



Baseline Needs Analysis Of Differently Abled Students Of Tarlac State University

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Abstract: This study examines the baseline needs of differently-abled students at Tarlac State University (TSU) to foster an inclusive, equitable, and supportive educational environment in alignment with Republic Act No. 7277 (Magna Carta for Disabled Persons). Employing a mixed-methods research design, the study integrates qualitative and quantitative methodologies, including surveys, interviews, documentary analysis, and observation, to evaluate the experiences, challenges, and requirements of differently-abled students. The research focuses on key areas: education, health services, auxiliary social services, and accessibility, aiming to identify barriers and propose targeted interventions for enhanced inclusivity.

Findings reveal that TSU has made significant strides in promoting inclusivity through financial aid programs, extracurricular activities, and initiatives spearheaded by the International, Differently Abled, Indigenous, Marginalized Student Services Unit (IDIMSS). Students report high levels of satisfaction with opportunities for academic engagement and social inclusion, bolstered by proactive support systems. However, gaps remain in areas such as curriculum adaptation, faculty and staff training on inclusive teaching practices, and the availability of specialized learning resources. These shortcomings highlight the need for continued investment in adaptive technologies, customized educational materials, and comprehensive professional development for educators to better address the diverse needs of differently-abled students.

The study emphasizes the importance of institutional collaboration, policy refinement, and a commitment to inclusivity at all levels to empower differently-abled students. Recommendations include strengthening faculty training programs, implementing universal design principles in curriculum development, and expanding access to health and auxiliary services. By addressing these challenges, TSU can enhance its capacity to provide an equitable academic experience that values diversity and meets the unique needs of its students.

This research contributes to the broader discourse on inclusive education and its implications for public administration by providing actionable insights for educators, policymakers, and institutional leaders. Ultimately, the findings aim to establish a foundation for policies and practices that ensure all students, regardless of ability, can thrive academically, socially, and personally within an inclusive higher education framework.

Index Terms - Component, formatting, style, styling, insert.

I. INTRODUCTION

Inclusive education will form a basic part of the forward-thinking vision, considering the respect for and recognition of rights towards all persons with no discrimination on grounds of abilities or disabilities.

In such consideration, students with disabilities or the differently-abled feature at the core of the inclusivity discourse advanced in schools and educational institutions. To ensure equitable access to quality education on the part of such students, plus support services, a Baseline Needs Analysis ought to be vigorous. This study explores the requirements of students with special needs in education, social life, and psychology, which forms an essential statistic in developing effective and inclusive educational programs.

It was to result in these growing anxieties that the United Nations brought about Sustainable Development Goals in 2015. Perhaps the most relevant of these to the present issue was that of institutionalizing inclusive education, a slogan which wasn't new on the scene. UNESCO had declared

Education for All in the year 2000, acknowledging special attention to fulfill the educational needs of children having disabilities.

A notable effort towards mainstream education for children with disabilities is titled "The Right to Education for Persons with Disabilities: Towards Inclusion." This flagship endeavor was led by UNESCO, the International Disability Organization (IDO), UNICEF, the World Bank, and the Organisation for Economic Co-operation and Development (OECD). Inclusiveness is now apparently very important in educational institutions, the authors believe.

The UN Convention on the Rights of Persons with Disabilities, which was established in 2006, represents the inaugural human rights convention of the 21st century. This document is legally binding and offers extensive safeguards for the rights of individuals with disabilities, with the objective of guaranteeing equal human rights for everyone. The primary emphasis of the convention is on enhancing the accessibility and inclusivity of international development initiatives for individuals with disabilities. The aim is to spur collaboration among participants in research initiatives, enhance access to scientific and technical information, and tailor-made technical and economic support tailored to the specific requirements of a particular person with a disability.

To this effect, profound legislation and policies within the European Union itself and worldwide, particularly in mainstream education contexts, have further promoted the integration of students with autism (Woolfolk, Anita, Malcolm Hughes & Vivienne Walkup, 2013). In the same five years, the Ghanaian Government has made tremendous efforts towards the implementation of inclusive education, especially on learners with special needs under standard classrooms. It is significant to note that the Education Act of 2008 (Act 778), enacted by the Parliament of the Republic of Ghana, underscores the incorporation of conventional schools accommodating students with mild to moderate special needs and disabilities.

