

COURSE TITLE:-

INCLUSIVENESS

COURSE CODE:- SNIE1012

INSTRUCTOR:- Mr. mengeshal.

Chapter 1: Understanding Disabilities and Vulnerabilities

■ Definitions of Basic Terms (Impairment, Disability and Handicap)

- **Impairment:-** Impairment means a lack/abnormality of an anatomic, physiological or psychological structure or function or deviation on a person.
- It refers to any **loss** or **abnormality** of **physiological, psychological or anatomical structure or function.**
- It is the **absence of particular body part or organ.**

- **Disability:-** The term disability is ambiguous as there is no single agreement on the concept (Mitra, 2006). It is not **synonymous** with **AKAL-GUDATENGA**
- The full inclusion of people with impairments in society can be inhibited by:
 - ❖ *Attitudinal (societal barriers, such as stigma)*
 - ❖ *Physical barriers (environmental barriers, such as absence of stairs), and*
 - ❖ *Policy barriers (systemic barriers)*
- Where all together can create a disabling effect and inhibit disability inclusive development. Societal, environmental, and systemic barriers are the most popular disabling factors

What is disability?

- **Models of disability**

 **Traditional model**

 **Medical model**

 **Social model**

1. TRADITIONAL MODEL OF DISABILITY

- Traditionally, in many cultures around the world people with physical, sensory or mental impairments were being punished by God for wrong doing by themselves or their parents.
- Disabilities as:
 - Will of God/test from God
 - Divine punishment
 - Based on culturally and religiously-determined fixed knowledge, views, and practices.

1. Traditional Model

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graph TD; A([1. Traditional Model]) --> B[PWD were considered as]; A --> C[Based on Religion & Culture in a Society]; B --> D([Remain Hidden Behind the Homes Sign of Shame]); C --> D;
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PWD were considered as

- **Dependent**
- **Subject to charity**
- **Unable to work & to learn**

Based on Religion & Culture in a Society

Remain Hidden Behind the Homes Sign of Shame

2. Medical or Biological Model

Problem belongs to individual: Disability results directly from

impairment of the person.

- ▶ Disability considered only a health problem, medical issue

- ▶ Solutions decided by "experts", based on diagnosis

- ▶ Focus in **elimination** or **cure** of disability, **"normalization"**

(includes pre-natal genetic testing & selective abortion)

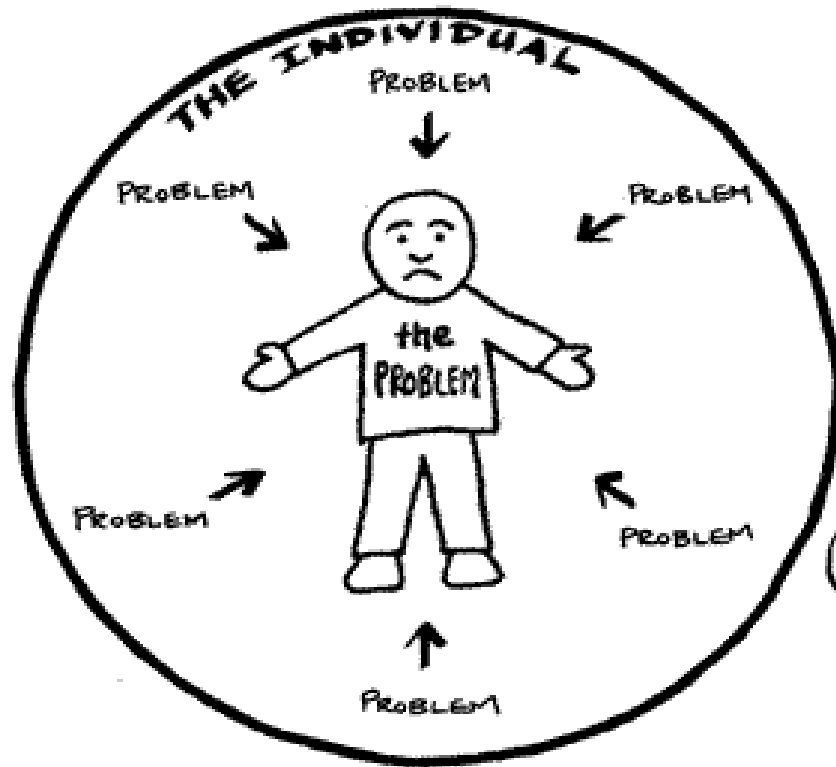
We will rehabilitate you so you can overcome all barriers

EMPLOYMENT

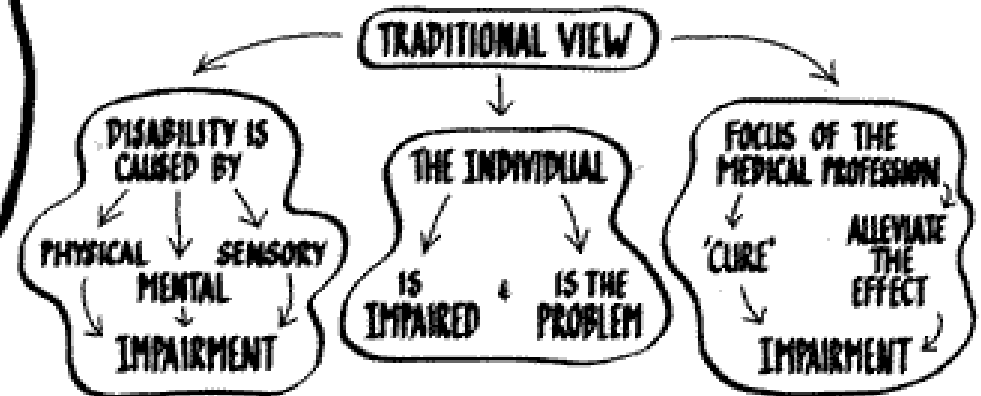
¡VAMOS A REHABILITARTE PARA QUE SUPERES TODAS LAS BARRERAS!



THE MEDICAL MODEL OF DISABILITY



IMPAIRMENTS AND CHRONIC ILLNESS
OFTEN POSE REAL DIFFICULTIES BUT
- THEY ARE NOT THE MAIN PROBLEMS



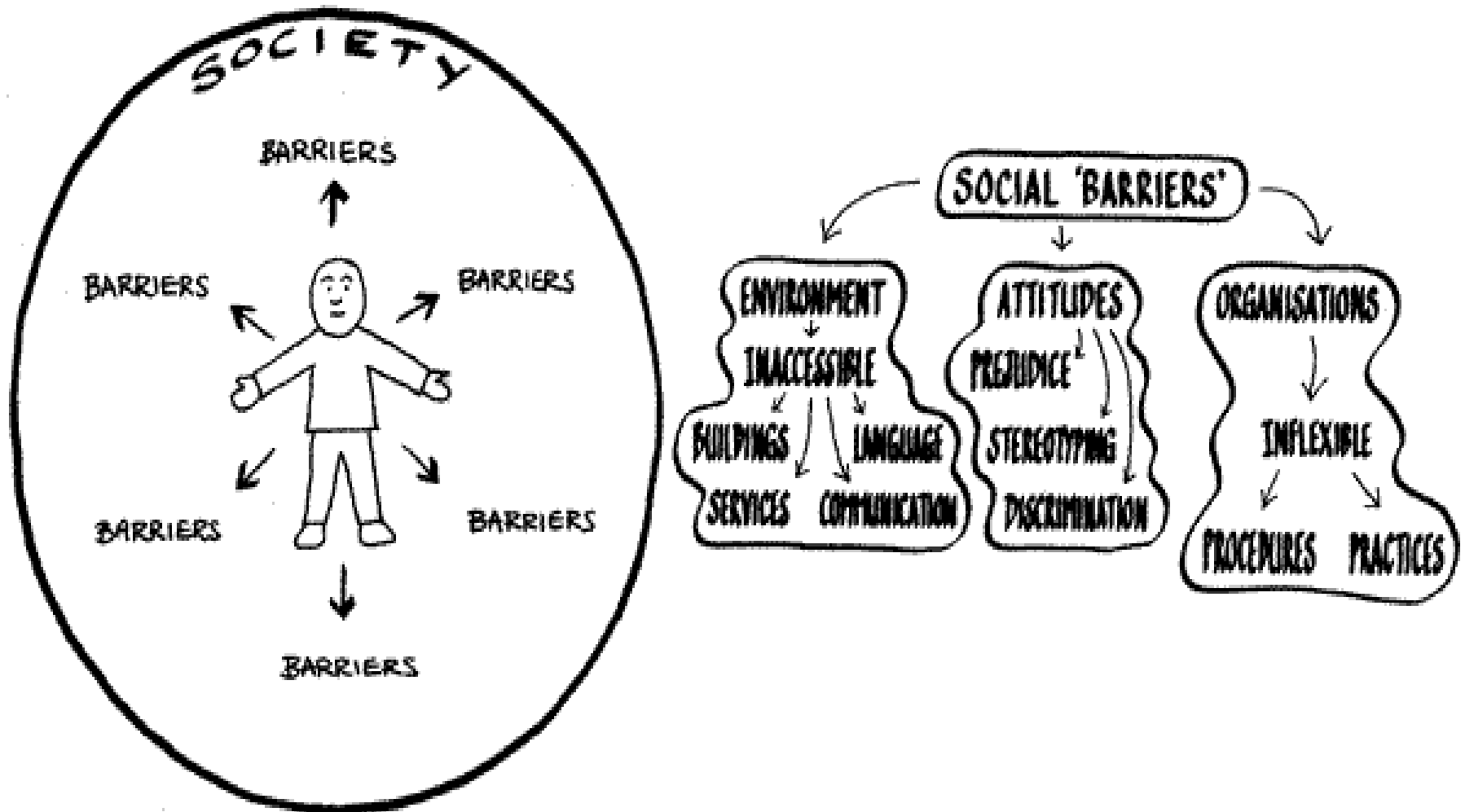
- Brought the emergence of SPECIAL EDUCATION

