Level Degree
1.00 – 1.80	Very Low
1.81 – 2.60	Low
2.61 – 3.40	Moderate
3.41 – 4.20	High
4.21 – 5.00	Very High

Validity and Reliability

Ensuring the validity and reliability of the questionnaire was crucial to the study's success. To establish validity, the questionnaire was reviewed by experts in special education and educational psychology and revised based on their feedback to ensure it accurately reflected inclusion requirements for children with mild intellectual disabilities in Kuwait. Reliability was assessed through a pilot study with kindergarten teachers outside the main sample. The internal consistency of the questionnaire was calculated using a pilot sample consisting of 20 kindergarten teachers. Pearson correlation coefficients were computed between the scores of each item and the total score of the dimension to which it belonged.

Table 3

Pearson Correlation Coefficients by Dimension

Dimensions related to children	r	Dimensions related to teachers	r	Dimensions related to administration	r	Dimensions related to facilities	r	Dimensions related to family	r
Item 1	0.49	Item 1	0.31	Item 1	0.31	Item 1	0.31	Item 1	0.31
Item 2	0.30	Item 2	0.62	Item 2	0.62	Item 2	0.62	Item 2	0.62
Item 3	0.32	Item 3	0.32	Item 3	0.32	Item 3	0.32	Item 3	0.32
Item 4	0.52	Item 4	0.70	Item 4	0.70	Item 4	0.70	Item 4	0.70
Item 5	0.30	Item 5	0.43	Item 5	0.43	Item 5	0.43	Item 5	0.43
Item 6	0.31	Item 6	0.51	Item 6	0.51	Item 6	0.51	Item 6	0.51
Item 7	0.56	Item 7	0.46	Item 7	0.46			Item 7	0.46
Item 8	0.32	Item 8	0.66					Item 8	0.66
Item 9	0.33							Item 9	0.39
Item 10	0.69								

Cronbach's alpha was used to assess the internal consistency of the questionnaire, with values of 0.80 or higher indicating acceptable reliability. In addition, test-retest reliability was conducted to evaluate the stability of responses over time, as shown in Table 4.

Table 4

Questionnaire Reliability Using Cronbach's Alpha and Test-Retest

Dimension	Number of Items	Cronbach's Alpha	Test-Retest Reliability
Requirements related to children	10	0.85	0.80
Requirements related to teachers	8	0.83	0.78
Requirements related to administration	7	0.81	0.76
Requirements related to facilities	6	0.79	0.75
Requirements related to family	9	0.84	0.79
Overall	40	0.87	0.82

The Cronbach's Alpha values for the five dimensions ranged from 0.79 to 0.85, while the test-retest reliability values ranged from 0.75 to 0.80. The overall reliability for the entire questionnaire, which consisted of 40 items, was 0.87 for Cronbach's Alpha and 0.82 for test–retest reliability, indicating a high level of reliability and stability across all dimensions.

Ethical Considerations

This study adhered to ethical research standards to ensure the protection, dignity, and rights of all participants. Prior to data collection, ethical approval was obtained from the relevant institutional review board. All participants were fully informed about the purpose and objectives of the study, and their participation was entirely vol-

untary. Written informed consent was obtained from all participants, who were also assured of the confidentiality and anonymity of their responses. The questionnaire did not collect any personally identifying information, and the data were used solely for academic research purposes. Participants were informed of their right to withdraw from the study at any time without any consequences. All data were securely stored and accessible only to the research team.

Statistical Analysis

The results are reported as the mean ± standard deviation for the quantitative variables and percentages for the categorical variables. The groups were compared using the student's *t*-test for the continuous variables and one-way analysis of variance (ANOVA) for the categorical variables, with $p < 0.05$ considered statistically significant. All statistical analyses were conducted using the Statistical Package for the Social Sciences (SPSS), version 20.

