



INCLUSIVE EDUCATION

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Abstract

What is inclusive education? An education system that includes all students, and welcomes and supports them to learn, whoever they are and whatever their abilities or requirements. This means making sure that teaching and the curriculum, school buildings, classrooms, play areas, transport and toilets are appropriate for all children at all levels. Inclusive education means all children learn together in the same schools.

Inclusive education involves transforming the whole education system - legislation and policy, systems for financing, administration, design, delivery and monitoring of education, and the way schools are organized. All human rights are interlinked. This includes the right to education. It is not possible to achieve an effective education unless other rights are realized. And if the right to education is fulfilled, it leads to the realization of other rights.

Keywords: *Inclusive Education, Inclusive Education System, Disabilities*



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Introduction

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.

Inclusive education allows students of all backgrounds to learn and grow side by side, to the benefit of all. But progress comes slowly. Inclusive systems require changes at all levels of

society. At the school level, teachers must be trained, buildings must be refurbished and students must receive accessible learning materials. At the community level, stigma and discrimination must be tackled and individuals need to be educated on the benefit of inclusive education. At the national level, Governments must align laws and policies with the Convention on the Rights of Persons with Disabilities, and regularly collect and analyse data to ensure children are reached with effective services.

To promote inclusive education

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

Why is inclusive education important?

It improves learning for all children – both those with and without disabilities.

- It promotes understanding, reduces prejudice and strengthens social integration.
- It ensures that children with disabilities are equipped to work and contribute economically and socially to their communities.

Inclusive education systems

Inclusive education involves transforming the whole education system - legislation and policy, systems for financing, administration, design, delivery and monitoring of education, and the way schools are organized.

- Commitment and investments from education ministries – it takes time and money to change systems.
- Support for teachers and students – teachers need training and guidance, and students need to be provided with services to overcome barriers to learning.
- Promotion of respect for diversity and inclusive learning – action is needed to challenge negative attitudes and prejudice against children with disabilities.

- High expectations of all students – teachers need to invest in and support all children.
- Safe and inclusive environments – children cannot learn if they are frightened either of teachers or bullying from other children.
- Partnerships between parents, organisations of people with disabilities and schools – inclusive education will benefit from the widest possible experience and knowledge.
- Systems to monitor progress – it is vital to measure whether the situation is improving, and if not, what further changes are needed.

Requirements to make inclusive education happen

- An end to discrimination
- An end to excluding children with disabilities
- Access to primary and secondary education – with sufficient numbers of accessible and inclusive schools, including for children with disabilities caught in crisis and emergencies.
- Practical support or adaptations for students to enable them to learn – this is called ‘reasonable accommodation.’
- Individual education plans for children with disabilities setting out what accommodations and support they need.

Services for specific impairments such as learning braille or sign language, classroom reorganization and accessible learning materials.

- Teachers adequately trained to work in inclusive schools.

Conclusion

Inclusive education means that all students attend and are welcomed by their neighbourhood schools in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life of the school. Inclusive education is about how we develop and design our schools, classrooms, programs and activities so that all students learn and participate together. Inclusive education is about ensuring access to quality education for all students by effectively meeting their diverse needs in a way that is responsive, accepting, respectful and supportive. Students participate in the education program in a common learning environment with support to diminish and remove barriers and obstacles that may lead to exclusion

Reference

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