A PHENOMENOLOGICAL INQUIRY ON THE MECHANISMS AND PROCESSES OF INCLUSION IN SCHOOL CONTEXT AS EXPERIENCED BY TEACHERS AND PRINCIPALS: BASIS FOR A PROPOSED INCLUSION FRAMEWORK

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Abstract

This phenomenological study, titled "A Phenomenological Inquiry on the Mechanisms and Processes of Inclusion in School Context as Experienced by Teachers and Principals: Basis for a Proposed Inclusion Framework," aimed to explore and understand the inclusive practices within the Irosin II District, Sorsogon Province, during the school year 2022-2023. The research focused on the perceptions and experiences of teachers and principals regarding physical, academic, and social-emotional inclusion. By examining these practices, the study sought to contribute to the development of a proposed framework that would enhance inclusive education within the district.

The research was grounded in the assumption that the schools involved had diverse and effective inclusion practices that impacted the overall school environment. Additionally, it assumed that the varied experiences of teachers and principals significantly influenced these practices. These assumptions guided the inquiry, focusing on understanding the depth and breadth of inclusion as experienced by the participants.

The study was limited to schools within the Irosin II District, with a focus on physical, academic, and social-emotional inclusion. It excluded other districts in the Schools Division of Sorsogon and private schools in Sorsogon Province. This narrowed scope allowed the research to thoroughly explore specific inclusion practices and experiences, filling a gap in existing research by providing detailed insights into the real-time practices within these schools.

The findings highlighted a range of inclusive practices and identified gaps in the mechanisms and processes of inclusion within the schools. The diverse experiences of the twenty teachers and principals underscored the need for a structured inclusion framework to support and enhance these practices. This research offers valuable contributions to the discourse on inclusive education, providing a foundation for developing an effective inclusion framework tailored to the specific needs of the schools in the Irosin II District.

Keywords: Academic Inclusion, Educational Inclusion, Inclusive Education, Inclusion Framework, Inclusion Mechanisms, Inclusive Practices, Phenomenological

Inquiry, Physical Inclusion, School Environment, Social-Emotional Inclusion

Introduction

Education is fundamental to achieving sustainable development. Through education, we can improve the quality of our lives and become productive individuals in our society. However, equal opportunity to quality education has become an issue worldwide. The 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015, continues to evolve expressed in the declaration of transforming the world. It comprises 17 Sustainable Development Goals (SDGs) intending to eradicate poverty in all its forms and dimensions, combatting inequality within and among countries, preserve the planet, create sustained, inclusive, and sustainable economic growth, and foster social inclusion. The fourth sustainable development goal is intended to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

UNESCO stated that, despite the advancement in many fields, in education in particular, millions are still not able to acquire the right education and learning opportunities (UNESCO, 2023). This current issue calls for appropriate actions to achieve the millennium goal which is the "Education for All" (EFA).

Globally, one out of five children, adolescents, and youth, are completely excluded from education (UNESCO, 2018). Some of the reasons behind this are poverty, location, gender, religion, disability, and displacement. Nearly 40% of children do not have access to education in a language they understand, and children with disabilities continue to be disproportionally excluded from school. Three-quarters of all primary-age children – 9 million- who may never set foot in school are girls. Moreover, since 2000, an increase in migration and displacement has led to a 26% increase in migrant and immigrant children worldwide, making their inclusion in national education systems imperative. Before the Covid-19 pandemic, 20 percent of children and young people faced exclusion from education daily. The predicament has made some disparities more visible, widened existing inequalities, and led to new inequalities and exclusion in education particularly for marginalized and disadvantaged groups. Some 40% of the poorest countries could not support learners at risk during the epidemic, further signifying the fragility of the right to education.