In 2015, the government of Ghana launched, through the Ministry of Education, the Inclusive Education Policy. This policy seeks to transform the national framework of education to be more responsive towards the diverse needs of all children. Consequently, all the efforts have so far provided a considerable increase in the enrollment rates of pupils with learning disabilities within mainstream schools all over Ghana (Ministry of Education, 2013).

At the locality or municipal level, Republic Act No. 7277, otherwise known as the Magna Carta for Disabled Persons, marks an important achievement in the promotion of the rights of individuals with disabilities. The law formalizes their rights and ensures equal treatment; it's a driving force for improvements in the quality of life for persons with disabilities. The Magna Carta offers a wide framework for the rights and entitlements of persons with disabilities. Their integration and active participation are encouraged in all forms of life within society, especially in the educational substructure. By virtue of this law, the Philippines shall be able to set up an inclusive educational environment that respects the intrinsically existing dignity of every student yet to show compassion and understanding in accommodating his diverse needs.

In addition, the education framework in the Philippines has embraced the principles of inclusive education, especially with private institutions, where such inclusion has been interwoven into pedagogical methodologies. However, much more endeavors are needed to ensure successful implementation of better-quality inclusive education in all educational institutions.

Students of different abilities comprise a diverse population, including students with physical disabilities and sensory impairments, intellectual disabilities, learning disabilities, and mental health conditions. These types of disabilities provide unique challenges that require specific approaches in addressing their educational needs. According to the NCES, in the fall year 2015-2016, students had a disability, reported by 19 percent of undergraduates and 12 percent of those graduate students. Veteran status and age are related to higher percent grades reporting disabilities for students. For example, 26% of the veterans compared to 19% of the nonveterans reported a disability among undergraduates.

Furthermore, 23 percent of undergraduates aged 30 or older reported having a disability, whereas students aged 15-23 reported only 18 percent. NCES counts students who are deaf or hard of hearing, blind or even with low vision, have learning disabilities, or have physical, mental, or emotional conditions related to difficulty walking or climbing stairs.

In 2022, the ACHA surveyed 54,000 undergraduates and found that 15% said they have attention-deficit/hyperactivity disorder (ADD or ADHD), 5% report having a learning disability, 4% blind or having low vision, and 3% autistic. About 2% of them were Deaf or hard-of-hearing, 1% had a mobility or dexterity disability, and 1% had a speech or language disability. While beyond the scope of this paper, the Americans with Disabilities Act (ADA) includes psychiatric disabilities such as anxiety disorders, substance addiction, and post-traumatic stress disorder (PTSD). Further data on the prevalence of these and other mental health conditions is available in the College Student Mental Health Statistics report.

The supporters of Inclusive education suggest that its mainstreaming goes beyond the mere integration of special needs students into the mainstream educational setting. It calls for the mainstreaming of suitable adjustments that will enable the student's active participation within the academic ventures in the education arena (Muega M, 2019).

In this study, Inclusive Education has gained significant support not only among school educators and administrators but also among the parents of disabled children in mainstream schools. Even though concerns in terms of opposition towards inclusion introduction in schools are general as raised during interviews, the severity they accorded for Inclusive Education for all children regardless of their physical or mental condition was steady. This is consistent with M.J. findings. According to the investigation conducted by Meynert (2014) inclusive education within the context of Sweden, participants recognized the importance embracing inclusive education despite the challenges experienced by educational framework of Philippines against other developed countries.

Inclusive Education promotes diversity and normalizes children's lives with special needs. Still, it is important to note that, although practice will have occurred in the schools each participant attended, much work is needed on the part of educators to ensure that superior quality Inclusive Education is put into effective action. Attention should not be given to the student's involvement in inclusive practices because the concept of inclusion has already been deeply embedded in private educational institutions in the Philippines. First, attention should be geared toward ensuring that the delivery of truly inclusive education is conformable with higher standards of quality.