3. THE SOCIAL MODEL

- The **social model of disability** says that **disability is** caused by the way **society is** organised, rather than by someone's **impairment**.
- The Social Model views disability **as a consequence of environmental, social and attitudinal barriers** that prevent people with impairments from maximum participation in society.
- “the loss or limitation of opportunities to take part in the normal life of the community on an equal level with others, due to physical or social barriers”
- The social model of disability focuses on changes required in society.

The social model

THE SOCIAL MODEL OF DISABILITY



Handicap

- It is a disadvantage for a given individual, resulting from an impairment or disability that limits/prevents the fulfillment of a role that is considered as normal depending on age, sex, and social and cultural factors.
- It is a limitation of opportunities to

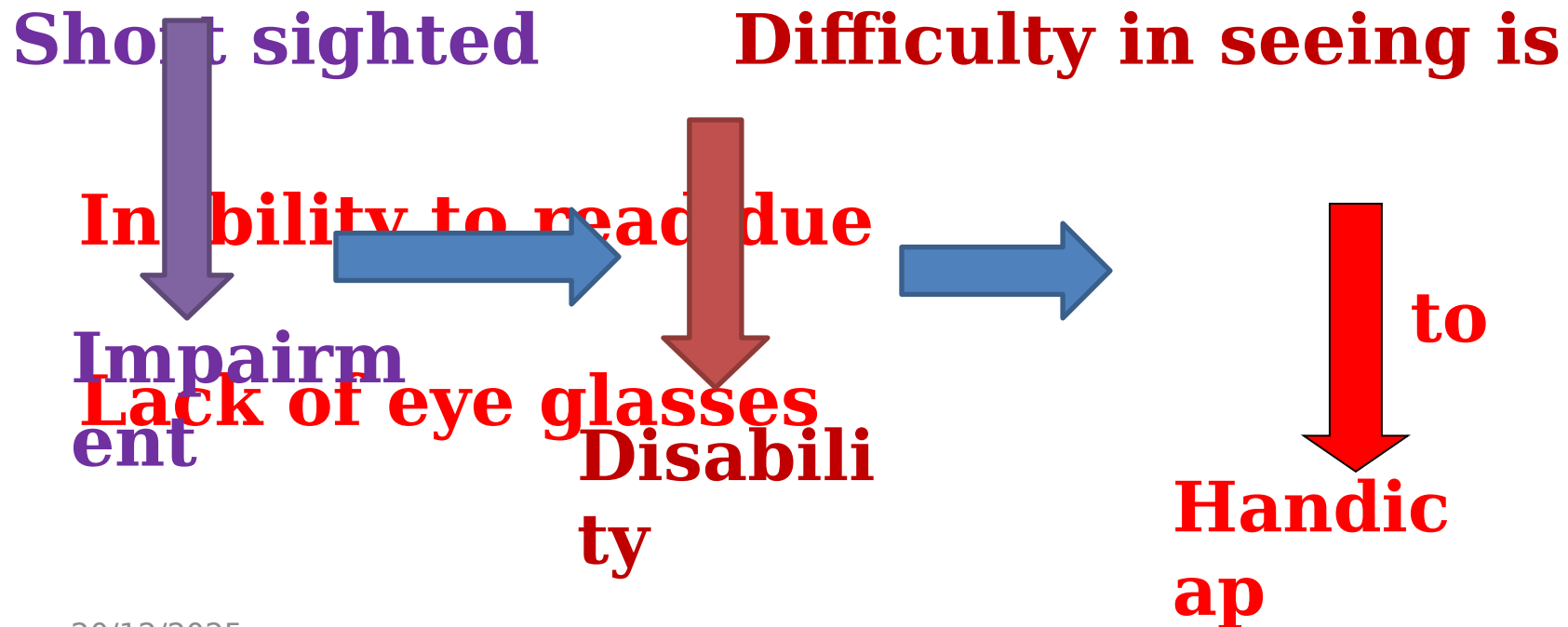
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- **Handicap** Refers to social abilities or relation between the individual and the society
- It describes the encounter between the person with disability and the environment.
- Handicapism is a social and environmental construct
- Here we have to understand that **disability/impairment /is the necessary but not sufficient** condition to result **handicapism**
- E.g. from Education, employment, participation in community activities...

The Relationship Among The Three

- The interrelationship among the three terms are illustrated in the following figure.

When someone is:



Causes of disability

- **What are the wrong perception regarding the causes of disability in your community?**
- Some people, especially in the past times, wrongly believe that disability is **a punishment from God**.
- There are some who still believe that disability is a form of personal punishment for individual with disability, a kind of **karma for their past mistakes**, which is totally unacceptable now days.

Causes of disability

- **Genetic Causes**

- Abnormalities in genes and genetic inheritance can cause intellectual disability in children.
- In some countries, Down syndrome is the most common genetic condition.
- Sometimes, diseases, illnesses, and over-exposure to x-rays can cause a genetic disorder.

Causes of disability... Contn'd

Environmental factors

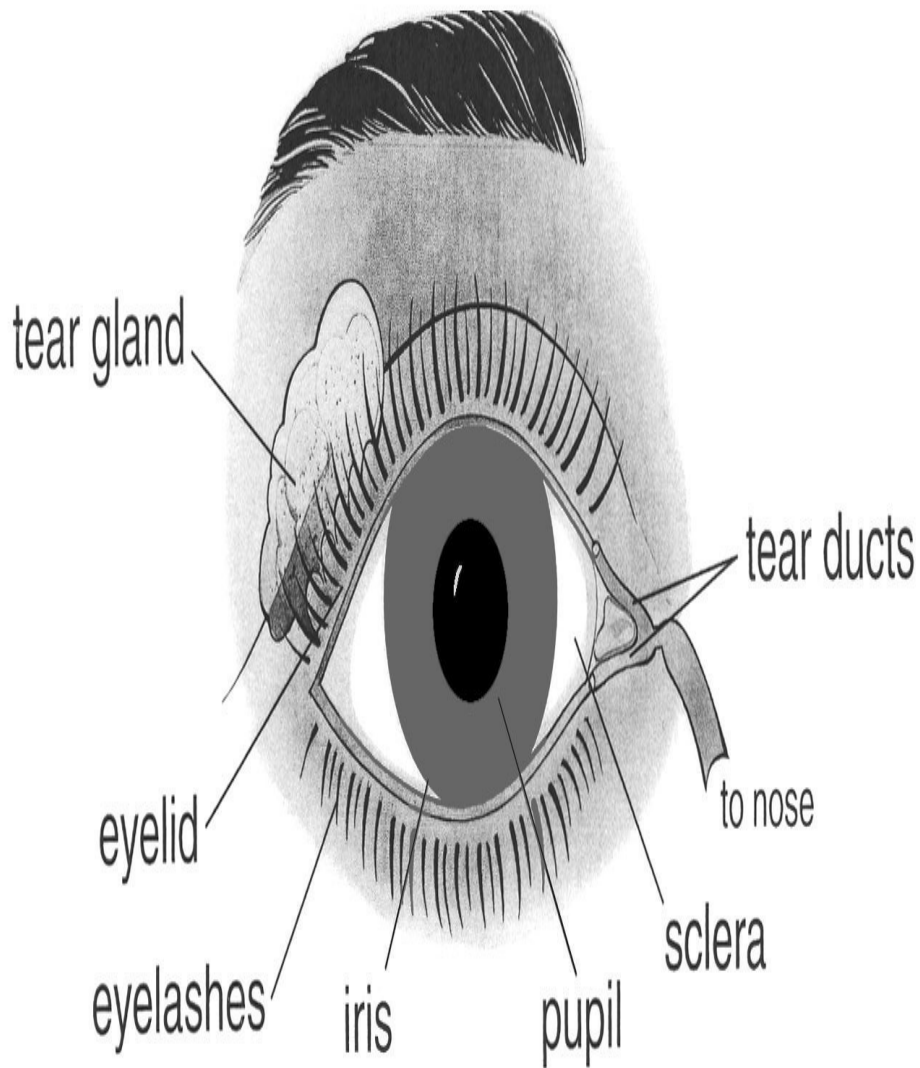
- Poverty and malnutrition in pregnant mothers can cause a deficiency in vital minerals and result in deformation issues in the unborn child.
- The use of drugs, alcohol, tobacco, the exposure to certain toxic chemicals and illnesses, toxoplasmosis, cytomegalovirus, rubella and syphilis by a pregnant mother can cause intellectual disability to the child.
- Childhood diseases such as a whooping cough, measles, and chicken pox may lead to meningitis and encephalitis.
- **Inaccessible environments**

