

INCLUSIVE EDUCATION

Dr. Sandip Kumar Srivastava

Associate Professor in B. Ed Department, Shri Lal Bahadur Shastri Degree College, Gonda,
Uttar Pradesh, India

ABSTRACT: Inclusive education is the most effective way to give all children a fair chance to go to school, learn and develop the skills they need to thrive. Inclusive education means all children in the same classrooms, in the same schools. It means real learning opportunities for groups who have traditionally been excluded – not only children with disabilities, but speakers of minority languages too. Inclusive systems value the unique contributions students of all backgrounds bring to the classroom and allow diverse groups to grow side by side, to the benefit of all.

To close the education gap for children with disabilities, UNICEF supports government efforts to foster and monitor inclusive education systems. Our work focuses on four key areas:

- **Advocacy:** UNICEF promotes inclusive education in discussions, high-level events and other forms of outreach geared towards policymakers and the general public.
- **Awareness-raising:** UNICEF shines a spotlight on the needs of children with disabilities by conducting research and hosting roundtables, workshops and other events for government partners.
- **Capacity-building:** UNICEF builds the capacity of education systems in partner countries by training teachers, administrators and communities, and providing technical assistance to Governments.
- **Implementation support:** UNICEF assists with monitoring and evaluation in partner countries to close the implementation gap between policy and practice.

KEYWORDS: inclusive, education, UNICEF, government, policy, children, benefit

I. INTRODUCTION

Inclusion in education refers to a model wherein students with special needs spend most or all of their time with non-special (general education) needs students. It arose in the context of special education with an individualized education program or 504 plan, and is built on the notion that it is more effective for students with special needs to have said mixed experience for them to be more successful in social interactions leading to further success in life. Inclusion rejects but still provides the use of special schools or classrooms to separate students with disabilities from students without disabilities. Schools with inclusive classrooms do not believe in separate classrooms. They do not have their own separate world so they have to learn how to operate with students while being less focused on by teachers due to a higher student to teacher ratio. Inclusive education differs from the 'integration' or 'mainstreaming' model of education, which tended to be concerned principally with disability and special educational needs, and learners changing or becoming 'ready for' or deserving of accommodation by the mainstream. By contrast, inclusion is about the child's right to participate and the school's duty to accept the child.[1,2]

Building disability Inclusive Education through Data



Illustration credit: Colorful Studio/Shutterstock.com

Key Features of Inclusive Education

- Generally, inclusive education will be successful if these important features and practices are followed:
- Accepting unconditionally all children into regular classes and the life of the school.
- Providing as much support to children, teachers and classrooms as necessary to ensure that all children can participate in their schools and classes.
- Looking at all children at what they can do rather than what they cannot do.
- Teachers and parents have high expectations of all children.
- Developing education goals according to each child's abilities. This means that children do not need to have the same education goals in order to learn together in regular classes.
- Designing schools and classes in ways that help children learn and achieve to their fullest potential (for example, by developing class time tables for allowing more individual attention for all students).
- Having strong leadership for inclusion from school principals and other administrators.
- Having teachers who have knowledge about different ways of teaching so that children with various abilities and strengths can learn together.
- Having principals, teachers, parents and others work together to determine the most affective ways of providing a quality education in an inclusive environment.[3,4]
-