The value of a Baseline Needs Analysis lies in its ability to identify specific challenges a special needs student faces within a particular educational environment. Assessment will reveal what support provisions exist currently, gaps in services offered, and areas needing strengthening. The institutional, policy-making, and other stakeholders, through understanding the basic needs of these students, will give them a basis for a targeted approach and policies towards creating an inclusive and supportive learning environment.

This research will take on the task of investigating inequalities in education experienced by students with disabilities and contribute to existing work dedicated to improving inclusive practices in educational contexts. This study will create an environment that recognizes diversity, meets each student's needs, and might imply a platform on which enhanced educational experiences could be developed for students of different abilities, and better results may be achieved. The overarching objective is to foster an educational environment that enables each individual to flourish and achieve their maximum potential, irrespective of their varying abilities.

Inclusion of students with disabilities in higher education continues to be a challenge that needs focused efforts to address inequities and promote inclusive practices. The study therefore underlines the importance of conducting a Baseline Needs Analysis within the context of Tarlac State University to identify specific barriers that students with special needs face. The research will provide actionable insight to institutional leaders and policymakers by examining existing provisions, identifying gaps, and determining what can be improved on in order to implement targeted interventions.

The study focuses on experiences that students with disabilities have at Tarlac State University and tries to explore inequalities within the educational framework provided in the institution. Thus, it aims to lay down some kind of foundation for developing an inclusive and supportive learning environment that values diversity and the individual needs of all learners. By creating such an atmosphere, the research aims at improving the learning experience and educational outcomes of students with varying abilities so that the academic environment becomes equitable and inclusive. The research results may guide policies and practices to be implemented at Tarlac State University to ensure that every student has the possibility of maximizing their potential and thriving within the institution.

Being a Technical Assistant in the TSU-Institutional Student Programs and Services (ISPS), the researcher has the appropriate authority to carry out the study. The ISPS administers the International, Differently Abled, Indigenous, Marginalized Student Services Unit (IDIMSS). As such, the researcher has the appropriate jurisdiction to obtain relevant documentation about the Differently-Abled students and to conduct any necessary surveys and interviews.

II. RESEARCH METHODOLOGY

To achieve the desired goals, the present study utilized a mixed-methods approach, where qualitative and quantitative data collection methods were integrated. The surveys, interviews, as well as focus group discussions with disabled students, their educators, parents, and relevant stakeholders was conducted. Moreover, the survey of statistical data and analysis of literature were performed to provide a holistic insight into the current state of inclusivity. The method of selecting a mixed approach is based on its capabilities in

conducting a comprehensive and well-rounded exploration of the baseline needs of the differently abled students. With the integration of both qualitative and quantitative research methods, the study can utilize the strengths of each approach while addressing limitations within the approaches themselves.

2.1 Locale of the Study

Tarlac State University is positioned in the province of Tarlac within the Central Luzon region of the Philippines. Specifically, it is located in Tarlac City, which serves as the provincial capital. The university comprises three campuses. The Main Campus of Tarlac State University is situated in Romulo Blvd., Brgy. Sn. Vicente, Tarlac City, Tarlac. The Lucinda Campus of Tarlac State University can be found in Brgy. Binauganan, Tarlac City, Tarlac. Lastly, the San Isidro Campus is located in Brgy. Sn. Isidro, Tarlac City, Tarlac.

2.2 Respondents of the Study

The respondents of the research were composed of samples among the population of Tarlac State University Students and Personnel with a total of one hundred fifty-two (152) respondents wherein sixty-four (64) are the Differently-Abled Students, fifty-eight (58) are the Educators, thirty (30) are the Tarlac State University employees.

2.3 Data Gathering Procedure

The researcher used the following data collection method.

Survey. The researchers provided questionnaires meant to address the study's challenge and relating to the safety seal checklist. Participants were asked to record and indicate their responses on the provided questionnaire.

Interview. On-site interviews and observation were also the major data gathering techniques for the study, secondary data sources are the documents provided by coordinated units that differently-abled students. Interviews were conducted based on the statement of the objective of the study. However, respondents have the freedom to talk about their experiences in a way in which they were comfortable.