Type Of Disabilities

1. Visual impairment:- in general designates two sub- classifications. These are blindness and low vision.

- **Blindness:-** total or partial inability to see because of disease or disorder of the eye, optic nerve, or brain
- **Low vision:-** The term low vision is used for moderately impaired vision. People with low vision may have a visual impairment that affects only central vision-the area directly in front of the eyes-or peripheral vision-the area to either side of and slightly behind the eyes.

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Blindness

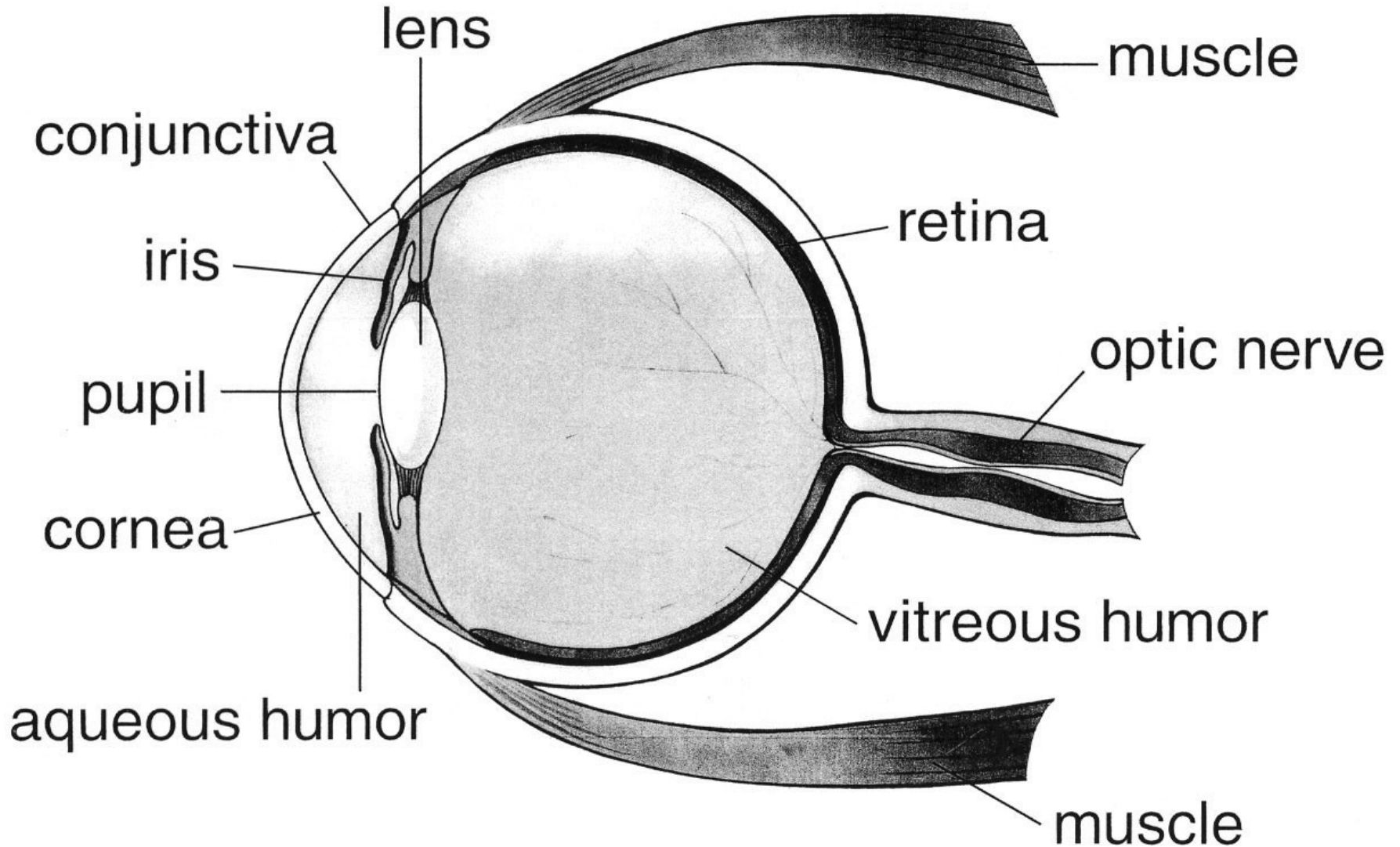
- Having visual acuity of 20/200 or less the better eye with correction
- is total or partial inability to see.
- not correctable with eyeglasses or contact lenses

low vision

- 20/250 and 20/70 central visual in the better eye, with correction.
- Has residual vision or peripheral vision
- moderately impaired vision

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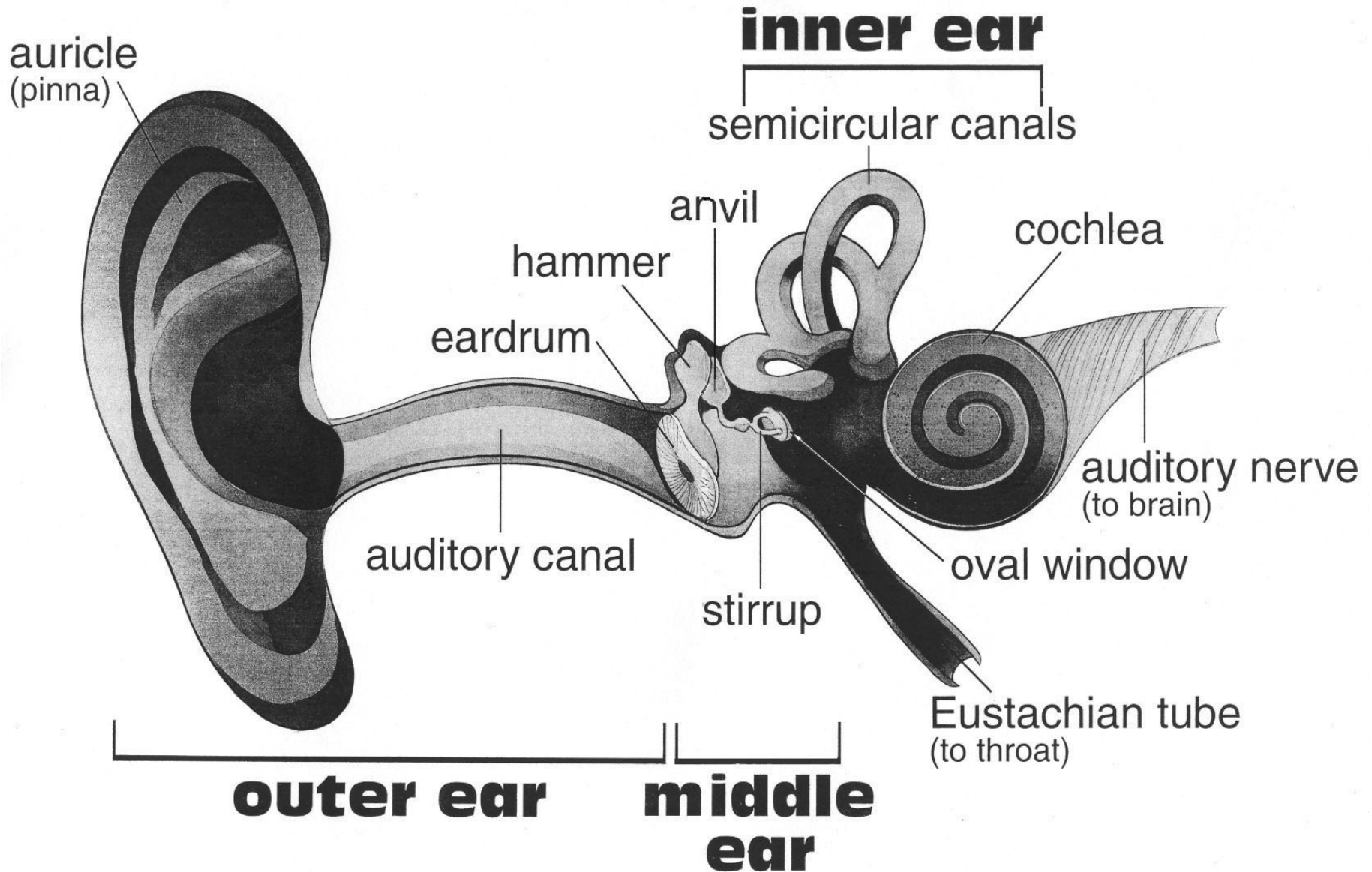
The Eye