Inclusive education is an issue among countries with marginalized ethnic groups. In Europe and Asia, it has been a concern for education to reach those children in rural areas (UNICEF, 2023). The inclusion of all learners in mainstream classrooms is significant to give equal rights to education despite their differences. It is a philosophy that regardless of disabilities every individual has the right to be merged into the normal classroom. Learners with special needs will be able to learn if they are merged with normal children. This is because they will have an opportunity to observe and adopt the social behavior that they have. Thus, isolating them is not the solution but rather would cause more painful situations. It is important to give them a chance and provide greater access to resources, teachers, and opportunities to function and interact with others. Moreover, to access information anyone else would have.

Furthermore, inclusive education has been part of the global educational vernacular for more than 25 years, based on the premise that for education to achieve its goal of providing access to an inclusive society and its common goods, education itself should be inclusive. Universalism underpins inclusive education, but it is commonly perceived as relating to specific populations, namely disabled students. Developments in inclusive education have been multi-leveled, influenced by international and national policy, as well as grassroots advocacy. Even in systems with strong segregation and exclusion structures, islands of inclusive practice are to be found but fully inclusive systems are elusive, and the nature of inclusive education remains contested.

The Philippines has been employing efforts to implement various programs to support inclusive education. One of the initiatives is the "Inclusive Education for All" program which aims to offer training to teachers and school administrators. According to Kenneth & Sales (2019), the Department of Education (DepEd) continues to provide the necessary educational interventions for learners with certain exceptionalities through its Special Education (SpEd) program. To date, DepEd has recognized a total of 648 Sped Centers and regular schools offering the program, 471 of which are catering to elementary students and 177 are catering to High School students (DepEd, 2019).

Moreover, the Department of Education (DepEd) has been working with the United Nations Educational, Scientific and Cultural Organization (UNESCO) to train teachers to include students with disabilities in their classrooms. This training covers topics such as adapting instruction for students with disabilities, creating a supportive learning environment, and working collaboratively with parents.

In 2019, the Department of Education (DepEd) released DepEd Order No. 21, titled Policy Guidelines on the K to 12 Basic Education Program includes a policy framework on inclusive education. This framework promotes the right of every Filipino to quality, equitable, culture-based, and complete basic education. In addition, former President Rodrigo Roa Duterte signed into law Republic Act No. 11650, dated March 11, 2022, titled Instituting a Policy of Inclusion and Services for Learners with Disabilities in Support of Inclusive Education Act (Llego, 2022).   This policy will identify the rights of people with disabilities, outline strategies for improving access to education and other services, and identify areas where additional support is needed.

The Basic Education Development Plan (BEDP) 20230 is a strategic roadmap for the Department of Education adopted through DepEd Order No. 24 s. 2022. It Shall serve as a blueprint for the next decade in formulating, implementing, coordinating, and monitoring plans, programs, and projects. It provides a strategic roadmap for the Department to follow in improving the delivery and quality of basic education. It addresses the immediate impacts of a pandemic on education anticipates the future of education and introduces innovation in fostering resiliency and embedding the rights of children in education. Accordingly, the field is encouraging to craft, introduce, and implement programs following the MATATAG Agenda. Taking good care of learners highlights the promotion of learner well-being, inclusive education, and a positive learning environment.

The Philippines has made substantial progress towards inclusive education in recent years. However, there are still things to be done. For inclusive education to be successful, everybody must cooperate, including students, families, educators, and community members to achieve a common goal. First, all schools must be properly equipped to accommodate students with disabilities. This includes having ramps and elevators for students who use wheelchairs, Braille textbooks for students who are blind or have low vision, and sign language interpreters for students who are deaf or hard of hearing. Second, all teachers must be properly trained to teach students with disabilities. This training should cover everything from accommodations and modifications to behavior management.

One way to make schools more inclusive is by training teachers to work with students with disabilities. Teachers need to identify the different types of disabilities, understand what they can do, and know how best to help them learn. Inclusive education also involves making sure that there are enough resources for students with disabilities, such as special equipment or materials they need to learn. Third, they need more support from the government. The government needs to provide funding for inclusive education initiatives and ensure that all schools comply with the law. Fourth, is the need for awareness of inclusive education. This includes educating parents, teachers, and students about what inclusive education is and why it is important.