Documentary Analysis. The needed documents shall be requested and obtained to the International, Differently Abled, Indigenous, Marginalized, Student Services Unit (IDIMSS) of Tarlac State University to schedule a personal interview to the chosen respondents.

Observation. The researcher captures non-verbal behaviors from data by means of observation in the form of body language, facial expressions, gestures, and even spatial arrangements. Because these behaviors are performed with the absence of verbal communication, certain emotions, attitudes, social dynamics, and cultural nuances will not be well captured through word-of-mouth communication.

2.4 Data Analysis

To clearly present their results, the researchers tabulated and arranged the data collected. Then, the same data was subjected to the following statistical treatments:

Frequency. The frequency of a data value in statistics is the number of occurrences of the following predetermined problems and suggestive measures has been met by the respondents.

Ranking. As the data is sorted out, this tool is used to convert numerical findings that are modified by rank. It was mostly used in this research to assess how a certain item's link with a group is determined.

Percentage. This is calculated for data presentation purposes to show the percentage of analysis of the respondents' scope based on the computation of the rating of problems they experience and potential improvement actions taken.

Mean. It is computed by dividing the sum of all the observations with the total number of observations. The following formula was used to present the response options of the respondents and corresponding value was assigned to get the weighted mean of each item. The formula that was used were as follows:

$$\text{Weighted mean} = [f(3) + f(2) + f(1)] / N$$

Where 5,4,3,2,1 = corresponding value

F = frequency of each response options

N = total number of respondents

Likert Scale. This is a method of measuring attitudes, opinions, or behavior by rating. It is a technique where a statement or question is presented followed by a number of response options, usually five to seven. Participants then decide which statement best reflects their feelings pertaining to the presented statement or question. On the other hand, Likert scales are designed to measure the range of possible responses in measuring the degree of agreement or people's feelings about a particular subject. Nevertheless, Likert scales are also prone to response bias. In other words, respondents tend to agree or disagree with all statements due

to fatigue, social pressure, or some people's tendency toward extreme responses, among others. Likert scales are also highly utilized in survey research and are highly prevalent in marketing, psychology, and other social sciences disciplines (Bhandari P and Nikolopoulou, 2023).

Index	Range	Adjectival Description
5	4.50 – 5.00	Excellent
4	3.50 – 4.49	Very Satisfactory
3	2.50 – 3.49	Satisfactory
2	1.50 – 2.49	Fair
1	1.00 – 1.49	Poor

III. RESULTS AND DISCUSSION

3.1 Problems Encountered and Proposed Measures of the Respondents

Table 1
Problems Encountered by the Respondents

Problems	Frequency	%
Mental Health Issues: Stress, anxiety, and depression due to various challenges faced.	97	63.82%
Transportation Issues: Difficulty in commuting to and from school due to inaccessible public transportation.	89	58.55%
Policy and Implementation Gaps: Inadequate implementation of policies and programs for differently-abled students.	71	46.71%
Insufficient Resources: Lack of access to necessary assistive devices and learning technologies.	69	45.39%
Exclusion from Sports and Arts: Limited opportunities for participation in sports, arts, and other extracurricular activities.	56	36.84%
Financial Constraint: High costs of specialized education and support services.	52	34.21%
Social Isolation: Being left out of extracurricular activities and social events.	50	32.89%
Lack of Educator Training: Insufficient training for educators on how to effectively teach and support differently-abled students.	48	31.58%
Physical Barriers: Inaccessible buildings, classrooms, and facilities	38	25.00%
Lack of Awareness and Advocacy: Limited public awareness about the rights and capabilities of differently-abled students.	38	25.00%
Discrimination: Stigma and discrimination from peers, educators, and staff.	34	22.37%
Lack of Inclusive Curriculum: Curriculum and teaching methods not adapted to the needs of differently-abled students.	31	20.39%
Institutional Barriers: Complicated administrative procedures and lack of coordination between various institutions and agencies.	30	19.74%
Insufficient Support Service: Lack of special education educators, guidance counselors, and support staff.	28	18.42%
Absence of Peer Support Programs: Lack of peer support and mentoring programs to help differently-abled students navigate their educational journey.	26	17.11%
Lack of Health Services: Insufficient integration of health, rehabilitation, and educational services.	21	13.82%
Limited Career Guidance: Lack of career counseling and employment support for students with disabilities.	16	10.53%