2. Hearing Impairment

- **Hearing impairment** is a generic term indicating a continuum of hearing loss from mild to profound, which includes the sub-classifications of the hard of hearing and deaf.
- **Hard of Hearing:** This term is used to describe persons with enough (usually with hearing aids) as a primary modality of acquisition of language and in communication with others.
- **Deaf:** Those who have difficulty understanding speech, even with hearing aids but can successfully communicate in sign language.

The Ear



3. Specific learning disability

- **Specific Learning Disability** means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations.
- The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities; of intellectual disability; of emotional disturbance; or of environmental, cultural, or economic disadvantage.
- Learning disabilities should not be confused with learning problems which are primarily the result of visual, hearing, or motor handicaps; of intellectual disability; of emotional disturbance; or of environmental, cultural or economic disadvantages.

Types of Specific Learning Disabilities



Auditory Processing Disorder (APD)

- Also known as Central Auditory Processing Disorder, this is a condition that adversely affects how sound that travels unimpeded through the ear is processed or interpreted by the brain.
- Individuals with APD do not recognize subtle differences between sounds in words, even when the sounds are loud and clear enough to be heard.
- They can also **find it difficult** to tell where sounds are coming from, to make sense of the order of sounds, or to block out competing background noises.

Types of Specific Learning Disabilities

A. Dyscalculia

- **Dyscalculia** is a specific learning disability that affects a person's ability to understand numbers and learn math.
- Individuals with this type of LD may also have poor comprehension of math symbols, may struggle with memorizing and organizing numbers, have difficulty telling time, or have trouble with counting

B. Dysgraphia:- is a specific learning disability that affect person's handwriting ability and fine motor skills. Problems may include illegible handwriting, inconsistent spacing, poor partial planning on paper, poor spelling, and difficulty composing writing as well as thinking and writing at the same time.

Types of SLD ... Contn'd

C. Dyslexia:- is a specific learning disability that affects **reading and related language-based processing skills.**

■ The severity can differ in each individual but can affect

- + reading fluency;
- + decoding,
- + reading comprehension,
- + recall, writing, spelling, and
- + sometimes speech and can exist along with other related disorders.

■ Dyslexia is sometimes referred to as a Language-Based Learning Disability.

Types of SLD ... Contn'd

D. Language Processing Disorder:- is a specific type of Auditory Processing Disorder (APD) in which there is difficulty attaching meaning to sound groups that form words, sentences and stories.

■ While an APD affects the **interpretation of all sounds coming into the brain**, a Language Processing Disorder (LPD) relates **only to the processing of language**. LPD can affect expressive language and/or receptive language

E. Non-Verbal Learning Disabilities:- is a disorder which is usually characterized by a significant discrepancy between higher verbal skills and weaker motor, visual-spatial and social skills.

Types of SLD ... Contn'd

F. Visual Perceptual/Visual Motor Deficit:-

- It is a disorder that affects the understanding of information that a person sees, or the ability to draw or copy.
- A characteristic seen in people with learning disabilities such as Dysgraphia or Non-verbal LD, it can result in missing subtle differences in shapes or printed letters, losing place frequently, struggles with cutting, holding pencil too tightly, or poor eye/hand coordination.

4. Speech and Language Impairments

- Speech and language impairment means a communication disorder such as stuttering, impaired articulation, language impairment, or a voice impairment that adversely affects a child's educational performance.
- It is disorder that adversely affects the child's ability to talk, understand, read, and write.
- This disability category can be divided into two groups:
 - ❖ speech impairments and
 - ❖ language impairments.

Speech Impairments

- **Speech Impairments:-** There are three basic types of speech impairments: articulation disorders, fluency disorders, and voice disorders
- **Articulation** disorders are errors in the production of speech sounds that may be related to anatomical or physiological limitations in the skeletal, muscular, or neuromuscular support for speech production. These disorders include:
 - ✚ **Omissions: (bo for boat)**
 - ✚ **Substitutions: (wabbit for rabbit)**
 - ✚ **Distortions: (shlip for sip)**
- **Fluency** disorders are difficulties with the rhythm and timing of speech characterized by hesitations, repetitions, or prolongations of sounds, syllables, words, or phrases. Common fluency disorders include:
 - **Stuttering:** rapid-fire repetitions of consonant or vowel sounds especially at the beginning of words,

Speech Impairments... Contn'd

- **Voice** disorders are problems with the quality or use of one's voice resulting from disorders in the larynx.
- Voice disorders are characterized by abnormal production and/or absences of ;
 - vocal quality,
 - pitch,
 - loudness,
 - resonance, and/or duration.

Language Impairments

- There are five basic areas of language impairments: ***phonological disorders, morphological disorders, semantic disorders, syntactical deficits, and pragmatic difficulties.***
- **phonological disorders:-** abnormal organization of the phonological system, or a significant deficit in speech production or perception
- **Morphological disorders** are defined as difficulties with morphological inflections (inflections on nouns, verbs, and adjectives that signal different kinds of meanings).
- **Semantic** disorders are characterized by poor vocabulary development, inappropriate use of word meanings, and/or inability to comprehend word meanings.
- **Syntactic deficits** are characterized by difficulty in acquiring the rules that govern word order and others aspects of grammar such as subject-verb agreement.
- **Pragmatic difficulties** are characterized as problems in understanding and using language in different social contexts. These students may lack an understanding of the rules for making eye contact, respecting personal space, requesting information, and introducing topics.

5. Autism

- **Autism** is a developmental disability significantly affecting **verbal and nonverbal communication and social interaction**, generally evident before age three that adversely affects a child's educational performance
- Other characteristics often associated with autism are **engaging in repetitive activities and stereotyped movements**, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences
- The term autism does not apply if the child's education is primarily affected because the child has an emotional disturbance.
- Autism is a **neurodevelopment disorder** defined by impairments in social and communication development, accompanied by stereotyped patterns of behavior and interest.

6. Emotional and Behavioral Disorders

- ❑ According to Individuals with Disabilities Education Act (IDEA), the term **Emotional and Behavioural Disorders** means a condition exhibiting one or more of the following characteristics **over a long period of time** and to a marked degree that **adversely affects educational performance**.
 1. An inability to learn that cannot be explained by **intellectual, sensory, or health factors**;
 2. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
 3. Inappropriate types of behaviour or feelings under normal circumstances;
 4. A general pervasive mood of unhappiness or depression; or
 5. A tendency to develop physical symptoms or fears associated with personal or school problems.

Classification of behavioral and emotional disorders

An individual having behavioural or emotional disorders can exhibit widely varied types of behaviour. These include:

- **Conduct disorder:** individuals may seek attention, are disruptive and act out. The disorder is classified by type: **overt** (with violence or tantrums) versus **covert** (with lying, stealing, and/or drug use).
- **Socialized aggression:** individuals join subculture group of peers who are openly disrespectful to their peers, teachers, and parents. Common are delinquency and dropping out of school.
 - **Early symptoms** include stealing, running away from home, habitual lying, **cruelty** to animals, and fire setting.