Results

This section covers the study's findings, providing insights into the necessary requirements for the educational inclusion of children with mild intellectual disabilities in Kuwait, as perceived by kindergarten school teachers. The analysis is divided into five main categories as following:

Firstly: Requirements Related to Children with Mild Intellectual Disability

Table 5

The Means and Standard Deviations of the Requirements Related to Children with Mild Intellectual Disability

Items No.	Items.	*M*	*SD*	Rank	Degree
8	Children with mild intellectual disabilities have challenges in transitioning between different activities or tasks in the classroom.	4.36	0.88	1	Very high
1	Children with mild intellectual disabilities have difficulty concentrating and paying attention for long periods of time in academic activities.	4.08	0.64	2	High
3	Children with mild intellectual disabilities have challenges with verbal communication and language comprehension.	3.93	0.79	3	High
6	Children with mild intellectual disabilities have difficulty with social activities that are not controlled because they are social.	3.91	0.67	4	High
7	Children with mild intellectual disabilities need constant repetition of instructions and explanations to achieve understanding	3.89	0.79	5	High
2	Children with mild intellectual disabilities have slower grasping of new concepts than their peers.	3.67	0.94	6	High
5	Children with mild intellectual disabilities need individualized education or frequent direct instruction.	3.64	0.77	7	Moderate

Cont. Table 5

The Means and Standard Deviations of the Requirements Related to Children with Mild Intellectual Disability

Items No.	Items.	*M*	*SD*	Rank	Degree
4	Children with mild intellectual disabilities have difficulty with activities that require fine motor coordination.	3.36	0.88	8	Moderate
Total		**3.86**	**0.51**		**High**

Table 5 shows that the dimension of requirements related to children with mild intellectual disabilities as a whole was at a high level, with an arithmetic mean of 3.86 and a standard deviation (SD) of 0.51. The arithmetic means of the paragraphs in this dimension ranged between 3.36 and 4.36. Regarding the study items, item (8) "Children with mild intellectual disabilities face challenges in transitioning between different activities or tasks in the classroom" ranked first with an arithmetic mean of 4.36, a very high degree, and an SD of 0.88. Item (1) "Children with mild intellectual disabilities have difficulty concentrating and paying attention for long periods during academic activities" ranked second with an arithmetic mean of 4.08, a high degree, and an SD of 0.64. Item (5) "Children with mild intellectual disabilities need individualized education or frequent direct instruction" came in second to last place, with an arithmetic mean of 3.64, a moderate degree, and an SD of 0.77. Item (4) "Children with mild intellectual disabilities have difficulty with activities that require fine motor coordination" ranked last with an arithmetic mean of 3.36, a moderate degree, and an SD of 0.88.

Secondly: Teacher-Related Requirements

Table 6

The Means and Standard Deviations of the Teacher-Related Requirements

Items No.	Items.	*M*	*SD*	Rank	Degree
1	I need training and qualifications to deal with the needs of children with mild intellectual disabilities.	4.08	0.86	1	High
4	Lack of educational resources specifically for teaching children with mild intellectual disabilities.	3.91	1.01	2	High
3	Challenges in managing and controlling the classroom when intensive individualized instruction is required.	3.83	0.98	3	High
8	Difficulty balancing the needs of children with special needs and the rest of the class.	3.80	1.05	4	High
5	Lack of support from specialists (such as therapists or assistants) in the classroom.	3.77	0.94	5	High
2	I have difficulty allocating enough time to each child due to the variability of individual needs.	3.77	1.08	6	High
6	Dealing with child behaviors that may be unpredictable or difficult to manage.	3.76	0.92	7	High
9	Insufficient time to develop individualized education plans that meet the needs of each child.	3.74	0.92	8	High
7	Fatigue resulting from the need to repeat explanations and provide instructions in a different way.	3.57	0.97	9	Moderate
Total		**3.80**	**0.63**		**High**

Table 6 shows that the requirements of teacher empowerment, as a whole, were at a high level, with an arithmetic mean of 3.80 and an SD of 0.63, as the arithmetic means of the study items ranged between 3.57 and 4.08. Item (1) "I need training and qualifications to deal with the needs of children with mild intellectual disabilities" ranked first, with a high mean of 4.08 and an SD of 0.86, while item (4) "lack of educational resources allocated to the education of children with special needs" ranked second with a high mean of 3.91 and an standard deviation of 1.01. Item (9) "not enough time to prepare individualized educational plans that meet the needs of each child" came in the penultimate position, with a mean of 3.74, with a high score and an SD of 0.92, while item (7) "fatigue resulting from the need to re-explain and provide instructions in a different way" came in the last position, with a mean of 3.57, a moderate score, and an SD of 0.97.