Equipping teachers with the skills to handle learners with special needs is what can make inclusive education successful. They must be aware of the different types of disabilities students may have. This includes everything from physical disabilities to learning disabilities. Teachers should be familiar with

the mechanisms and processes for inclusion. Second, teachers need to be patient and understanding. Not all students learn the same way; some students may require more time and assistance than others. It is important to be patient and help these students at their own pace. Finally, teachers need to be openminded and flexible. Inclusive education is still a new concept for many schools, and some changes may be required for it to work correctly. Teachers must be willing to adapt their teaching style to meet the needs of all their students.

Despite the various programs and policies for inclusive education, and with the passing of the law for its institutionalization, many are still not included in mainstream schools. Likewise, those learners with special needs who are in the normal setup are not given appropriate interventions because of varied factors. One of these is the lack of training of the school heads and teachers on the implementation of this special education program.

Indeed, there are barriers to inclusive education. Foremost is the attitude. Societal norms often are the biggest barrier to inclusion. Old attitudes die hard, and many still resist the accommodation of students with disabilities and learning issues, as well as those from minority cultures. Prejudices against those with differences can lead to discrimination, which inhibits the educational process. The second is physical barriers. In economically deprived school systems, especially those in rural areas, dilapidated and poorly cared for buildings can restrict accessibility. Some of these facilities are not safe or healthy for any students. Many schools don't have the facilities to properly accommodate students with special needs, and local governments lack either the funds or the resolve to provide financial help. Another is the untrained

teachers. Teachers who are not trained or who are unwilling or unenthusiastic about working with differently-abled students are a drawback to successful inclusion. Training often falls short of real effectiveness, and instructors already straining under large workloads may resent the added duties of coming up with different approaches for the same lessons. Funding is another barrier. Adequate funding is a necessity for inclusion and yet it is rare. Schools often lack adequate facilities, qualified and properly trained teachers and other staff members, educational materials, and general support.

Overcoming the many barriers to inclusive education will require additional funding, but even more importantly, it requires the change of old and outdated attitudes. Studies support what many classroom teachers know by experience: that the benefits inclusion provides to all students easily justifies the effort. Similar to the reason above, if administrators don't understand the philosophy of inclusion or the capabilities of children with disabilities, it may be difficult to get the structure and procedure in place for an inclusive classroom.

In Irosin District, one of the known trailblazers in Inclusive Education that provides support in the locality is The Teachers' Gallery (TTG). The Teacher's Gallery (TTG) is a social enterprise founded on advocacy for inclusive education. It is currently run by passionate teachers and behind them is an Advisory Board of international and local technical experts in various fields of education. Enjoyment and immersive exploration became the core strategies in carrying out TTG's mission — building the skills and expertise of teachers while enabling a fulfilling, rewarding, and enjoyable experience in the process. TTG empowers educators in building inclusive communities.

The researcher as school head is experiencing struggles in implementing inclusivity in her respective school. Also, teachers are challenged on how to handle learners with special needs since they do not have training in handling diverse learners. Despite the policy for inclusive education, schools have limited mechanisms and interventions to successfully implement inclusion. Inclusive education practices are not observed and are therefore causing problems in terms of providing equal access to learning. Thus, this research study was initiated to propose a framework for mechanisms and processes to improve inclusive school practices.

Research Questions

The study attempted to determine ongoing inclusive practices of the schools in Irosin II District, Sorsogon Province, S.Y. 2022-2023.

Specifically, the study answered the following questions:

1. What are the ongoing practices of the schools on inclusions as experienced by teachers and principals particularly along with:
    a. Physical inclusion
    b. Academic inclusion
    c. Social and emotional inclusion
2. What are the experiences of the teachers and principals on inclusion, particularly along with the identified variables?

3. How do these experiences affect the schools' inclusive practices?

4. What are the different issues and gaps experienced by teachers and principals

along the mechanism and process of inclusion?

5. What framework on mechanisms and processes on inclusion can be designed and proposed to improve inclusive school practices?

Research Process

The research process for the study has been completed. The study followed a systematic and rigorous approach to gather insightful data and draw meaningful conclusions.