Table 2
Measures to Address Problems Encountered by the Respondents

Measures	Frequency	%
Transportation Services: Provide accessible transportation options, such as specially equipped school buses and subsidies for accessible public transportation.	109	71.71
Resource Allocation: Provide access to necessary assistive devices and technologies, such as screen readers, hearing aids, and adaptive software.	107	70.39
Employment and Career Development: Provide vocational training, internships, and job placement services for differently-abled students.	101	66.45
Disciplinary Development: Implement anti-discrimination policies and conduct awareness programs to foster an inclusive and respectful environment.	100	65.79
Renovation of Infrastructure and Facilities: Ensure all educational buildings and facilities are accessible by installing ramps, elevators, and accessible restrooms. Regular audits and updates of facilities are crucial.	97	63.82
Development of Inclusive Curriculum: Develop and implement an inclusive curriculum that accommodates various learning styles and needs. Use universal design principles for learning.	97	63.82
Simplification of Institutional Process: Simplify administrative procedures and improve inter-agency coordination.	92	60.53
Inclusive Extracurricular Activities: Ensure all extracurricular activities are inclusive and accessible.	92	60.53
Educator Training and Awareness: Conduct regular training programs for educators on inclusive education strategies and disability awareness.	88	57.89
Policy Development: Strengthen enforcement of existing policies and monitor implementation regularly.	84	55.26
Promotion of Awareness and Advocacy: Conduct public awareness campaigns to promote understanding and acceptance of differently-abled individuals.	82	53.95
Guidance and Counseling Services: Offer counseling and mental health services tailored to the needs of differently-abled students.	80	52.63
Development of Special Support Services: Hire and train special education educators, guidance counselors, and support staff. Provide continuous professional development opportunities.	79	51.97
Peer Support and Mentoring: Establish peer support and mentoring programs to help differently-abled students navigate their educational journey.	76	50.00
Health and Rehabilitation Services: Integrate health and rehabilitation services within the school system.	72	47.37
Financial Assistance: Offer scholarships, grants, and financial assistance programs specifically for differently-abled students.	66	43.42
Social Inclusion: Promote inclusive participation in extracurricular activities and create social integration programs.	64	42.11