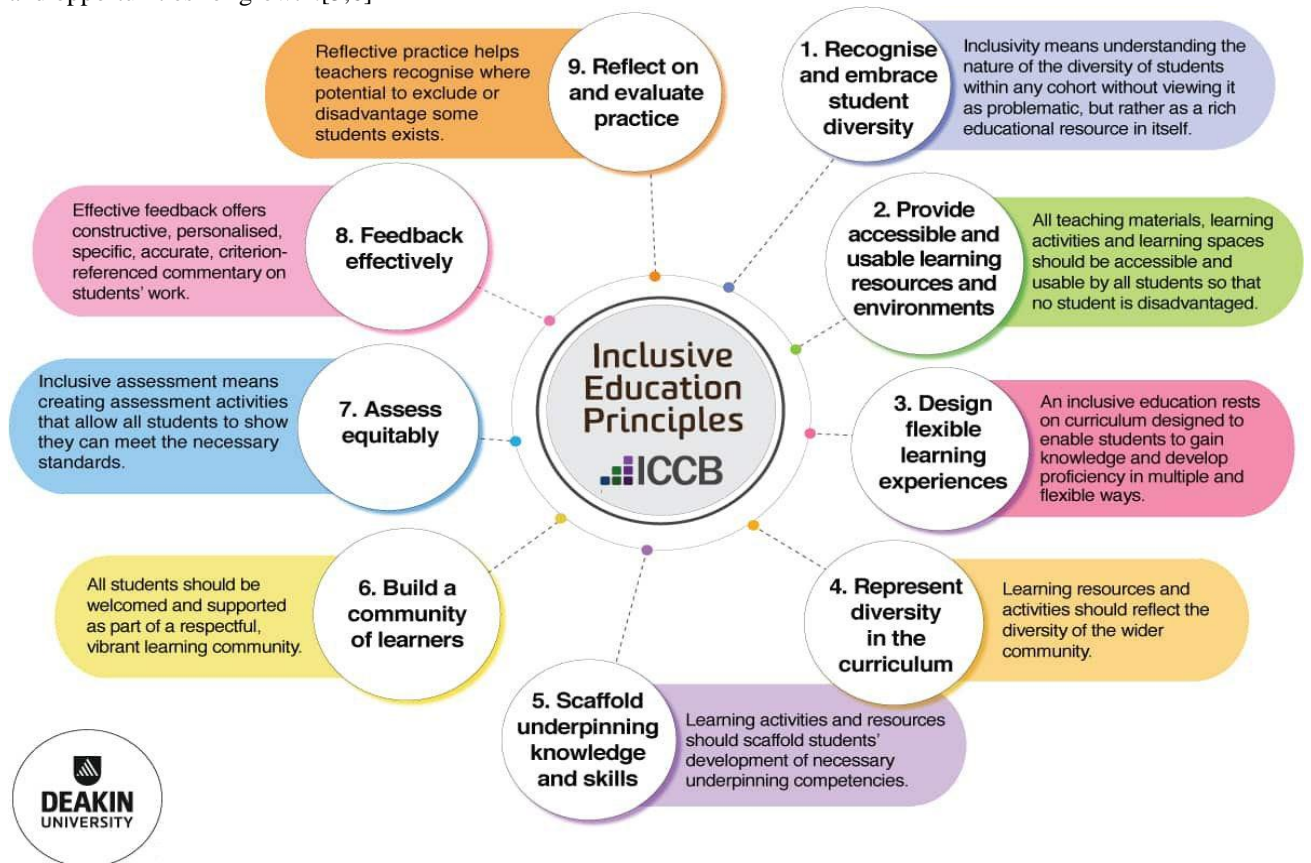
Example of inclusive education

II. OBSERVATIONS

Over the years, the benefits of providing an inclusive education to all children have been shown. Inclusive education (when practiced well) is very important because:

- All children are able to be part of their community and develop a sense of belonging and become better prepared for life in the community as children and adults.
- It provides better opportunities for learning. Children with varying abilities are often better motivated when they learn in classes surrounded by other children.

- The expectations of all the children are higher. Successful inclusion attempts to develop an individual’s strengths and gifts.
- It allows children to work on individual goals while being with other students their own age.
- It encourages the involvement of parents in the education of their children and the activities of their local schools.
- It fosters a culture of respect and belonging. It also provides the opportunity to learn about and accept individual differences.
- It provides all children with opportunities to develop friendships with one another. Friendships provide role models and opportunities for growth.[5,6]



Significance

- Education in emergencies provides an opportunity to build inclusive education systems from the beginning in situations where education systems have largely or sometimes entirely broken down.
- Support and training for educators working in emergency situations is critical to the success of inclusive education interventions, given that teachers are often untrained and often traumatized as a result of the crisis as well. Proper training and awareness-raising provides an opportunity for teachers to ensure accessibility for all learners, according to their needs.
- Inclusive education is “democracy in action”. It offers a chance to rebuild broken societies and bring people together from across divides as they face a common challenge in providing all learners with equitable access to safe and relevant education, as well as instilling a culture of acceptance of difference and diversity.
- Education For All as set out in the Dakar Framework for Action, really does mean education for all, including those children, numbering 65 million, whose education has been disrupted by humanitarian crises. That includes those who have disabilities from prior to the disaster or as a result of the natural or man-made disaster.
- Education in emergency situations arguably requires more focus on ensuring access for persons with disabilities given that natural and man-made disasters cause physical and psychological damage to people. Persons with disabilities are also likely to face increased risks and suffer even more of a disadvantage in terms

of access to aid (including food, water, shelter), precisely because they are unable to physically access food distribution points, water points, sanitation facilities, schools, and so on.[7,8]