The initial phase involved formulating the research questions, which aimed to explore ongoing inclusive practices, the experiences of teachers and principals, and the impact of these experiences on inclusive practices in schools. The questions also delved into identifying issues and gaps in the mechanism and process of inclusion, with the ultimate goal of proposing an inclusive framework.

Following the formulation of research questions, the study proceeded to design the research methodology. The researcher chose a phenomenological inquiry approach to gain an in-depth understanding of the lived experiences of teachers and principals regarding inclusion. Purposive sampling is used to select participants who are more likely to provide useful information. This involved selecting a sample of twenty teachers and principals from Irosin II District, Sorsogon Province, during the school year 2022-2023.

Data collection methods included interviews, surveys, and observations, allowing the researchers to capture diverse perspectives and experiences related to physical, academic, and social-emotional inclusion. The study adhered to ethical considerations and obtained informed consent from participants.

Once the data were collected, the researchers engaged in thorough data analysis, identifying recurring themes, patterns, and insights. The analysis process involved interpreting participants' lived experiences and extracting meaningful findings relevant to the study's objectives.

The findings from the data analysis were then synthesized to address the research questions and validate the study's assumptions. The study successfully uncovered varied ongoing practices in the schools, diverse experiences of teachers and principals, and identified issues and gaps in the mechanism and process of inclusion.

In conclusion, the research process was executed meticulously, adhering to ethical standards and employing a phenomenological inquiry approach to provide a comprehensive exploration of inclusive practices in the context of the study. The outcomes of this research contribute to the knowledge base on inclusive education and lay the groundwork for the development of a proposed inclusion framework.

Findings and Interpretations

I-A Practices of the schools on inclusion, as experienced by teachers and principals, particularly along with physical inclusion

The findings from the discussions on instructional leadership practices in the context of inclusive education reveal a multifaceted approach to creating an

inclusive school environment. The study underscores the pivotal role of teachers and principals in shaping inclusive practices, with a specific focus on physical inclusion. Strategies and measures proposed by participants include the installation of ramps, the provision of designated parking spaces, and the incorporation of clear signage and markings. The emphasis on regular assessments and feedback mechanisms aligns with a dynamic and responsive approach to inclusivity. The discussions align with the philosophy of Universal Design, advocating for environments accessible to all individuals. The foundational elements of inclusive education orientation are highlighted, emphasizing comprehensive information, orientation sessions, and emotional comprehension among students. The discussions align with the principles of Inclusive Education, promoting equal opportunities and access to education for all students, regardless of abilities or disabilities.

Concerning school environment sustainability and safety measures, collaborative efforts in cleanliness maintenance and physical accessibility measures are emphasized. The importance of facilities, clear signage, ramps, railings, and hazard-free environments is collectively stressed, emphasizing the multi-faceted nature of creating an inclusive school environment. Teacher training initiatives reveal a phased approach to integrating teachers into inclusive education through

I-B. Practices of the schools on inclusion, as experienced by teachers and principals, particularly along with academic inclusion

The discussions on practices within schools related to inclusion, particularly academic inclusion, reveal a rich tapestry of experiences and strategies. Teachers and

seminars on Special Education, aligning with the principles of continuous professional development. The commitment to placing all students in age-appropriate basic education, regardless of challenges, reflects the core principle of inclusivity.

Regarding the accommodation plan for learners with special educational needs, the study identifies a need for formalized structures and the adoption of Universal Design principles. The absence of specialized assistive technology programs and equipment is acknowledged as a critical gap, emphasizing the importance of investing in resources for an inclusive learning environment. Support services for learners with special educational needs demonstrate a collaborative, multi-stakeholder approach involving external professionals, governmental and private entities, and internal adaptations in teaching methods. The varied support services underscore the holistic strategy to address the unique requirements of students with special needs.

