

**GOOD PRACTICES: CASE STUDIES OF SUCCESSFUL INCLUSIVE EDUCATION**

(Guideline for inclusive education)

Bharati P. Sasane¹ & Dr. Anita Belapurkar²¹Research Scholar, Azam College of Education²Azam College of Education**Abstract**

The persons are disabled as a result of mental, physical or sensory impairment. These individuals are often limited by both physical and social barriers which exclude them from society and prevent them from actively participating in the development of their nations. This document provides guidelines and concepts for rendering National Education Plans / Education for All (EFA) more inclusive, with the objective of ensuring access and quality education for ALL learners. This paper is intended to systematize how excluded children are planned for in education. It begins with a brief introduction, which provides a historical perspective on the origins of inclusion and describes the shift from integration towards inclusion.



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Introduction

In UNESCO's efforts to assist countries in making National Plans for Education more inclusive, we recognized the lack of guidelines to assist in this important process. As such, the Inclusive Education Team began an exercise to develop these much needed tools. The elaboration of this manual has been a learning experience in itself. A dialogue with stakeholders was initiated in the early stages of elaboration of this document. "Guidelines for Inclusion: Ensuring Access to Education for All",

1 Inclusion's Origins in Special Education: The Shift from Integration to Inclusion

Inclusion as we know it today has its origins in Special Education. The development of the field of special education has involved a series of stages during which education systems have explored different ways of responding to children with disabilities, and to students who experience difficulties in learning. In some cases, Special education has been provided as a supplement to general education provision, in other cases it has been entirely separate. In recent years, the appropriateness of separate systems of education has been challenged, both

from a human rights perspective and from the point of view of effectiveness. Special education practices were moved into the mainstream through an approach known as “integration”.

2 How Inclusion relates to Education for All?

“...:The most effective means of combating discriminatory attitudes, building an inclusive society and achieving education for all.” In the early documentation on EFA, there was a rather token mention of “special needs” This has been gradually replaced by a recognition that the inclusion agenda should be seen as an essential element of the whole EFA movement. In taking an inclusive approach we must not lose sight of its origins in special needs discourse as well as the fact that children with disabilities remain the largest group of children out of school. *Education for All* means ensuring that all children have access to basic education of good quality & must be inclusive of children, effective with children, friendly and welcoming to children, healthy and protective for children and gender sensitive.

1 Why Inclusion? – Rationale & Rights

Exclusion from meaningful participation in the economic, social, political and cultural life of communities is one of the greatest problems facing individuals in our society today. Such societies are neither efficient nor desirable. Despite encouraging developments, there are still an estimated 115-130 million children not attending school. Ninety percent of them live in low and lower middle income countries, and over 80 million of these children live in Africa. **1** As learning are the countless others within the school system being excluded from quality education? Among those who do enroll in primary school, large numbers drop out before completing their primary education. Achieving the EFA and Millennium Development Goals **2** by their assigned time lines will require unprecedented intersectional and interagency collaboration among partners. Education must be viewed as a facilitator in everyone’s human development and functionality, regardless of barriers of any kind, physical or otherwise.

1 Inclusion in Education – a human right

UNESCO views inclusion as “*a dynamic approach of responding positively to pupil diversity and of seeing individual differences not as problems, but as opportunities for enriching learning.*” Therefore, the move towards inclusion is not simply a technical or organizational change but also a movement with a clear philosophy. In order for inclusion to be implemented

effectively, countries need to define a set of inclusive principles together with practical ideas to guide the transition towards policies addressing inclusion in education. The principles of inclusion that are set out in various international declarations can be used as a foundation.

These then can be interpreted and adapted to the context of individual countries. At the core of inclusive education is the human right to education, pronounced in the Universal Declaration of Human Rights in 1948 which states, “Everyone has the right to education... Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Education shall be directed to the full development of human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.” (art.26 - Universal Declaration of Human Rights)

Equally important are the provisions of the Convention on the Rights of the Child (UN, 1989), such as the right of children not to be discriminated against, stated in Article 2 and Article 23. Article 23 stipulates that children with disabilities³ should have:

“effective access to and receive education, training, health care services, rehabilitation services,

preparation for employment and recreation opportunities in a manner conducive to the child’s achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development.” (Article 23)

Article 29 on the “Aims of education,” expresses that the educational development of the individual is the central aim and that education should allow children to reach their fullest potential in terms of cognitive, emotional and creative capacities. In addition, the

- _ Equality, inclusion and non-discrimination
- _ The right to quality education, content and processes

2How is inclusion defined?

Inclusion is seen as a **process** of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children.

The Rights Framework for Inclusion

Inclusion is concerned with providing appropriate responses to the broad spectrum of learning needs in formal and non-formal educational settings. Rather than being a marginal issue on how some learners can be integrated in mainstream education, inclusive education is an approach that looks into how to transform education systems and other

learning environments in order to respond to the diversity of learners. It aims towards enabling teachers and learners both to feel comfortable with diversity and to see it as a challenge and enrichment of the learning environment, rather than a problem. Inclusion emphasizes providing opportunities for equal participation of persons with disabilities (physical, social and/or emotional) whenever possible into general education, but leaves open the possibility of personal choice and options for special assistance and facilities for those who need it.

3 Inclusion – how does it relate to quality?

According to the 2005 Global Monitoring Report, “Education should allow children to reach their fullest potential in terms of cognitive, emotional and creative capacities.” An inclusive approach to education is one that strives to promote quality in the classroom. In order to move towards quality in education, changes are required at several levels. Human variations and differences are a naturally occurring and valuable part of society and should be reflected in schools.