Classification of EBD ... Contn'd

- **Attention problems-** These individuals may have **attention deficit**, are **easily destructible** and **have poor concentration**. They are frequently **impulsive** and may not think the consequence of their actions.
- **Anxiety/Withdrawn-** These individuals are self-conscious, reserved, and unsure of themselves. They typically have low self-esteem and withdraw from immediate activities. They are also anxious and frequently depressed.
- **Psychotic behaviour:** These individuals show more bizarre behaviour. They may hallucinate, deal in a fantasy world and may even talk in gibberish.
- **Motor excess:** These students are hyperactive. They cannot sit nor listen to others nor keep their attention focused.

Classification of EBD ... Contn'd

- ❑ Kauffman (1993) conclude that emotion or behavioural disorders fall into two broad classifications:
- **Externalizing Behaviour:** also called under controlled disorder, include such problems disobedience, disruptiveness, fighting, tempers tantrums, irresponsibility, jealous, anger, attention seeking etc...
- **Internalizing Behaviour:** also known as over controlled disorders, include such problems anxiety, immaturity, shyness, social withdrawal, feeling of inadequacy (inferiority), guilt, depression and worries a great deal

Causes of behavioral and emotional disorders

❑ Behavioral and emotion disorders result from many causes, these includes the following.

- 1. Biological-** includes genetic disorders, brain damage, and malnutrition, allergies, temperament and damage to the central nervous system.
- 2. Family factors-** include family interactions, family influence, child abuse, neglect, and poor disciplinary practices at home.
- 3. Cultural factors-** include some traditional and cultural negative practices, for example watching violence and sexually oriented movies and TV programs.
- 4. Environmental factors-** include peer pressure, living in impoverished areas, and schooling practices that are unresponsive to individual needs.

7. Intellectual Disability

- It is a disability characterized by significant limitations in both intellectual functioning and in adaptive behavior, which covers many everyday social and practical skills. This disability originates before the age of 18. An individual is considered to have an intellectual disability based on the following three criteria:
 1. Sub average intellectual functioning: It refers to general mental capacity, such as learning, reasoning, problem solving, and so on. One way to measure intellectual functioning is an IQ test. Generally, an IQ test score of around 70 or as high as 75 indicates a limitation in intellectual functioning.
 2. Significant limitations exist in two or more adaptive skill areas: It is the collection of conceptual, social, and practical skills that are learned and performed by people in their everyday lives.
- **Conceptual skills**—language and literacy; money, time, and number concepts; and self-direction.

Intellectual Disability ...contn'd

- **Social skills**—interpersonal skills, social responsibility, self-esteem, gullibility, innocence (i.e., suspicion), social problem solving, and the ability to follow rules/obey laws and to avoid being victimized.
 - **Practical skills**—activities of daily living (personal care), occupational skills, healthcare, travel/transportation, schedules/routines, safety, use of money, use of the telephone.
3. People with intellectual disabilities academic learning can be affected, as well as their ability to adapt to home, school, and community environments are presented under the following sub-headings:
- **General Cognition:** People with intellectual disabilities vary physically and emotionally, as well as by personality, disposition, and beliefs.
 - **Learning and Memory:** The learning and memory capabilities of people with intellectual disabilities are significantly below average in comparison to peers without disabilities.

Intellectual Disability ...contn'd

- **Attention:** To acquire information, children must attend to the learning task for the required length of time and control distractions. Children with intellectual disabilities may have difficulty distinguishing and attending to relevant questions in both learning and social situations
- **Adaptive Skills :-** The **adaptive skills** of people with intellectual disabilities are often not comparable to those of their peers without disabilities. A child with intellectual disabilities may have difficulty in both learning and applying skills for a number of reasons, including a higher level of distractibility, inattentiveness, failure to read social cues, and impulsive behavior
- **Speech and Language:** People with intellectual disabilities may have delayed speech, language comprehension and formulation difficulties.

Intellectual Disability ...contn'd

- **Motivation:** People with intellectual disabilities are often described as lacking motivation, or outer-directed behavior. Past experiences of failure and the anxiety generated by those failures may make them appear to be fewer goals directed and lacking in motivation.
- **Academic Achievement:** The cognitive difficulties of children with mild to moderate intellectual disabilities lead to persistent problems in academic achievement unless intensive and extensive supports are provided
- **Physical characteristics:** Children with intellectual disabilities with differing biological etiologies, may exhibit coexisting problems, such as physical, motor, orthopedic, visual and auditory impairments, and health problems

Levels of support for individuals with intellectual disabilities

$$\text{IQ} = \text{MA/CA} \times 100$$

Level of Mental Retardation		Level of IQ	Level of support
SNE professionals	AAMD		
1. Educable	1. Mild mental retardation	50 to 75	Intermittent
2. Trainable	2. Moderate	35 to 49	Limited
	3. Severe	20 to 34	Extensive
20/12/2025	4. Profound	Below 20	Permanently

8.Physical disability/Orthopedic Impairment and Health impairment

- is a condition that interferes body. Many but not all, physical disabilities are orthopedic impairments. (The term orthopedic impairment generally refers to conditions of muscular or skeletal system and sometimes to physical disabling conditions of the nervous system).
- It is a condition that requires ongoing medical attention. It includes asthma, heart defects, cancer, diabetes, hemophilia. HIV/AIDS, etc

8. Physical disability/Orthopedic Impairment and Health impairment



Classification and Characteristics

- based on the impact of physical disability, on mobility and motor skills, it is divided into three.
- ❖ **Mild physical disability**:- these individuals are able to walk without aids and may make normal developmental progress.
- ❖ **Moderate physical disability**:- individuals can walk with braces and crutches and may have difficulty with fine-motor skills and speech production.
- ❖ **Severe physical disability**:-these are individuals who are wheel-chair dependent and may need special help to achieve regular development.
- ❖ The physical disability could be broadly classified in to two
- ❖ ***The neurological system*** (the brain ,spinal cord & nerve) related problems.
- ❖ **Musculo skeletal system** (the muscles, bones and joints) are deficient due to various causes.

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- **Neurological system**:-with a neurological condition like cerebral palsy or a traumatic brain injury, the brain either sends the wrong instructions or interprets feedback incorrectly. In both cases, the result is poorly coordinated movement.
- problems that can be associated with cerebral palsy include learning disabilities, mental retardation. Seizures, speech impairments, eating problems, sensory impairments, and joint and bone deformities such as spinal curvatures and contractures (permanently fixed, tight muscles and joints).
- **Epilepsy**:-is disorder that occurs when the brain cells are not working properly and is often called a seizure disorder

■ It is characterized by recurring seizures which are

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- **Spinal bifida and spinal cord injury:-** damage to the spinal cord leads to paralysis and loss of sensation in the affected areas of the body.
- The spinal bifida is a birth defect of the backbone (spinal column). The cause is unknown but it usually occurs in the first twenty-six days of pregnancy

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■ II. Musculoskeletal system

- it includes the muscles and their supporting framework and the skeleton. It includes:-
- **Progressive muscle weakness (muscular dystrophy); Inflammation of the joints (arthritis), or Loss of various parts of the body (amputation)**
- The list of the impairment and associated with musculoskeletal malformation are the following:
- **Muscular dystrophy:-** is an inherited condition accruing mainly in males, in which the muscles weaken and deteriorate.
- **Arthritis:-** is an inflammation of the joints. Symptoms include swollen and stiff joints, fever, and pain in the joints during acute periods

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■ **Amputation:-** a small number of children have missing limbs because of congenital abnormalities or injury or disease (malignant bone tumors in the limbs).

■ **Other muscle-skeletal disorders are:-**

■ **Marfan syndrome** is a genetic disorder in which the muscles are poorly developed and the spine is curved. Individuals with marfan syndrome may have either long, thin limbs, prominent shoulder blades, spinal curvature, flat feet, or long fingers & thumbs. The heart and blood vessels are usually affected. The greatest danger is damage to aorta, which can lead to heart failure. Need to avoid heavy exercise and lifting heavy objects

■ **Achondroplasis:-** is a genetic disorder that affects 1 in 10,000 births. Children with this disorder usually develop a normal torso but have a straight upper back and a curved lower back (sway back). The disability may be lessened through the use of the back braces or by surgery.