3.2 Summary of Findings

1. The study identifies several challenges faced by differently-abled students, based on responses from 152 participants. Mental health issues were the most prevalent, with 97 respondents (63.82%) reporting stress, anxiety, and depression due to academic pressures, highlighting the need for specialized mental health support.
2. Transportation barriers were also significant, with 89 respondents (58.55%) citing difficulties in accessing public transportation, which restricts participation in school activities.
3. Respondents, about 71 (46.71%), reported to experience policy and implementation gaps-to mean that though good policies are in place, their benefit is hindered by the poor execution.
4. Respondents, 69 (45.39%), reported to be affected due to scarce resources including assistive devices, which are vital for effective learning.
5. Respondents, 56 (36.84%), were affected through exclusion from extracurricular activities like sports and arts, thus bringing a need for more inclusive programs.
6. Respondents (34.21%) faced financial constraints; hence, they could not access specialized education and fundamental facilities.
7. Isolation also took the character of aggravated mental well-being of students due to 50 respondents (32.89%).
8. The need for educator training to handle differently-abled students was raised by 48 respondents (31.58%).
9. The physical facilities in schools were a problem for 38 respondents (25%).
10. Lack of awareness and advocacy on the rights of students with special needs by 38 respondents (25%).
11. Being discriminated against by 34 respondents (22.37%) affects the self-esteem and learning processes of students;
12. The absence of a curriculum that reflects the needs and experiences of such students is reported by 31 respondents (20.39%).
13. Lack of peer support programs and health services was reported by 26 respondents (17.11%) and 21 respondents (13.82%), respectively, indicating that the support systems need to be more comprehensive.
14. 16 respondents (10.53%) highlighted that there is a lack of career guidance, and thus post-school opportunities are not available for differently-abled students.
15. The most commonly recommended measure is provision of accessible transportation, including available school buses and subsidy on public transport that enable a safe and reliable journey to and from school, by 109 participants (71.71%).
16. Allocation of resources is also approved by 107 respondents at 70.39%, which addresses the issue where students need aids such as readers for the screen, hearing aides, and adaptive software.
17. Employment and career advancement, validated by 101 respondents at 66.45%, focuses on vocational training, on-the-job experiences, and job placement for students with disability
18. Disciplinary development, a product of the views of 100 respondents at 65.79%, calls for anti-discrimination policies and awareness programs to re-orient towards a less discriminatory environment.
19. In favor of school infrastructure renovation, 97 respondents were on board with installing ramps, elevators, and accessible restrooms to break up physical barriers, meaning that 63.82% were in favor of renovation.
20. Again, an almost similar number of 97 (63.82%) supported an inclusive curriculum where a number of diverse learning needs are taken into account by universal design principles.
21. Streamline institutional processes: 92 respondents, or 60.53% of the respondents, propose that it is easier to access services if bureaucratic procedures are streamlined.
22. Inclusive extracurricular activities, supported by 92 respondents (60.53%), aim at social integration and personal development because it's more inclusive for all students. It offers them opportunities in sports and arts.
23. Educator training, supported by 88 respondents (57.89%), will sensitize educators on techniques to be used in inclusive education and about disability.
24. Policy development, backed by 84 respondents (55.26%), will ensure that strengthened and enforced policies are implemented for the differently-abled students.
25. Awareness and advocacy promotion, as supported by 82 respondents (53.95%), will increase public campaigns to achieve social enlightenment and awareness.
26. Guidance and counseling services, supported by 80 respondents (52.63%), will ensure that proper mental and emotional support is offered to special needs students.
27. Special support services, supported by 79 respondents (51.97%), suggest hiring and training special education educators and support personnel to provide individual support.

28. Support through peer support and peer mentoring is supported by 76 respondents (50%), so that students are guided and accompanied during their education.
29. Health and rehabilitation services, supported by 72 respondents (47.37%), require integrated medical and therapeutic support within schools.
30. Financial aid, supported by 66 respondents (43.42%), recommends scholarships and grants to alleviate the costs that are particularly specific to the specialized education.
31. Social inclusion, supported by 64 respondents (42.11%), is concerned with the promotion of inclusive participation in activities that break social barriers.

3.3 Conclusions

Based on the findings of the study, the following conclusions were drawn.

1. The high incidence of mental health issues among the disabled students underscores the need for specific targeted mental health services. It is necessary to reduce the levels of stress, anxiety, and depression in order to counter the academic and social pressures to which these students are exposed.
2. Availability of transportation helps facilitate access of the disabled students to all activities undertaken within the school. Development of means of public transport, safe, reliable and accessible to institutions of learning may help enhance participation of disabled students and a sense of belonging within school.
3. The provisions for supportive policies exist but are weakly implemented; a critical gap exists here. The policies need stronger enforcement and better execution to ensure adequate support for differently-abled students and to actually satisfy their needs.
4. The non-availability of essential assistive technology marks the paramount need to channel more resources. Equal access for students to all sorts of essential tools, such as a screen reader or adaptive software is fundamental for setting up a fair and integrated learning environment
5. Not allowing the differently abled in any extracurricular activity is not just another indicator of the failure of including diversity.
6. Financial issues of the physically challenged students are also worth mentioning as a reason for better funding and support mechanisms. If we alleviate the financial pressures of special education, it is possible to make this learning accessible and provide every learner with adequate resources to flourish.
7. Social isolation aggravates mental health cases, while the lack of education training for educators limits their capabilities to effectively support the needy students. Social integration with professional development for the instructors is a key component toward an environment where differently-abled students feel cared and understood.
8. Lack of accessible school infrastructures poses significant barriers for pupils with different abilities. Availability of ramps, elevators, among other accessibility features in schools are a guarantee to offer a holistic support system to the learners in place.
9. A greater level of awareness and advocacy on the rights of the differently abled calls for more education of the larger society about disability issues. The creation of such an awareness will lead to better understanding, acceptance, and support within schools and within the broader community.
10. Discrimination erodes the confidence and academic performance of the students with disabilities. The incorporation of effective anti-discrimination policies along with a school culture that emphasizes inclusion will ensure respect for all students, their dignity, and their ability to succeed in a supportive environment.
11. Exclusive curriculum that does not take into consideration the needs of diverse students in classrooms limits their potential because the development of an inclusive curriculum guided by the principles of universal design ensures equal access by all students to education.
12. Insufficient institutional support, including special education educators and counselors, remains an area of need for more complete services. These systems can be expanded in order to help ensure that the appropriately enabled student receives specific aid to serve their academic and personal futures.
13. Lack of peer support programs and integrated health services are an indicator that there is a need for a more holistic approach to the well-being of students. The provision of emotional, social, and physical support will make differently-abled students feel more connected and supported within their school communities.
14. Specialized career development programs for students with disabilities ensure their future does not get restricted. It prepares students for life after school by being self-reliant as well as prepares them for the workforce with the necessary skills and tools.