Ongoing programs or initiatives to promote physical inclusion within the school community reveal diverse approaches, from active encouragement of parents and stakeholders to acknowledging current limitations. The emphasis on fostering physical inclusion highlights the commitment to creating a welcoming and inclusive atmosphere for all learners.

principals offer first-hand insights into the dynamics of academic inclusion, emphasizing not just theoretical frameworks but the practical implementation of inclusive practices. Strategies such as differentiated activities, targeted remediation, and inclusive education practices highlight a comprehensive approach to meeting the

academic needs of all students. The deployment of designated teachers, the promotion of high-quality education by school heads, and the emphasis on proactive interventions and continuous support underscore a collaborative effort for fostering an inclusive academic environment. The collective insights weave a narrative of inclusivity, adaptability, and continuous support, emphasizing the importance of tailored approaches in creating an environment where all students can thrive academically.

In evaluating the effectiveness of schools, participants highlight a multifaceted approach, encompassing both quantitative and qualitative measures. From monitoring students' progress, attendance, and participation to assessing social and emotional development, schools demonstrate a commitment to comprehensive evaluation. The emphasis on data analysis, feedback mechanisms, and continuous refinement of inclusion policies reflects a dynamic and evolving approach to evaluating school effectiveness.

Regarding teacher and staff training, responses vary, showcasing a spectrum of awareness regarding the need for training to meet the inclusive needs of all students. While some participants express a more generalized stance on training initiatives, others highlight proactive efforts, including seminars, workshops, and specialized sessions, to equip teachers with the necessary

skills. The acknowledgment of current gaps in training, coupled with active steps to seek guidance and expertise, underscores a commitment to ongoing improvement in addressing the needs of students with special education requirements.

In bridging the gap between students of different academic abilities, participants emphasize a range of initiatives. Professional development through seminars and workshops, differentiated instruction, after-school support, and peer tutoring programs are cited as effective measures. The multifaceted approach, including collaboration, diverse perspectives, and personalized support, reflects a holistic strategy to ensure all students have the resources and encouragement needed for academic success.

Insights into the design of inclusive curricula showcase a nuanced approach within schools. While some adhere to standard curricula with individual teacher adaptations, others acknowledge the complexity of achieving a truly inclusive curriculum and emphasize the need for continuous improvement. The ongoing process of modification and simplification to accommodate diverse needs underscores a commitment to adapting education to the unique requirements of all students. Overall, these discussions provide a comprehensive understanding of the challenges, successes, and evolving strategies for creating inclusive educational environments.

I-C. Practices of the Schools on Inclusion, as Experienced by Teachers and Principals, particularly along with Social and Emotional Inclusion

In the realm of inclusive education, schools exhibit a rich tapestry of practices aimed at addressing social and emotional issues faced by students. Participants underscored a

proactive approach, with orientation sessions, integration of values, and personalized interventions. Teachers, as noted by *Pgoms* and *Plis*, play a pivotal role by providing support and fostering a sense of belonging among students. The proposal for a Developmental Doctor, echoing inclusive education principles, aligns with scholars

like Thomas Hehir advocating for equal opportunities. School activities, proposed by *Plangs* and *Pdols*, contribute to a vibrant and inclusive culture. The collective strategies, including trained counselors, peer mentorship, and workshops, align with the principles of social emotional learning (SEL) and holistic education, as advocated by scholars like Daniel Goleman and John Dewey.

Meaningful relationships among students, teachers, and staff are cultivated through diverse strategies. Stakeholder involvement, open communication, and community engagement, highlighted by various participants, align with principles of inclusive education, Social Learning Theory, and organizational culture models. Participants underscored the importance of holistic student development through subjects like MAPEH and ESP, emphasizing the interconnectedness of academic and personal growth. The responses collectively emphasize the significance of inclusive practices, effective communication, and a supportive school culture in fostering meaningful relationships. Comprehensive anti-bullying policies are a shared