■ **Polio:-** is viral disease that invade the brain and cause severe paralysis of the total body system

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- **Club foot:-** is a major orthopedic problem affecting about 9,000 infants each year. This term is used to describe various ankle or foot deformities.
- Twisting inward (equino varus), the most severe form
- Sharply angled at the heel (calcaneal valgus), most common
- The front part of the foot turned inward.
- **Cleft lip and cleft palate:-** are openings in the lip or roof of the mouth, respectively, that fail to close before birth, the cause is unknown. Most cleft problems can be repaired through surgery

Health Impairments

- **Heart disease:-** It is caused by improper circulation of blood by the heart some of the disorders are congenital
- **Cystic fibrosis:-** is a hereditary disease that affects the lungs and pancreas. It leads to recurrent respiratory and digestive problems including abnormal amounts of thick mucus, sweat and saliva
- **Acquired immune deficiency syndrome (AIDS):-** is a very severe disease caused by human immunodeficiency virus (HIV) infection
- **Hemophilia:-** is a hereditary disease in which the blood clots very slowly or not at all. The disorder is transmitted by sex-linked recessive gene and nearly always occurs in males.

Health Impairments ... contn'd

- **Asthma:** is a chronic respiratory condition characterized by repeated eplosde of breathing difficulties especially while exhaling.
- **Diabetes:** Developmental or hereditary disorder characterized by inadequate secretion or use of insulin
- Nephrosis & Nephritis Kidney disorders or diseases caused by infections, poisoning, burns, accidents or other diseases
- Sickle-cell anemia Hereditary and chronic blood disease (occurring primarily in African Americans) characterized by red blood cells that are distorted and that do not circulate properly
- **Leukemia:** Disease characterized by excessive production of white blood Cells

Health Impairments ... contn'd

- **Lead poisoning Disorder** caused by ingesting lead-based paint chips or other substances containing lead
- **Rheumatic fever Disease** characterized by painful swelling and inflammation of the joints that can spread to the heart and central nervous system
- **Tuberculosis Infectious** disease that commonly affects the lungs and may affect other tissues of the body.
- **Cancer Abnormal** growth of cells that can affect any organ system

9. Vulnerability

- Vulnerable means being at risk of being harmed. Characterized as;
- **Economic difficulties/lack** of financial resources: poverty, low living standards, housing problems (e.g. too damp, too expensive, too cold or difficult to heat)
- **Social exclusion**: limited access to facilities such as transportation, schools, libraries or medical services
- **Lack of social support** from social networks: no assistance from family members, friends, neighbors or colleagues
- **Stigmatization**: being a victim of stereotypes, being devalued, confronted with disgraceful behavior because of belonging to a particular social or ethnic group
- **Health difficulties**: disadvantages resulting from poor mental health, physical health or disabilities

Causes of Vulnerability

- may be caused by rapid population growth, poverty and hunger, poor health, low levels of education, gender inequality, fragile and hazardous location, and lack of access to resources and services, including knowledge and technological means, disintegration of social patterns (**social vulnerability**).
- **political vulnerability**
- **economic vulnerability**
- **Environmental vulnerability**

Characteristics of Vulnerable People

1. Less physically or mentally capable (infants, older adults, people with disabilities)
2. Fewer material and/or financial resources (low-income households, homeless)
3. Less knowledge or experience (children, illiterate, foreigners, tourists)
4. Restricted by society to grow and develop according to their needs and potentials

CHAPTER 2: CONCEPT OF INCLUSION

- Inclusion in education/service refers to an ongoing process education/services for all while respecting diversity and the different needs and abilities, characteristics and learning expectations of the students and communities and eliminating all forms of discrimination.
- **This definition has the following components:**
 - Concepts about learners
 - Concepts about the education system and schools
 - Concepts about processes to promote inclusion
 - Concepts about resources

2.1. Definition of Inclusion

- ❑ an ongoing process aimed at offering quality education/services for all
- ❑ process of addressing and responding to the diversity of needs of all
- ❑ changes and modifications in content, approaches, structures and strategies covers all
- ❑ wide range of strategies, activities and processes that seek to make a reality of the universal right to quality, relevant and appropriate education and services to all
- ❑ acknowledges that learning begins at birth and continues throughout life
- ❑ enable communities, systems and structures in all cultures and contexts to combat discrimination, and celebrate diversity
- ❑ It is part of a wider strategy promoting inclusive development

❑ It is a process that involves all stakeholders in the community, including the government, the private sector, and the community itself.

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❑ The above definition of inclusion has following components:

■ **Concepts about learners**

- Education is a fundamental human right for all people
- Learning begins at birth and continues throughout life
- All children have a right to education within their own community
- Everyone can learn, and any child can experience difficulties in learning
- All learners need their learning supported child-focused teaching benefits all children.

■ **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

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■ **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

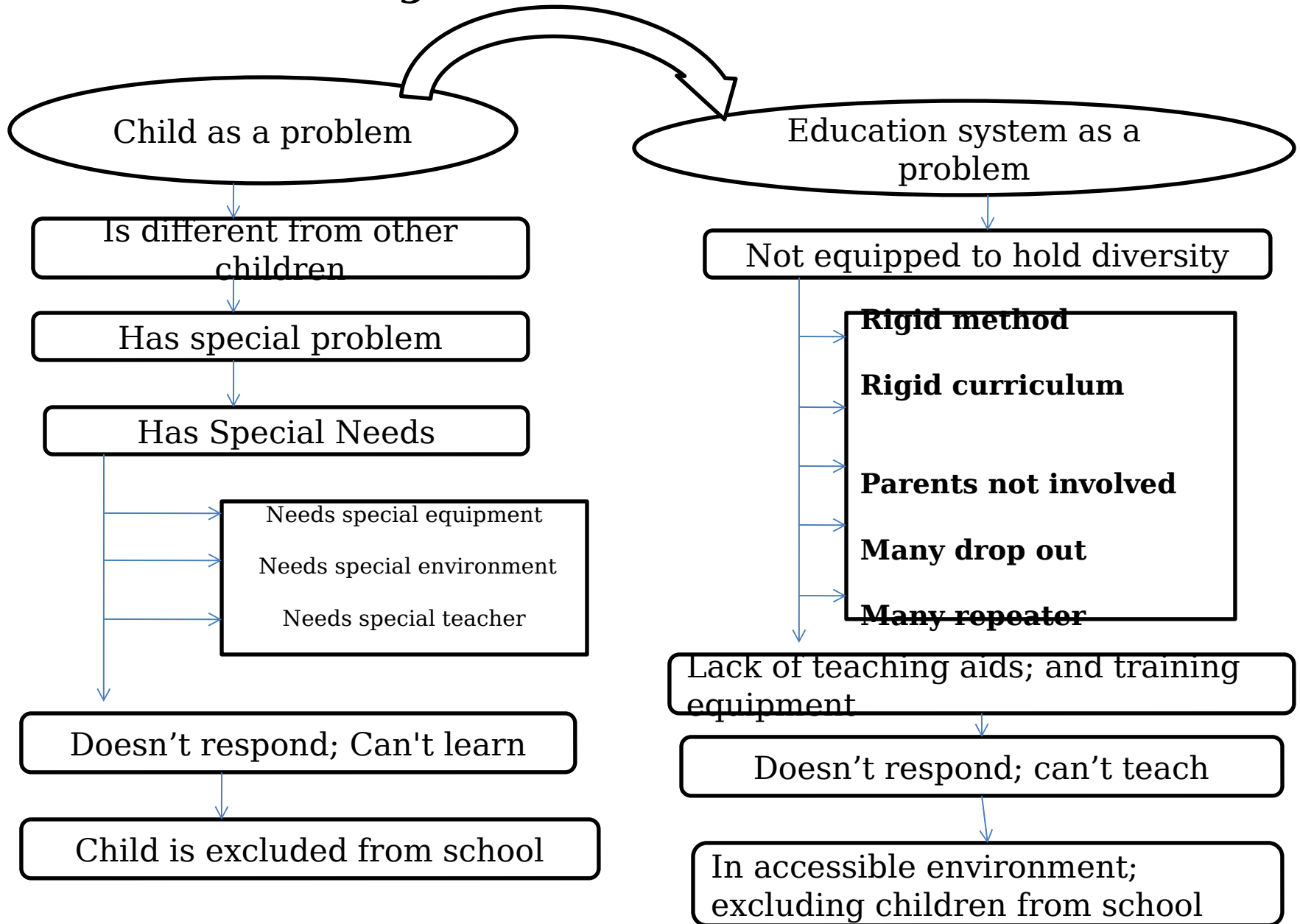
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■ Concepts about resources

- 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.

