Chapter 2

Concept of Inclusion



Objectives

- Define inclusion
- Discuss the concept of inclusion in education,
- Differentiate the major rationales for inclusion,
- List factors that influenced development of inclusion,
- Identify benefits of inclusion to students, teachers‘ parents and society,
- Name major characteristics of inclusive school and inclusive classroom environments,
- Point out strategies to implement inclusion in teaching and learning processes
- Differentiate the major barriers to inclusion.

Inclusion

is seen as a process of **addressing** and **responding** to the **diversity of needs of all persons** through **increasing participation in learning**, **employment**, **services**, **cultures** and **communities**, and **reducing exclusion** at all social contexts.

Inclusion

It seeks to enable **communities**, **systems** and **structures** in all cultures and contexts to combat/fight **discrimination**, **celebrate diversity**, **promote participation** and overcome barriers to learning and participation for all people.

Inclusion

It is part of a wider strategy **promoting inclusive** development, with the goal of **creating a world where there is peace**, **tolerance**, and **sustainable use of resources**, **social justice**, and **where the basic needs and rights of all** are met.

From the above definition the following components are

Concepts about students

- **All learners need their learning supported child-focused teaching benefits.**

Concepts about the education system and schools

- It is broader than formal schooling
- it is flexible, **responsive educational systems**
- It creates enabling and welcoming educational environments
- It promotes school improvement – makes effective schools
- It involves whole school approach and collaboration between partners.

Concepts about diversity and discrimination

- It promotes **combating discrimination and exclusionary pressures at any social sectors**

- It **enables responding to/embracing diversity as a resource not as a problem**

- It prepares learners for an **inclusive society that respects and values difference.**

Concepts about processes to promote inclusion

- It helps **to identifying and overcoming barriers to participation and exclusionary pressures**

- It increases **real participation of all collaboration, partnership between all stakeholders**

- It promotes **participatory methodology**, **action research,** collaborative enquiry and other related activities

Concepts about resources

- **Promotes unlocking and fully using local resources** redistributing existing resources

- It helps to perceive people (children, parents, teachers, members of marginalized groups, etc) as key resources

- It helps to use appropriate resources and support within schools and at local levels for the needs of different children, e.g. mother tongue tuition, Braille, assistive devices.

McLeskey and Waldron (2000) have identified inclusion and non-inclusive practices

What is inclusive

- Students with disabilities and **vulnerability attend their neighborhood schools**
- Each student is in an **age-appropriate** general education classroom
- Every student is **accepted and regarded as a full and valued** member of the class and the school community.
- Special education supports are provided to each student with a **disability within the context of the general education classroom**.

- All students **receive an education that addresses** their individual needs
- No student is **excluded based on type or degree of disability.**
- **All members of the school (e.g., administration, staff,** students, and parents) promote
- cooperative/collaborative teaching arrangements
- There is school-based planning, problem-solving, and ownership of all students and programs
- Employed according to their capacities without discriminations

What is not inclusive

- Placing students with disabilities into general education classrooms **without careful planning** and adequate support.
- Reducing **services or funding for special** education services.
- Placing all students who have disabilities **or who are at risk in one or a few designated** classrooms.
- **Teachers spending a disproportionate amount of time** teaching or adapting the curriculum for students with disabilities.
- **Isolating students with** disabilities socially, physically, or academically within the general education school or classroom.

- **Endangering the achievement** of general education students through **slower instruction or a less challenging curriculum.**

- **Relegating special education teachers to the role of assistants** in the general education classroom.

- Requiring general and special education teachers to team together without careful planning and well-defined responsibilities.

Principles of Inclusion

The fundamental principle of inclusion is that all persons should learn, work and live together wherever possible, regardless of any difficulties or differences they may have.

Inclusive education extends beyond special needs arising from disabilities, and includes consideration of other sources of disadvantage and marginalization, such as gender, poverty, language, ethnicity and geographic isolation.

1. Inclusion is a process

- It has to be seen as a never-ending search to find better ways of responding to diversity.

It is about learning how to live with difference
and
learning how to learn from difference

2. Inclusion is concerned with the identification and removal of barriers

It involves **collating** and **evaluating** information from a wide variety of sources in order to plan for improvements in policy and practice.

2. **Inclusion is about the presence, participation and achievement of all perso**ns.

- ✓ **Presence** is concerned with where persons are provided and how reliably and punctually they attend
- ✓ **participation** relates to the quality of their experiences and must incorporate the views of learners/and or workers
- ✓ **achievement**‘ is about the outcomes of learning across the curriculum, not just **test and exam results**.