II. Experiences of the Teachers and Principals on Inclusion

The experiences shared by teachers and principals on the topic of inclusion provide valuable insights into the challenges, successes, and strategies involved in creating inclusive learning environments. Participants highlight the essence of inclusive education as a program designed to address the diverse needs of all students. Emphasizing the creation of a sense of belonging and the promotion of respect, these professionals navigate the complexities of fostering an environment that embraces diversity. *Pcas* offers a comprehensive view, stressing that effective inclusion goes beyond physical

commitment among schools, reflecting a dedication to creating a safe and inclusive environment. Participants unanimously affirm the existence of robust policies, emphasizing respect, empathy, and emotional well-being. The measures to ensure students feel safe and supported include community collaboration, individualized support, and anti-bullying policies. *Pcas* provides a comprehensive overview, highlighting the multifaceted approach schools employ to create a secure and supportive environment, emphasizing proactive measures, educational initiatives, and a supportive culture. Encouraging students to participate in extracurricular activities and community service projects aligns with the principles of holistic education. Participants showcase diverse strategies, such as forming school clubs, conducting various programs, and involving students in external activities. These efforts collectively contribute to creating a culture that inspires students to engage actively beyond the traditional academic curriculum, reflecting a commitment to nurturing students' diverse talents and instilling a sense of community responsibility.

accommodations and requires a cultural shift in schools to embrace diversity. The experiences underscore the benefits of inclusive environments, such as improved academic outcomes and enhanced collaboration among educators, while acknowledging the challenges that demand continuous commitment, resources, and professional development. Insights on the importance of teachers' knowledge and skills, the definition of inclusion as creating a supportive community, and the acknowledgment of both benefits and challenges highlight a commitment to the principles of inclusive education. These discussions collectively exemplify a

dedication to promoting equity, diversity, and ongoing efforts for a supportive learning environment for all.

III. How Teachers and Principals Experiences affect the Schools' Inclusive Practices

The findings from the discussions on how teachers' and principals' experiences affect schools' inclusive practices reveal a unanimous agreement among participants on the critical impact of challenges faced by educators. The shared perspective emphasizes that obstacles encountered by teachers and principals, such as the need to stay updated on evolving pedagogical strategies and adapting to diverse learning needs, act as significant barriers to the seamless implementation of inclusive practices. Limited opportunities for ongoing professional development are identified as a hindrance to acquiring essential skills and knowledge necessary for effectively addressing the diverse needs of students. Resource constraints, including inadequate funding and a shortage of specialized support staff, are highlighted as pivotal challenges directly compromising the provision of individualized attention and tailored resources crucial for meeting diverse learning needs. In essence, the experiences of educators grappling with these challenges have a tangible and direct impact on the overall inclusivity within school environments. These insights resonate with the principles of Social Justice in Education, emphasizing the need for systemic changes to ensure inclusive practices and equitable opportunities for all students.

IV. Different Issues and Gaps Experienced by Teachers and Principals along the Mechanism and Process of Inclusion

The discussions on Different Issues and Gaps Experienced by Teachers and Principals along the Mechanism and Process of Inclusion reveal a range of challenges that educators must navigate in their pursuit of creating an inclusive educational environment. A common challenge identified by participants, including *Pgons, Ptans, Pgoms, Plis, Psas,* and *Pgus*, is the lack of training for teachers, impacting the quality of support provided to students with diverse needs and requiring adjustments in activities to accommodate both struggling learners and regular pupils. *Pgas* emphasizes the difficulty in implementing programs for learners with different needs due to the absence of proper training and knowledge in dealing with individuals with disabilities. *Pias* and *Tes*in highlight time constraints as a significant challenge, affecting the learning progression of mainstreamed pupils with special needs and potentially impacting grade advancement and placement tests for their peers without special needs. *Pcas* introduces the dimension of education technology, pointing out challenges in personalizing content and resources for students with diverse learning needs within large educational systems, emphasizing the need for a complementary approach that supports personalized teaching methods. These insights align with the principle of Equity in Education, emphasizing the overarching need for equitable access to resources and support to create a more inclusive educational system that caters to the diverse needs of every student.