Thirdly: Requirements Related to Administration

Table 7

The Means and Standard Deviations of the Management-Related Requirements

Items No.	Items.	*M*	*SD*	Rank	Degree
2	Lack of clear policies to effectively include children with mild intellectual disabilities in the school curriculum.	4.14	0.89	1	High
3	Poor coordination between the administration and centers specialized in the care and education of people with children with mild intellectual disabilities.	4.02	0.92	2	High
1	Insufficient funding to provide the necessary resources and services for children with mild intellectual disabilities.	3.97	0.98	3	High

Cont. Table 7

The Means and Standard Deviations of the Management-Related Requirements

Items No.	Items.	*M*	*SD*	Rank	Degree
4	Lack of continuous training programs for teachers and administrators on dealing with children with mild intellectual disabilities.	3.84	1.07	4	High
5	Lack of allocation of staff or assistant teachers to support children with mild intellectual disabilities in the classroom.	3.80	1.09	5	High
7	Lack of effective assessment mechanisms to measure the educational progress of children with mild intellectual disabilities.	3.69	1.03	6	High
6	Poor communication with parents to ensure monitoring of children's educational and behavioral development.	3.57	1.10	7	Moderate
Total		**3.86**	**0.70**		**High**

Table 7 shows that the management requirements related to the inclusion of children with mild intellectual disabilities received a high level of attention, with an overall arithmetic mean of 3.86 with an SD of 0.70, with a variation in the arithmetic means of the individual items ranged between 3.57 and 4.14. Item (2) related to the need for clear policies to integrate children with mild intellectual disabilities into the school curriculum emerged as the most important requirement, with a mean of 4.14 and a high degree of interest (standard deviation 0.89). Item (3) related to enhancing coordination between the administration and specialized centers for the care and education of people with special needs came in second place with a mean of 4.02 and an SD of 0.92. Item (7) related to developing effective evaluation mechanisms to measure the educational progress of children with mild intellectual disabilities ranked second to last with a mean of 3.69 and an SD of 1.03, while item (6) related to improving

communication with parents to follow up the educational and behavioral development of children ranked last with a mean of 3.57 and an SD of 1.10.

Fourthly: Requirements Related to Facilities

Table 8

The Means and Standard Deviations of the Barriers Related to Buildings and Equipment

Items No.	Items.	*M*	*SD*	Rank	Degree
5	Lack of safe outdoor spaces for children with mild intellectual disabilities to play and be physically active, which affects their social and physical development.	4.14	0.83	1	High
3	Lack of rooms for psychologists or social workers who can provide the necessary support for children and their families.	4.00	0.74	2	High
2	Building design not compatible with the needs of children with special needs, such as the lack of resource rooms.	3.81	1.02	3	High
4	Classrooms are designed in a way that does not facilitate the movement of children with mild intellectual disabilities, such as narrow corridors or lack of wide entrances.	3.67	1.01	4	High
1	Difficulty in providing multiple classrooms to reduce the number of children with mild intellectual disabilities in the classroom.	3.43	0.88	5	Moderate
Total		**3.81**	**0.59**		**High**

The overall results indicate that there are significant requirements in the physical environment to support the inclusion of children with mild intellectual disabilities, with the overall average rating being high (3.81). All items were rated highly except for the last

item, which was rated moderate. It is noted that there is a variety of standard deviations (from 0.74 to 1.02), which indicates a variation in respondents' opinions about some of the items. Secondly, the highest item (item 5) received the highest mean (4.14), which confirms that the lack of safe outdoor spaces is the biggest challenge. Third, the lowest item (item 1) ranked last with a mean of 3.43 with a moderate score.

Fifthly: Requirements for Families of Children with Intellectual Disabilities

Table 9

The Means and Standard Deviations of the Requirements for Families of Children with Intellectual Disabilities

Items No.	Items.	*M*	*SD*	Rank	Degree
3	Families' fear of the lack of qualified psychological and social specialists for such schools attached to them.	4.12	0.88	1	High
4	Families fear that the curricula taught to children with mild intellectual disabilities do not take into account their individual cases.	4.11	0.82	2	High
2	Save families from normal children imitating the abnormal behaviors of their peers with mild intellectual disabilities.	3.91	0.92	3	High
1	Parent's refusal to have disabled children with their normal children for fear of disrupting them.	3.88	0.97	5	Moderate
Total		**4.03**	**0.73**		**High**