3. Inclusion invokes a particular emphasis

Inclusion invokes a particular emphasis on those who may be at risk of **marginalization**, **exclusion** or **underachievement**.

This indicates the moral responsibility to ensure that those at risk ‘are carefully monitored, and that steps are taken to ensure their presence, participation and achievement.

Rationale for Inclusion

Implementation of inclusion has number of rationales

Educational Foundations

- Students do better academically, **psychologically and socially in inclusive settings.**
- A more efficient use of education resources.
- Decreases dropouts and repetitions
- Teachers competency (knowledge, skills, collaboration, satisfaction

Social Foundation

- Segregation teaches individuals to be fearful, ignorant and breeds prejudice.
- All individuals need an education that will help them develop relationships and prepare them for life in the wider community.
- Only inclusion has the potential to reduce fear and to build friendship, respect and understanding.

Legal Foundations

- All individuals have the right to learn and live together.
- Human being shouldn‘t be devalued or discriminated against by being e**xcluded or sent away because of their disability**.
- There are no legitimate reasons to separate students for their education

Economic Foundation

- Inclusive education has economic benefit, both for individual and for society.

- Inclusive education is **more cost-effective** than the creation of special schools across the country
- .
- Students with disabilities go to local schools reduce **wastage of repetition and dropout**

- Students with disabilities live with their family **use community infrastructure**

- **Better employment** and job creation opportunities for people with disabilities

Foundations for Building Inclusive Society

- Formation of **mutual understanding and appreciation of diversity**
- Building up **empathy, tolerance and cooperation**
- Promotion of **sustainable development**

Factors that Influenced Development of Inclusion

- Communities
- Activists and advocates
- The quality education and school improvement movement
- Special educational needs movement
- Involvement of International agencies
- Involvement of NGOs movements, networks and campaigns
- Other factors

Benefits of Inclusion

- ✓ Benefits for persons with disability
- ✓ Benefits for persons without disability
- ✓ Benefits for Society

Ultimate Goal of Inclusion

- Students educated together have fewer fears about difference and disability

- Educated alongside peers with developmental disabilities understand more about the ways that they‘re all alike

- To produce effective students

- Students with knowledge of inclusion does not exclude or discriminate against its citizens on the basis of disability, caste, race, gender, family or community

- To give equitable that offers equality of opportunity

Features of Inclusive Environment

- An inclusive environment is an environment that **welcomes all people**, regardless of their **disability and other vulnerabilities.**

An inclusive service environment is **respectful**, **supportive**, and **equalizing**

Inclusive environment has the following major characteristics

- It ensures the **respect and dignity** of individuals with disabilities
- It **meets current accessibility standards to the greatest extent possible to all people with special needs**
- Provides **accommodations willingly and proactively**
- Persons with disabilities are **welcomed and are valued for** their contributions as individuals.

- An inclusive environment is also directed towards **developing culture, policy and practice which meet pupils'**
- **diversities, towards identifying and removing obstacles in learning and participating, towards developing a suitable provisions and supporting individuals**.

Reading Assignment

successful environment has the following characteristics

Barriers to Inclusion

- **Problems related with societal values and beliefs-** particularly the **community and policy** makers negative attitude towards students with disability and vulnerabilities

- **Economic factors-** this is mainly related with poverty of family, community and society at large

- **Lack of taking measures to ensure conformity of implementation of inclusion practice with policies**

- **Lack of stakeholders taking responsibility in their cooperation as well as collaboration for inclusion**

- **Conservative traditions** among the community members about inclusion

- **Lack of knowledge** and skills among teachers regarding inclusive education

- **Rigid curricula**, teaching method and examination systems that do not consider students with dives needs and ability differences.

- **Fragile democratic institutions that could not promote inclusion**

- Inadequate resources and inaccessibility of social and physical environments

- Large class sizes that make teachers and stakeholders meet students‘ diverse needs

- **Globalization** and free market policy that make students engage in fierce completion, individualism and individuals’ excellence rather than teaching through cooperation, collaboration and group excellence.

- Using inclusive models that may **be imported from other countries**

Class work 10%

1.Write importance of inclusion.(at least 3) (3marks)

2.List and explain barriers to apply inclusion.(at least 3)(3 marks)

3.Write educational and economical rationales of inclusion(2 marks)

4.As a student what is your role for inclusion class.(2marks)