- 
- ❖ Welcoming diversity
 - ❖ Benefiting all learners, not only targeting the excluded
 - ❖ Children in school who may not feel excluded
 - ❖ Providing equal access to education by provision of support
- ❑ Reforms of special education alone;
 - ❑ Responding only to diversity;
 - ❑ Meeting the needs of children with disabilities only; and
 - ❑ Meeting one child's needs at the expense of another child.

Shafting from exclusion to inclusion



UNESCO has identified four important elements of inclusive education

- ❑ ***Inclusion is a process:*** Inclusion has to be seen as a never ending search to find better ways of responding to diversity.
 - It is about learning how to appreciate differences and learn from diversity. In this way, differences come to be seen more positively, as a stimulus for fostering learning among both children and adults.
- ❑ ***Inclusion is concerned with the identification and Removal of barriers:***
 - It involves collecting, collating and evaluating information from a wide variety of sources in order to plan for improvements in policy and practice.
 - It is about using evidence of various kinds to stimulate creativity and problem solving.

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□ **Inclusion is about presence, participation and achievement**

➤ **Presence**- concerned with where children are educated, and how reliably they attend;

➤ **Participation**- the quality of their experiences while they are present and must incorporate the views of the learners themselves;

➤ **Achievement**- is about outcomes of learning across the curriculum, not merely tests or examination results.

□ *Inclusion involves a particular emphasis on those groups of learners who may be at risk of marginalization, exclusion or under-achievement.*

□ Refers that there is a moral responsibility to ensure that those groups that are statistically most 'at risk' are carefully monitored and that where necessary

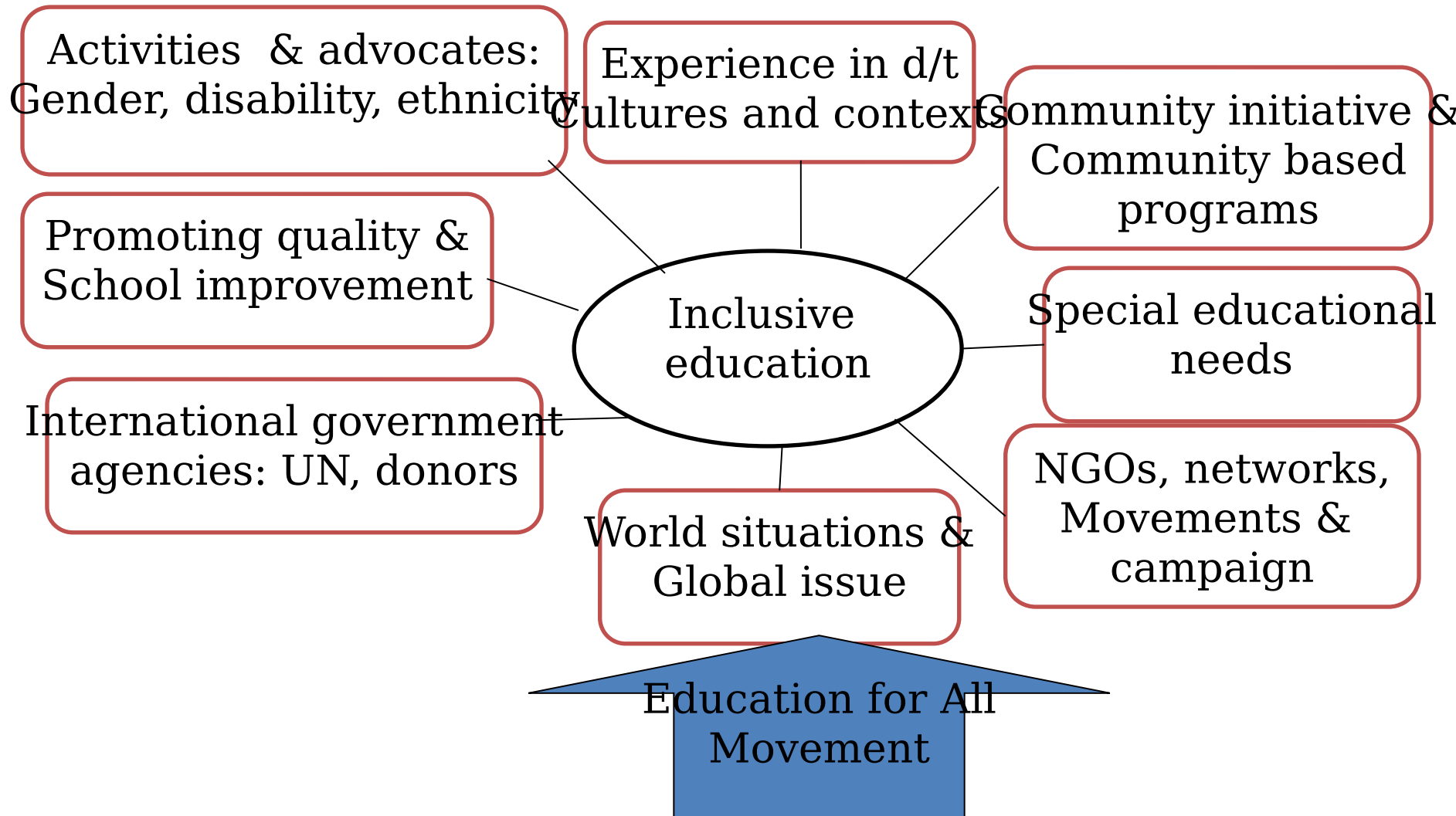
2.3. Factors that Influenced Development of Inclusion

- ❖ inclusive education is a basic human right;
- ❖ quality education results from inclusion of students with diverse needs and ability differences
- ❖ there is no clear demarcation between the characteristics of students with and without disabilities and vulnerabilities

➤ Barriers Development of Inclusion

- ❖ Existing attitudes and values
- ❖ Lack of understanding
- ❖ Lack of necessary skills,
- ❖ Limited resources
- ❖ Inappropriate organization

2.4 Influences on the Development of Inclusive Education



2.6 Benefits of Inclusion

1. Benefits for Students with Special Needs Education

- ❖ In inclusive settings people will develop:
- ❖ Learn socialization through social interaction
- ❖ Promote friendship and gain peer role models
- ❖ improved academic achievement
- ❖ Increase school attending and participation
- ❖ Increased parental participation
- ❖ Allows Target students to be grouped

2. Benefits for persons without Special Needs Education

- ❖ Have increased appreciation, acceptance and respect
- ❖ Create opportunity to understand diversity

Benefits ...

3. Benefits for Teachers

Benefits for Parents/Family

- ❖ They have more opportunities to learn new ways to teach different kinds of students.
- ❖ They gain new knowledge, such as the different ways children learn and can be taught.
- ❖ They develop more positive attitudes and approaches
- ❖ They have greater opportunities to explore new ideas with communicating other school clusters and or with parents.
- ❖ They can encourage their students to be more interested, more creative and more attentive
- ❖ They get opportunities to exchange information about instructional activities and teaching
- ❖ They benefit from developing teamwork and collaborative problem-solving skills to creatively address SWD
- ❖ Learn more about how their children are being educated in schools with their peers in an inclusive environment
- ❖ Become personally involved and feel a greater sense of accomplishment in helping their children to learn.
- ❖ Feel valued and consider themselves as equal partners in providing quality learning opportunities for children.
- ❖ Find out ways to interact with others in the community, as well as to understand and help solve each other's problems.
- ❖ Know that their children and ALL children are receiving a quality education.
- ❖ Experience positive attitude about

Benefits ...