The results of Table 9 indicate that the dimension "Requirements related to families of children with intellectual disabilities" received a high degree of concern from the participants' point of

view, as the total arithmetic mean reached 4.03 with an SD of 0.73, reflecting a strong perception among families of the existence of real challenges that hinder the process of integrating their children in kindergarten institutions. The arithmetic means of the items in this dimension ranged between 3.88 and 4.12, most of which indicate a high degree of anxiety. The third item, which deals with families' fear of the lack of qualified psychologists and social workers, received the highest arithmetic mean (4.12), indicating that this aspect is one of the most prominent sources of concern for parents, given the importance of psychological and social support in dealing with this category of children. This is followed by the fourth item, related to the lack of consideration of curricula for individual children's cases, with an average of 4.11, which indicates that there are concerns about the lack of adaptation of educational content to children's special needs. The second item, which relates to families' fear of normal children imitating atypical behaviors of children with intellectual disabilities, ranked second to last (3.91), followed by the first item, which addresses parents' reluctance to integrate their children for fear of negatively affecting their peers, with a mean of 3.88, both of which still reflect a high degree of concern.

Analysis of ANOVA Results and *t*-Test

To answer the second main question, which states, "Are there statistically significant differences in the perceptions of kindergarten school teachers about the requirements for the educational inclusion of children with mild intellectual disabilities in Kuwait based on their qualifications, experience, and training?", a one-way analysis of variance (ANOVA) was conducted for the variables of age and years of experience, and an independent– samples ***t***-test for the variables of educational qualification and training. The following tables and analyses will examine possible differences between the groups,

which contribute to understanding the common requirements faced by teachers and their views on educational inclusion.

Firstly: Age Variable

Table 10

A One-Way Analysis of Variance (ANOVA) for the Variable of Age

Dimension	Source of Variation	Sum of Square	*df*	Mean Square	*F* value	Sig.
Requirements related to children with mild intellectual disabilities	Between groups	2.161	2	1.080	1.180	0.312
	Within groups	79.661	87	0.916		
	total	81.822	89			
Requirements related to teachers	Between groups	3.330	2	1.665	2.120	0.126
	Within groups	68.325	87	0.785		
	total	71.655	89			
Requirements related to administration	Between groups	2.591	2	1.295	1.186	0.310
	Within groups	95.065	87	1.093		
	total	97.656	89			
Requirements related to facilities	Between groups	1.322	2	0.662	0.698	0.500
	Within groups	82.334	87	0.946		
	total	83.656	89			
Requirements related to families	Between groups	2.759	2	1.380	1.266	0.287
	Within groups	94.796	87	1.090		
	total	97.555	89			

The results indicate that all statistical significance (Sig.) values for all dimensions were greater than the significance level of 0.05, ranging from 0.126 to 0.500, which means that the differences between the age groups of teachers were not statistically significant in

any of the five dimensions under study. In other words, there are no statistically significant differences in kindergarten teachers' perceptions of the requirements of educational inclusion due to their age.

Secondly: Experience Variable

Table 11

A One-Way Analysis of Variance (ANOVA) for the Variable of Experience

Dimension	Source of Variation	Sum of Square	*df*	Mean Square	*F* value	Sig.
Requirements related to children with mild intellectual disabilities	Between groups	0.767	2	0.384	0.378	0.686
	Within groups	88.222	87	1.014		
	Total	88.989	89			
Requirements related to teachers	Between groups	0.158	2	0.079	0.094	0.910
	Within groups	73.131	87	0.841		
	Total	73.289	89			
Requirements related to administration	Between groups	0.167	2	0.084	0.084	0.919
	Within groups	86.333	87	0.992		
	Total	86.500	89			
Requirements related to facilities	Between groups	4.150	2	2.075	1.915	0.153
	Within groups	94.250	87	1.083		
	Total	98.400	89			
Requirements related to families	Between groups	1.395	2	0.698	0.718	0.491
	Within groups	84.560	87	0.972		
	Total	85.955	89			

Table 11 shows the results of the univariate analysis of variance for the variable of years of experience of kindergarten school teach-

ers with regard to five main dimensions of the educational inclusion needs of children with mild intellectual disabilities. The statistical values indicate that all significance values (Sig.) exceeded the adopted significance level of 0.05, ranging from 0.153 to 0.919, indicating that the differences between groups of teachers based on years of experience were not statistically significant in any of the five dimensions under study.