Including students with disability

III. DISCUSSION

It is the implementation of the 'policy and process' that allows all children to participate in all programmes. 'Policy' means that disabled children should be accepted without any restrictions in all the educational programmes meant for other children. It denotes equality, and accepts every child with his own unique capabilities. This principle must be accepted by all the international, national and local programmes. The 'process' of inclusion denotes the ways in which the system makes itself welcoming to all. In terms of inclusion of disabled children, it means the shift in services from 'care of the disabled child' to his 'education and personal development'. Inclusive education goes one step further by defining these children as 'children with special needs' who need special attention, rather than children who are 'impaired' or 'handicapped'. Inclusive education is nothing but 'Making the programme for disabled children as an integral part of the general educational system rather than a system within general education'.[9]

Objectives of policies on inclusive education

1. The governments have to give the highest policy and budgetary priority to improve their education systems to enable them to include all children regardless of individual differences or difficulties.
2. The governments have to adopt as a matter of law or policy the principle of inclusive education, enrolling all children in regular schools unless there are compelling reasons for doing otherwise.
3. The training programmes for the teachers have to include the education of disabled children.
4. All children have access to general education system, to expand the coverage to reach the unreached population.[10]



UNESCO (1994) states that 'All children learn together, whatever possible, regardless of any difficulties or differences they may have. Inclusive schools must recognise and respond to the diverse needs of their students, accommodating both different styles and rates of learning and ensuing quality education to all through appropriate curricula, organisational arrangements, teaching strategies, resource use and partnerships with their communities'. Inclusive education promotes child-to-child learning and participation of parents and community in planning and execution of services for children in general and disabled children in particular.

In several parts of India, the Project Integrated Education for the Disabled (PIED) has been functioning since 1987. A Composite Area Approach (CAA) is followed where regular classroom teachers, specialist teachers, parents and community members jointly work in the programme. The regular teachers are given training in handling disabled children.[11,12]

IV. RESULTS

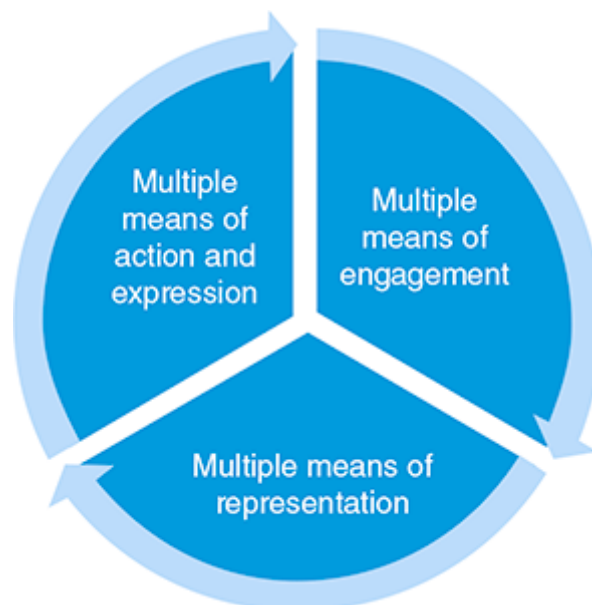
Scope of Inclusive Education

The concept of Inclusion is often discussed as though it applies only to students with disabilities. In reality, Inclusive Education has much wider scope. According to Booth and Ainscow, Inclusion in education involves:



- 1) Valuing all students and staff equally.
- 2) Reducing student 's exclusion from schools and focusing their increase participation in the cultures, curricula and communities of local schools.
- 3) To respond to the diversity of students in the locality, there is a need for restructuring the culture, policies and practices in schools.
- 4) Reducing barriers to learning and participation for all students in the schools. Especially those who are categorized as having special educational needs.
- 5) Learning from attempts to overcome barriers to the access and participation of particular students to make changes for the benefit of students more widely.
- 6) Viewing the difference between students as resources to support learning, rather than as problems to be overcome.
- 7) Acknowledging the right of students to an education in their locality.
- 8) Improving schools for staff as well as for students.
- 9) Emphasizing the role of schools in building community and developing values, as well as in increasing achievement.
- 10) Fostering mutually sustaining relationships between schools and communities.
- 11) Recognizing that inclusion in education is one aspect of inclusion in society

The Scope of Inclusive Education on the basis of the persons it caters to can be described as ones who are covered under the title of Children with Special Needs (CWSN) as well as ones who are fully abled, yet are at a very disadvantaged position [13,14]



Pedagogy for inclusive education

CWSN includes children facing the following problems:

- a) Physical/Motor-muscular dystrophy, multiple sclerosis, chronic asthma, epilepsy, etc.
- b) Developmental/Intellectual-down syndrome, autism, dyslexia, processing disorders
- c) Behavioral/Emotional-ADD, bi-polar, oppositional defiance disorder, etc.
- d) Sensory Impaired- Blind, visually impaired, deaf, limited hearing etc[15]

Children in disadvantaged positions includes:

- 1.Children engaged in workforce (through child labour or family profession)
- 2.Children in remote and secluded areas with minimal access to the outside world.
- 3.Children of migrant laborers and refugees (owing to natural calamities or war)
- 4.Female Children living in unfavorable circumstances (sex trafficking, child marriage)
- 5.Children of minority group (exclusion based on caste, religion, race etc.)
- 6.Children suffering from abuse at home (from parents)[16,17]

V. CONCLUSION

Ensuring that each individual has an equal opportunity for educational progress remains a challenge worldwide. Sustainable Development Goal 4 on Education and the Education 2030 Framework for Action emphasize inclusion and equity as laying the foundations for quality education. The UNESCO Convention against Discrimination in Education (1960) and other international human rights treaties prohibit any exclusion from, or limitation to, educational opportunities on the basis of socially-ascribed or perceived differences, such as by sex, ethnic/social origin, language, religion, nationality, economic condition, ability.[18]

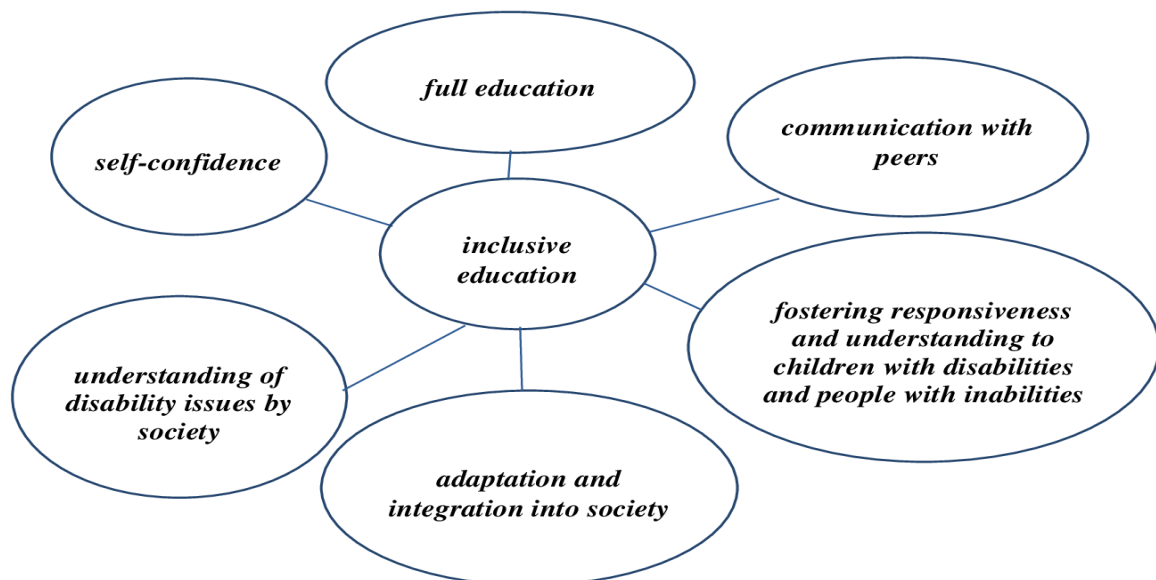


Figure 2. The concept of inclusive education focused on the sustainable development of society

Reaching excluded and marginalized groups and providing them with quality education requires the development and implementation of inclusive policies and programmes.

In this context, UNESCO promotes inclusive education systems that remove the barriers limiting the participation and achievement of all learners,[19] respect diverse needs, abilities and characteristics and that eliminate all forms of discrimination in the learning environment. UNESCO works with governments and partners to address exclusion from,

and inequality in, education. Among marginalized and vulnerable groups, UNESCO pays special attention to children with disabilities as they are overrepresented in the population of those who are not in education. Indigenous people also continue to experience exclusion within and from education.[20]