15. Accessible transportation is important for assisting participation opportunities of students with other physical difficulties in all aspects of schooling: safe, efficient means transport can eliminate some considerable restrictions and create better in school experiences.
16. Assisting diverse learning needs is accomplished through providing assistive technologies for all, thus ensuring that these resources are properly allocated to achieve support of differently-abled students to enable them to interact more effectively with the curriculum and consequently achieve success.
17. Vocational training, internships, and job placement services must be provided to the differently-abled students for their successful future. This will help empower students and ensure their smooth transition into adulthood and the workforce.
18. Anti-discrimination policies and awareness programs must be implemented to create an inclusive school culture. These will promote respect and equality, creating a supportive environment where all students can thrive.
19. Upgrading school infrastructure to remove physical barriers is necessary to create an accessible and inclusive learning environment. Ensuring that all students can navigate school facilities independently and comfortably is crucial for promoting equality in education.
20. Curriculum development that would encompass diverse student needs for inclusive learning should be achieved. That way, the success of all the learners will be equally ensured because the educational experience will become more flexible and accessible in the light of universal design principles.
21. Simplification of the bureaucratic processes will greatly enhance service accessibility to the differently-abled students. Institutional processes would become streamlined and accessible. There would be a decrease in the barriers that limit student access to services as needed in a timely fashion.
22. Access to extracurricular activities is essential for the social and personal development of the differently-abled students. Equal participation in sports and arts will help create an atmosphere of inclusiveness and break social barriers.
23. Educators must receive specialized training in inclusive education practices to be able to provide a supportive environment for students with disabilities. Continuous professional development in awareness of disability and teaching methods will ensure that educators meet the diverse needs of the students.
24. Strengthening and enforcing policies that benefit differently-abled students is key to ensuring a supportive educational system. Clear and effective policies will provide the framework necessary for delivering high-quality education and support to these students.
25. Promoting awareness and advocacy will increase societal understanding of the challenges faced by differently-abled students. Public campaigns and educational initiatives can foster a more inclusive society where these students are better supported.
26. Support emotionally and mentally-impacted students, the disabled with tailored guidance and counseling. There is a great need for personalized support as the same will ensure the resources necessary for navigating school effectively for these students.
27. Specialized support services- Trained special education educators will be needed to meet the unique educational needs of a differently-abled student. They will ensure that students receive the individualized attention and support they need to reach their full potential.
28. Peer support and mentoring programs offer these differently-abled students valuable social and emotional support. The process of mentorship helps a student feel more attached and confident in their academic path.
29. The provision of integrated health and rehabilitation services in school is very crucial towards restoring the physique and psyches of disabled students. Overall care helps students receive medical and therapeutic support to enable them achieve their goals at school.
30. Financial aid, in the form of scholarship and grants, will help offset the cost of special education; thus, the differently abled will be able to access education without financial restraints.
31. The breaking down of social barriers must begin with ensuring that all activities conducted in a school are accessible to each student, and thus everyone is included, and thereby social inclusion through accessible activities is promoted, fostering feelings of belonging and positive interactions.

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