Thirdly: Education Variable

Table 12

An Independent Samples t-Test for the Variable of Education

Dimension	Group	*N*	*M*	*SD*	*t*	Sig.
Requirements related to children with mild intellectual disabilities	Male	3	3.667	0.577	0.529	0.598
	Female	87	3.966	0.970		
Requirements related to teachers	Male	3	3.333	0.577	1.070	0.288
	Female	87	3.897	0.903		
Requirements related to administration	Male	3	3.000	0.724	1.001	0.323
	Female	87	3.701	1.058		
Requirements related to facilities	Male	3	4.333	0.577	0.826	0.411
	Female	87	3.862	0.979		
Requirements related to families	Male	3	4.667	0.577	1.197	0.235
	Female	87	3.966	1.005		

Table 12 presents the results of an independent samples t-test conducted to examine potential differences in teachers' perceptions of inclusion requirements based on gender. The comparison involved male (N = 3) and female (N = 87) teachers across five key dimensions. The results indicate that all significance values (Sig.) exceeded 0.05, ranging from 0.235 to 0.598, suggesting no statistically sig-

nificant differences between male and female teachers in their perceptions regarding the requirements for including children with mild intellectual disabilities.

Fourthly: Training Variable

Table 13

An Independent Samples t-Test for the Training Variable

Dimension	Group	*N*	*M*	*SD*	*t*	Sig.
Requirements related to children with mild intellectual disabilities	Yes	61	3.967	0.966	0.166	0.686
	No	29	3.931	0.961		
Teacher-related barriers	Yes	61	4.000	0.837	1.902	0.061
	No	29	3.621	0.979		
Requirements related to administration	Yes	61	3.787	0.951	1.442	0.153
	No	29	3.448	1.213		
Requirements related to facilities	Yes	61	3.951	0.884	1.037	0.303
	No	29	3.724	1.131		
Requirements related to families	Yes	61	4.033	0.894	0.602	0.549
	No	29	3.897	1.205		

Table 13 presents the results of the t-test examining differences in teachers' perceptions of the requirements for including children with mild intellectual disabilities, based on whether they had received specialized training. The results show that all significance values (Sig.) exceeded the 0.05 threshold, except for the "teacher-related barriers" dimension, which approached statistical significance with a value of 0.061.

Discussion

The findings revealed that the dimension concerning the requirements of children with mild intellectual disabilities was rated at a high level, with an arithmetic mean of 3.86 and a standard deviation of 0.51. This suggests a strong consensus among participants regarding the importance of tailoring educational practices to meet the unique needs of this student group. Children with mild intellectual disabilities often struggle to adapt within rigid educational frameworks that do not consider their cognitive and behavioral characteristics. The lack of personalized instruction may lead to difficulties in transitioning between activities, reduced classroom engagement, and limited academic progress. Therefore, these students require differentiated instruction and structured support systems that align with their learning needs.

This interpretation is supported by previous studies. Nugraha and Mumpuniarti (2018), Sarkar and Awal (2022), and Wright et al. (2024) emphasized the necessity of individualized educational programs and vocational training that match the capabilities of children with mild intellectual disabilities. These findings reaffirm the importance of adopting flexible teaching models that recognize individual differences and foster the academic and social inclusion of students in early childhood settings.

The researcher attributes this result to the fact that teachers often require specialized training to address the needs of children with mild intellectual disabilities or other special needs. This is supported by a mean score of 3.80 and an SD of 0.63. The absence of such skills may lead teachers to feel inadequate in managing inclusive classrooms. Moreover, the lack of training programs can negatively impact teachers' readiness to face the challenges of inclusion and

hinder their ability to develop individualized learning plans that cater to the specific needs of children with mild intellectual disabilities in kindergarten. This, in turn, affects their capacity to implement the inclusion process effectively.

The findings of the current study align with those of Al-Ahmari and Al-Qurini (2023), Al-Hmly (2022), and Muhammad et al. (2020), who emphasized that empowering and professionalizing teachers are essential to ensure the success of inclusive education. Similarly, studies by Al-Shammari (2019) and Toshpulatova and Kinjemuratova (2020) underscore the importance of developing training programs based on an analysis of teachers' needs to enhance their skills in supporting children with intellectual disabilities. This contributes to improving educational outcomes and achieving effective inclusion. Furthermore, these results are consistent with the research of Hassanein and Adawy (2020), who found considerable evidence indicating that both general and special education teachers feel ill-prepared to meet the needs of students with disabilities in general education classrooms.