4 Inclusion and cost effectiveness

According to a recent World Bank study and a growing body of global research, Inclusive Education is not only cost efficient but also cost-effective and “equity is way to excellence” This research likewise points to increased achievement and performance for all learners. Furthermore, within education, “countries are increasingly realizing the inefficiency of multiple systems of administration, organizational structures and services and the financially unrealistic option of special schools.”

Key elements in the shift towards inclusion

Resource & Recourse

Inclusion as a guiding principle typically requires change in education systems, and this change process is frequently faced with several challenges. It involves important shifts and changes at the systems as well as the societal level. To understand change at all levels, it is important to know what change looks like from different points of view. How the teacher, student, local and national government see change is vital to understand how individuals and groups act and, indeed, react to each other.

1 Key players in support of inclusion – who are they?

Teachers, parents, communities, school authorities, curriculum planners, training institutes and entrepreneurs in the business of education are among the actors that can serve as valuable resources in support of inclusion. Some (teachers, parents and communities) are more than just a valuable resource; they are the key to supporting all aspects of the inclusion

process.

2 Attitudes and values – how can they affect inclusion?

It has been shown that teachers' positive attitudes towards inclusion depend strongly on their experience with learners who are perceived as "challenging". Teacher education, the availability of support within the classroom, class size and overall workload are all factors which influence teachers' attitudes. Several studies have revealed that negative attitudes of teachers and adults (parents and other family members) are the major barrier to inclusion; children do not have prejudices unless adults show them.

Education for All: The pupil at the centre of teaching and learning based on an appreciation of his or her differences in understanding, feelings, social and perceptual skills, etc. This results in all pupils having optimal opportunities for becoming motivated and activated. Accessible and flexible curricula can serve as the "key" to creating "schools for all

Education through the Inclusion Lens

Seeing education through the inclusion lens implies a shift from seeing the child as a problem to

seeing the education system as the problem that can be solved through inclusive approaches.

4 Inclusion – empowering for All?

"Education is widely seen as a means to develop human capital, to improve economic performance and to enhance individual capabilities and choices in order to enjoy freedoms of citizenship." Within this context, therefore, empowerment refers to "acquiring the awareness and skills necessary to take charge of one's own life chances.

4 Inclusive Education and Education for All

The Dakar Framework For Action acknowledges the major education conferences throughout the 1990s, such as the Salamanca World Conference on Special Needs Education (1994 Salamanca, Spain), and urges the international community to continue working on achieving the goals set (Dakar Framework for Action, Para 4.).

1 Tools for Educational Planners and Policymakers –

Reflection & Reform

In conclusion, we have looked at how inclusion is defined, some reasons and justifications for its implementation as well as some key elements in the shift towards inclusion. We now ask that you consider the following questions at the level of policy and legislation in greater detail before engaging in an in-depth analysis of the educational plans:

Index for Inclusive Schooling

There are 10 indexes mentioned in this guideline for detail. We can find them on CSIE website <http://inclusion.uwe.ac.uk/csie/indexlaunch.htm>

2 Steps towards inclusion Checklist

The questions below can be used as a checklist to promote the incorporation of inclusive approaches in National Education Plans. The answers will serve as a background when analysing the present status of the National Plan and the level of its inclusiveness. Findings can be used in discussions with responsible education authorities.

3 Strategic Planning for Inclusion – Inclusion Matrix Worksheet

The worksheet which follows the Checklist Questions, is intended as a tool to help identify and analyze your current situation including your strengths with Checklist Questions.

A. Situation analysis

1. Have studies, needs-based analyses, etc. been undertaken to identify and address the needs and challenges of the children missing out on education or at risk of dropping out? If so, what are the findings?
2. Are any measures being taken with regard to data collection, indicators and statistics to ascertain the magnitude of marginalized and excluded children in the country?

B. Policy, goals, objectives

Which are the main action programmes in regard to marginalized/excluded/vulnerable groups? Is there specific mention made of particular groups? Are children with disabilities and other groups specifically planned for? Are there specific policies/programmes/strategies in place to identify out-of-school children, provide speed-up and/or second chance educational opportunities? Are there specific family-based strategies to support them on a financial and/or emotional basis? Does the plan include provisions or measures regarding access to the curriculum for all learners?

C. Implementation : How the plans & policies implemented in inclusive education.

D. Monitoring and evaluation : Monitoring & evaluation implementation

E. Capacity-building/stakeholder involvement/participation

1. Which stakeholders (parents, pupils, managers, etc) have been consulted in the elaboration of the plan?
2. How do international conferences, research, etc. feed into policies and programming?
3. In which ways are parents/communities expected to be involved? To what extent are parents/communities supported, how and by whom?

Education for All Goals

Millennium Development Goals

Conclusion :

This study has gone through an external and internal peer review process, which targeted a broad range of stakeholders including within the Education Sector at UNESCO headquarters and in the field, Internal Oversight Service (IOS) and Bureau of Strategic Planning (BSP). These guidelines were also piloted at a Regional Workshop on Inclusive Education in Bangkok. Finally, this document was circulated to Steering Committee of the Flagship “The Right to Education for Persons with Disabilities: Towards Inclusion.” This document is a response to the need for a systematic approach for identifying excluded groups. It is intended to be a “living document”

References and further reading

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