REFERENCES

1. Allen, K.E., Schwartz, I
2. Scheyer et al. (1996). *The Inclusive Classroom Teacher Created Materials*, Inc. The Inclusive Classroom
3. "What is Inclusive Design". Inclusive Design Research Centre. OCAD University. Retrieved 13 November 2015.
4. Wilkinson, Richard; Pickett, Kate (2010). *The Spirit Level- Why Equity is Better for Everyone* (2010 ed.). England: Penguin Books. p. 113. ISBN 978-0-241-95429-4.
5. "SDG4's 10 targets". Global Campaign For Education. Retrieved 2020-09-22.
6. Taylor, S.J. & Ferguson, D. (1985). A summary of strategies utilized in model programs and resource materials. In: S. Stainback & W. Stainback, *Integration of Students with Severe Handicaps in Regular Schools*. Washington, DC: The Council for Exceptional Children.
7. Schnorr, Roberta F. (1 December 1990). "'Peter? He comes and goes...': First Graders' Perspectives on a Part-Time Mainstream Student". *Journal of the Association for Persons with Severe Handicaps*. 15 (4): 231–240. doi:10.1177/154079699001500402. S2CID 144209228.
8. Forest, M. (1986, winter). *Education Integration/Integracion Scolaire*. *Entourage*, 1(1): 19-23.
9. Sapon-Shevin, M., Ayres, B., & Duncan, J. (1994). Cooperative learning and inclusion. In: J. S. Thousand, R.A. Villa, & A.I. Nevens, *Creativity and Collaborative Learning: A Practical Guide to Empowering Students and Teachers*. (pp. 45-58). Baltimore, MD: Paul H. Brookes.
10. Biklen, D. (1985). *Achieving the Complete School: Strategies for Effective Mainsreaming*. NY, NY: Teachers College Press.
11. Salisbury, Christine L.; Palombaro, Mary M.; Hollowood, Tia M. (June 1993). "On the Nature and Change of an Inclusive Elementary School". *Journal of the Association for Persons with Severe Handicaps*. 18 (2): 75–84. doi:10.1177/154079699301800201. S2CID 145006119.
12. Hunt, Pam; Goetz, Lori; Anderson, Jacki (June 1986). "The Quality of IEP Objectives Associated with Placement on Integrated versus Segregated School Sites". *Journal of the Association for Persons with Severe Handicaps*. 11 (2): 125–130. doi:10.1177/154079698601100206. S2CID 38591577.
13. Snell, Martha E.; Browder, Diane M. (1 March 1986). "Community-Referenced Instruction: Research and Issues". *Journal of the Association for Persons with Severe Handicaps*. 11 (1): 1–11. doi:10.1177/154079698601100101. S2CID 141111103.
14. Wolfe, Pamela S. (1 March 1994). "Judgment of the Social Validity of Instructional Strategies Used in Community-Based Instructional Sites". *Journal of the Association for Persons with Severe Handicaps*. 19 (1): 43–51. doi:10.1177/154079699401900105. S2CID 144392134.
15. Racino, J. (1999). Table 6.3: Curriculum for students with severe handicaps. *Personnel Preparation in Disability and Community Life: Toward Universal Approaches to Support*. (p. 134). Springfield, IL: Charles C. Thomas Publishers.
16. Ford, A. & Davern, L. (1989). Moving forward on school integration: Strategies for involving studennt with severe disabilities in the life of the school. In: R. Gaylord-Ross, *Integration Strategies for Persons with Handicaps*. (pp. 11-31). Baltimore, MD: Paul H. Brookes.
17. Brown, Lou; Schwarz, Patrick; Udvari-Solner, Alice; Kampschroer, Elise Frattura; Johnson, Fran; Jorgensen, Jack; Gruenewald, Lee (1 March 1991). "How Much Time Should Students with Severe Intellectual Disabilities Spend in Regular Education Classrooms and Elsewhere?". *Journal of the Association for Persons with Severe Handicaps*. 16 (1): 39–47. doi:10.1177/154079699101600105. S2CID 143551059.
18. Tapasak, Renée C.; Walther-Thomas, Christine S. (1 July 1999). "Evaluation of a First-Year Inclusion Program: Student Perceptions and Classroom Performance". *Remedial and Special Education*. 20 (4): 216–225. doi:10.1177/074193259902000405. S2CID 145754888.
19. Davis, William E. (1 February 1989). "The Regular Education Initiative Debate: Its Promises and Problems". *Exceptional Children*. 55 (5): 440–446. doi:10.1177/001440298905500507. S2CID 143074474.
20. Kauffman, James M. (1 October 1989). "The Regular Education Initiative as Reagan-Bush Education Policy: A Trickle-Down Theory of Education of the Hard-to-Teach". *The Journal of Special Education*. 23 (3): 256–278. doi:10.1177/002246698902300303. S2CID 145553280.