The administration requirements related to the inclusion of children with mild intellectual disabilities received a high degree of attention, with an overall arithmetic mean of 3.86 with an SD of 0.70. These findings may be attributed to the fact that educational institutions in Kuwait still need to develop clear policies and procedures to support inclusion, in addition to improving plans to support the integration of children with mild intellectual disabilities at the kindergarten stage, which leads to unclear guidance for teachers and administrators on how to deal with the needs of this group. The lack of appropriate assessment mechanisms to measure children's needs and educational progress may negatively affect the inclusion process. Without effective assessment, it is difficult to determine what support children need. In addition, large administrative burdens in kindergar-

tens may hinder the administrators' ability to focus on inclusion issues and allocate time and resources to support children with special needs. The results of the current study, which showed high interest in school administration' requirements (arithmetic mean of 3.86), are consistent with the findings of Mahmood et al. (2024) and Rivana et al. (2024A) that school administration support is essential for successful inclusion. Rivana et al. indicated that educational leaders' beliefs and knowledge play a direct role in the extent to which they adopt inclusion practices, while Mahmood et al. emphasized that collaboration between administrators and teachers promotes effective educational decisions that are in the best interest of children.

The overall results indicate that there are significant requirements in the physical environment to support the inclusion of children with mild intellectual disabilities, with the overall average rating being high (M=3.81). These findings can be interpreted that the physical environment plays a pivotal role in supporting the inclusion of children with mild intellectual disabilities, as the high challenges shown in the data reflect the need for a safe and stimulating learning environment. The high average in the item related to the lack of safe outdoor spaces indicates that this element is one of the most urgent factors, as children need an outdoor environment that helps them interact and move freely and safely, which contributes to their social and physical development. The disparity in the opinions of the participants, as reflected in the standard deviation, is explained by the different educational environments in which they work, and the availability of resources and capabilities in each of them, which reflects the heterogeneity of physical environments across schools. Azzahra et al. (2022) and Vasilakopoulou (2022) emphasize the importance of providing appropriate and advanced infrastructure to support the inclusion of children with intellectual disabilities, as schools should

be equipped with specialized classrooms and learning tools that provide an inclusive and flexible learning environment that suited to the needs of all children. Subbey (2017) points out that the absence of these resources negatively affects inclusion efforts, despite the presence of qualified teachers, emphasizing that providing appropriate educational facilities is a prerequisite for the successful integration of these children.

The dimension "Requirements related to families of children with intellectual disabilities" received a high degree of concern from the participants' point of view, as the total arithmetic mean reached 4.03 with an SD of 0.73. These results reflect the level of distrust that families show towards the educational environment, whether in terms of human resources or educational programs, and emphasize the need to enhance this trust by providing adequate training and qualifications for teachers and providing specialized services that effectively meet the needs of children with intellectual disabilities. Studies agree on the importance of supporting families of children with intellectual disabilities through multi-sectoral collaboration involving government agencies, educational institutions, and the local community (Modula, 2022). Additionally, it emphasizes the importance of building an effective partnership between the school and the family to enhance communication and collaboration, thereby contributing to the creation of an inclusive educational environment that meets the needs of these children (Đurišić & Bunijevac, 2017).

Following are the results of the univariate analysis of variance for the variable of years of experience of kindergarten school teachers with regard to the five main dimensions of the educational inclusion needs of children with mild intellectual disabilities. The statistical values indicate that all significance values (Sig.) exceeded the adopted significance level (0.05), ranging from 0.153 to 0.919, indicating

that the differences between groups of teachers according to years of experience were not statistically significant in any of the five dimensions under study. The results indicate that the years of experience do not statistically significantly affect teachers' perceptions towards the requirements of inclusion, indicating that the challenges related to inclusion are perceived similarly among teachers regardless of their experience. This may be attributed to the uniformity of the work environment and educational policies that affect all teachers similarly.

The results indicate that all statistical significance (Sig.) values for all dimensions were greater than the significance level (0.05), ranging from 0.126 to 0.500, which means that the differences between the age groups of teachers were not statistically significant in any of the five dimensions under study. In other words, there are no statistically significant differences in kindergarten teachers' perceptions of the requirements of educational inclusion due to their age. These findings can be explained by the fact that age is not an influential factor in kindergarten school teachers' perceptions of the educational inclusion requirements for children with mild intellectual disabilities. Despite the different age groups, all participants showed similar views towards the needs related to children, teachers, administration, facilities, and families, indicating that the challenges associated with inclusion are considered common and comprehensive and are not affected by age changes. This can be attributed to several factors, most notably the following:

Following are the results of an independent samples t-test conducted to examine potential differences in teachers' perceptions of inclusion requirements based on gender. The comparison involved male ($N = 3$) and female ($N = 87$) teachers across five key dimensions. The results indicate that all significance values (Sig.) exceeded 0.05, ranging from 0.235 to 0.598, suggesting no statistically significant

differences between male and female teachers in their perceptions regarding the requirements for including children with mild intellectual disabilities. This absence of significant gender-based differences can be attributed to several factors. Both male and female teachers operate within the same institutional and policy frameworks and are exposed to similar professional expectations and challenges, which likely contribute to a shared understanding and approach to inclusive education. Furthermore, teacher preparation and pre-service training programs are generally standardized, reinforcing common pedagogical perspectives across genders.

Following are the results of the t-test examining differences in teachers' perceptions of the requirements for including children with mild intellectual disabilities, based on whether they had received specialized training. The results show that all significance values (Sig.) exceeded the 0.05 threshold, except for the "teacher-related barriers" dimension, which approached statistical significance with a value of 0.061. This indicates that there were no statistically significant differences between trained and untrained teachers across most dimensions. One possible explanation is that the training programs currently available may lack sufficient depth, practical focus, or relevance to the everyday challenges teachers face, rendering them less effective in shaping perceptions. It is also possible that untrained teachers acquire comparable knowledge and skills through hands-on experience and regular classroom interactions, which may help bridge the gap between them and their trained counterparts in terms of perceived inclusion requirements.

Conclusion

Limitations

The generalizability of the study's findings is limited to a small sample of kindergarten teachers, which limits their application to all teachers in Kuwait. The study also lacks a long-term follow-up to observe the evolution of teachers' attitudes and experiences with inclusion over time. Therefore, it is recommended that future research be conducted with a larger and more diverse sample that includes longer periods of time to obtain deeper and more comprehensive results.

Implications and Recommendations for Future Research

The study identifies key needs for improving inclusion of children with mild intellectual disabilities in Kuwaiti kindergartens.

1 - Develop specialized training programs for kindergarten teachers that focus on instructional strategies tailored to the specific needs of children with mild intellectual disabilities in inclusive classroom settings.

2 - Conduct in-depth research to better understand the unique educational and behavioral needs of children with mild intellectual disabilities, and to identify effective behavior management strategies that promote successful inclusion.

3 - Establish ongoing professional development initiatives aimed at enhancing kindergarten teachers' competencies in implementing inclusive education practices for children with mild intellectual disabilities.

4 - Equip schools with adequate educational resources, including assistive technologies, teaching aids, and specialized instructional materials, to effectively support the learning and development of children with mild intellectual disabilities.

5 - Provide sufficient funding to facilitate the recruitment of additional support staff, such as teacher assistants, who can deliver individualized and targeted support to students with mild intellectual disabilities in inclusive settings.
6 - Promote collaboration and communication between special education and general education teachers to encourage knowledge sharing, joint lesson planning, and cohesive implementation of inclusive practices.
7 - Implement regular collaborative planning sessions and adopt co-teaching models to adapt curricula and instructional approaches in ways that accommodate the diverse learning needs of children with mild intellectual disabilities.
8 - Design and apply targeted support strategies to assist children with mild intellectual disabilities in managing transitions between activities, classrooms, or educational stages, thereby fostering smoother integration and minimizing disruptions.
9 - Encourage active parental involvement in their children's education by including them in individualized planning meetings, goal setting, and the ongoing monitoring of academic and behavioral progress.
10- Conduct periodic evaluations of inclusive practices by gathering feedback from teachers, parents, and children with mild intellectual disabilities to inform continuous improvement and ensure inclusive environments remain responsive and effective.

The findings of this study underscore several critical requirements for the successful educational inclusion of children with mild intellectual disabilities in Kuwait. These requirements are grouped into four main domains: those related to the child, the teacher, the school administration, and the physical infrastructure and resources. Child-related needs include the provision of support tools to address challenges in mobility, attention, communication, and social inter-

action, as well as the development of specialized curricula tailored to individual learning needs. For teachers, the results highlight the necessity of comprehensive professional development and access to instructional resources that enable effective teaching in inclusive classrooms. At the administrative level, the study identifies a lack of clear policies and strategic frameworks, alongside inadequate funding, as significant obstacles. Addressing these issues requires both the establishment of supportive policies and the allocation of sufficient resources. Additionally, improving infrastructure—such as accessible buildings and learning environments—is essential for fostering inclusion.

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