V. Framework on Mechanisms and Processes on Inclusion to Improve Inclusive Practices in School

The discussions on the Framework of Mechanisms and Processes on Inclusion reveal a collective understanding of the multifaceted nature of inclusive education, emphasizing the importance of a comprehensive and adaptable framework. Participants, including *Pgans, Ptans, Pgoms, Plis, Pgas, Pcas, Pogs, Tesin, Tesga, Pias, Pdols, Plang, Pbos, Ptis, Psas, Pgus, Ptons,* and *Pans,* offer valuable insights into key elements of this framework. Foundational components such as school facilities, teacher training, and a positive and inclusive culture are highlighted by various participants. *Pcas* emphasizes the significance of an inclusive curriculum, incorporating modules on

diversity, equity, and inclusion, Universal Design for Learning (UDL) principles, and Social-Emotional Learning (SEL). Tailored Individualized Education Plans (IEPs), collaborative projects, community engagement, and continuous feedback mechanisms underscore the commitment to personalized and adaptive strategies. The incorporation of dedicated time for teaching life skills, readiness assessments for Special Education (SPED) pupils, and a comprehensive strategy outlined by *Ptons* and *Pans* further enrich the framework. Collectively, these responses underscore the need for a well-rounded inclusion framework that considers diverse needs, promotes positive values, and ensures the readiness of both students and educators for a truly inclusive educational environment.

Conclusions

Based on the findings and interpretations presented, the researcher formulated the following conclusions:

1. Teachers and principals, in embracing a holistic approach, prioritize physical, academic, and social-emotional dimensions to create inclusive educational environments, demonstrating a dynamic commitment to equity and inclusivity for all students through their dedication to continuous improvement and collaboration.

2. Teachers and principals demonstrate a strong commitment to fostering inclusive learning environments by emphasizing principles such as addressing challenges and promoting respect, reflecting a cultural shift within schools toward inclusive education and a dedicated commitment to equity and continuous improvement for every student's well-being.

3. Teachers and principals unanimously agree on the challenges shaping schools' inclusive practices, emphasizing the need

for continuous professional development and resource allocation, highlighting the imperative for systemic changes to ensure equitable opportunities for all students and underscoring the intersection of education and social justice.

4. Teachers and principals face challenges in inclusion, from training gaps to implementing programs for diverse learners, emphasizing the need for supportive resources and personalized teaching methods, which stress the collective imperative for equitable education and highlight the importance of access and support for fostering inclusivity.

5. The Framework on Mechanisms and Processes of Inclusion highlights key elements such as school facilities, teacher training, and inclusive culture, along with features like inclusive curriculum and tailored IEPs, stressing the importance of a comprehensive framework in addressing diverse needs and promoting positive values for an inclusive educational environment.

Recommendations

Based on the conclusions, the following recommendations are formulated:

1. The need for teachers and principals to be sustain and enhance their multifaceted inclusive practices, integrating physical, academic, and social-emotional dimensions, through continuous improvement, evaluation, and collaborative efforts, is essential to ensure equity and foster a truly inclusive educational environment.

2. The experiences shared by teachers and principals can be viewed as exemplifying a steadfast commitment to cultivating diverse and inclusive learning environments, underlining foundational principles, promoting respect, and addressing challenges, ultimately reinforcing a commitment to equity and continuous improvement.

3. In considering teachers' and principals' experiences to be crucial in shaping inclusive practices, there is unanimous agreement on obstacles like the need for ongoing professional development and resource constraints, with these challenges being seen to underscore the intersection of education and social justice, emphasizing the need for systemic changes to ensure inclusivity and equitable opportunities for all students.

4. To address the issues and gaps experienced by teachers and principals in the inclusion process, various challenges, such as the lack of teacher training and time constraints, need to be recognized, while supporting personalized teaching methods and emphasizing the imperative for equity in education by providing access to resources and support for fostering a more inclusive educational system.

5. Embrace the Framework on Mechanisms and Processes of Inclusion as a shared understanding of inclusive education, highlighting crucial elements such as school facilities, teacher training, positive culture, inclusive curriculum, and tailored plans, underscoring the need for it to be emphasized the importance of a comprehensive and adaptable framework for creating a truly inclusive educational environment.

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