2.4. Benefits for Society

- helps break down barriers & prejudice that prevail in the society towards PWD
- Bring values and appreciates differences in human beings
- cost effective

Ultimate Goal of Inclusion

- ❑ to create homes, schools and societies where everyone belongs
- ❑ welcoming all in all environmental and developmental arenas.
- ❑ Create opportunity to understanding of difference and diversity
- ❑ To create Inclusive society
- ❑ To promote inclusive circle: →

→ ***inclusive schools*** ***Inclusive education*** ***inclusive***
society ***inclusive development***

2.7 Features of Inclusive Environment

- ❑ Is about belongingness
- ❑ welcomes all people, regardless of their disability and other vulnerabilities
- ❑ Is about respectful, supportive, and equalizing
- ❑ reaches out to and includes PWD and vulnerabilities in all levels
- ❑ adjusted to individuals' needs and not vice versa
- ❑ Differences are a source of richness and diversity, but not as a problem
- ❑ developing culture, policy and practice which meet pupils' diversified needs

Major characteristics Inclusive Environment

- it ensures the respect and dignity PWD
- provides accommodations willingly and proactively
- promote inclusiveness and quality provisions and practice
- It involves mobilizing resources within the community
- It strives to create strong links with, clinicians, caregivers, and staff

2.8 Barriers to Inclusion

- ❑ Attitudinal barriers;
- ❑ Problems related with societal values and beliefs
- ❑ Economic factors (poverty)
- ❑ lack of implementation of inclusive policies
- ❑ Lack of cooperation, collaboration and taking responsibility among stakeholders
- ❑ 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
- ❑ Fragile democratic institutions that could not promote inclusion
- ❑ Large class sizes that make teachers and stakeholders meet students' diverse needs

Group assignment

1. Discuss and describe the impact of disability and vulnerability on daily life of persons with disabilities and vulnerabilities.
2. What are the diverse needs of persons with disabilities and vulnerabilities? Describe them in terms of social, emotional, psychological, physical and economic.
3. Explain the effects of environment on the life of persons with disabilities and vulnerabilities.
4. What is community based rehabilitation (CBR)?
 - Provide proper definition for term CBR,
 - Mention the stakeholders should be involved in the CBR and
 - Describe the major objectives of CBR,
5. Mention different kinds of assistive technologies and describe their roles in the life of persons with disabilities

4.1 Definition of Inclusive Culture

- ❑ Inclusive means is a sense of belonging, welcoming all, and give value to all
- ❑ Inclusive organization let the people fell free and compromise diversity
- ❑ Culture is “the ideas, customs, and social behavior of a particular people or society”
- ❑ An organization’s culture is the culmination of the priorities, values and behaviors, which support their employees in how they work singularly, in teams and with clients.
- ❑ Therefore, an inclusive culture involves the full and successful integration of diverse people into a workplace
- ❑ It is also about representation, Receptivity and Fairness

4.1.1 Dimensions/ elements of an inclusive culture

- ❑ There are three dimensions of an inclusive culture
 - 1) Universal Design
 - 2) Recruitment, Training and Advancement Opportunities

Dimensions/ elements of an inclusive culture

1) Universal Design

- ❑ Is refers to the construction of structures, spaces, services, communications and resources are accessible to all
- ❑ About adapting manuals, materials and forms to all employees to be accessible to all
- ❑ Making the work place safety, accessible and health to wheelchairs users and to all employees
- ❑ Providing employees with a variety of flexible schedule and work options

2) Recruitment, Training, & Advancement Opportunities

A) Recruitment of PWD has two components

- ***Accessible outreach and hiring practices:*** is about creating barriers free environment for PWD to participate
- ***Targeted recruitment of workers with disabilities:*** involves specific outreach to people with disabilities

- **B) Training**

- ☐ Is twofold role for creation of inclusive workplace culture
- ☐ the degree to which people with disabilities have equitable access to training sites, events, and materials.
- ☐ the training of managers, particularly middle management, and human resources staff, to work effectively with all people
- ☐ **However**, inadequate training result in reducing job satisfaction low productivity and retention.

- **C) Advancement**

- ☐ Is about accumulation of Recruitment and adequate training
- ☐ The existing mentoring programs are advertised, implemented and maintained with attention to inclusion of workers with disabilities
- ☐ Targeted mentoring and coaching programs specifically assist employees with disabilities

3) Workplace accommodations and accessibility: Policy & Practice

- ❑ Policy plays a critical role in generating meaningful inclusion of PWD
- ❑ policies need to carefully plan for the provision of reasonable accommodations
- ❑ accommodations policies are be ***“procedural justice”*** meaning policy should be fair, accessible and functional to employees with disability and ***“interactional justice”*** meaning the managers or colleagues with whom one is interacting are behaving fairly, reasonably and respectfully

4.2 Benefits of Inclusive cultures

- ❖ Increased worker commitment to and identification with organizational success
- ❖ Improved employee health and well-being
- ❖ Reduced expenses corresponding to reduced employee turnover
- ❖ Improved productivity
- ❖ Increased employee investment in work performance
- ❖ Reduced perception of discrimination and inequity
- ❖ Improved cooperation and collaboration

Means of establish inclusive culture

- 1) By considering the four key *inclusive leadership behaviors*: Empowerment each, accountability, courage, Humility (overcome your limitations)**
- 2) Consider what you want to achieve and what the benefits will be**
- 3) Undertake an inclusion review of your workplace by:**
 - ☐ *The demographics of your organization and customer base*
 - ☐ *Your formal policies and procedures*
- 4) Decide where work is needed and create an action plan through:**
 - ❖ *Actively involve all employees*
 - ❖ *Build a culture of inclusion and respect*

5) Communicate the plan with staff and put the plan into action through:

- ☐ Actively involve all groups of employees
- ☐ Participation and consultation through: (Staff surveys, Focus groups and Engagement with employee networks)

6) Review, monitor and evaluate the plan's impact and use what you find to plan future action

- Inclusive culture → inclusive organization
- **inclusive organization are:**
 - ☐ fairness and respectful
 - ☐ value and belonging to all
 - ☐ safe and open and
 - ☐ empowerment and growth for all
- **benefits of an Inclusive organization**
 - ☐ Higher Job Satisfaction
 - ☐ Lower Turnover
 - ☐ Higher Productivity
 - ☐ Higher Employee Morale
 - ☐ Improved Creativity and Innovation
 - ☐ Improved Problem-Solving
 - ☐ Increased Organizational Flexibility

- **Ten Characteristics of an Inclusive Organization**

- 1) *It accepts diversity and inclusion as a way of life*
- 2) *It evaluates individual and group performance on the basis of observable and measurable behaviors and competencies*
- 3) *It operates under transparent policies and procedures*
- 4) *it is consistent in its interactions with everyone*
- 5) *It creates and maintains a learning culture*
- 6) *It has a comprehensive and easily accessible system of conflict resolution at all levels*
- 7) *It recognizes that it is part of the community that it serves*
- 8) *It lives its mission and core values*
- 9) *It values earned privilege over unearned privilege*

- **inclusive community is**
- The community where everyone is respected as a citizen, get access to resource, get equal treatment and opportunity
- A community that is free from any form of discrimination, values diversity
- All are part of decision-making processes
- Aims at empowering and promoting the social, economic, and political inclusion of all regardless of age, sex, disability, race, ethnicity, origin, religion, economic, or other status
- A community where also no one left behind, open and inclusive to all
- **Importance of inclusive community**
 - Block exclusion and injustice that bases few group
 - promote chance of all to participate in all activities
 - Promote diversity as richness

- ❑ To build inclusive community the following consideration of motivation is impotent behind the community:
 - ❖ *Types and sequence of strategies selected*
 - ❖ *Resources available*
 - ❖ *Amount of support and obstruction (obstacles)*
 - ❖ *Rate of progress*
 - ❖ *Expected outcomes*
- ***Characteristics of an Inclusive Community***
 - ❑ Integrative and cooperative
 - ❑ Interactive
 - ❑ invested (empower)
 - ❑ welcome and incorporate diverse
 - ❑ Equitable, accessible and Sensitive
 - ❑ Participatory and safe

- Inclusion is most importantly seen as putting inclusive values into action
- Inclusive values wish to overcome exclusion and promote participation
- inclusive values are appreciating diversity, equality and equity, cooperativeness, participation, community, and sustainability
- ***To develop inclusive values there are seven Pillars of Inclusion***
 - ☐ Access
 - ☐ Attitude (willing people are to embrace inclusion and diversity)
 - ☐ Choice (options)
 - ☐ Partnership
 - ☐ Communication
 - ☐ policy and

A framework of inclusive values



- 
- ***“Indigenous”** refers to a better understanding of, and respect for, indigenous cultures develops an enriched appreciation of the existing cultural heritage*
 - **Indigenous inclusion** defined as an organizational state that is embraced as a cultural norm, with enterprise-wide workplace strategies as well as a culture which invites the full participation of indigenous people into all aspects of business operations

4.5.1 Features of an indigenous inclusion

- 1) Inclusion has been embraced as a core competency
- 2) Share experience and achievements among organization
- 3) Human rights and responsibilities are promoted and respected

- 6) There are significant revenues and jobs gained by Indigenous people and businesses through the organization's supply chain;
- 7) Indigenous community sustainable gains have been realized as a result of the relationships built between the company and the community
- 8) High levels of Indigenous employee engagement are seen and experienced in the organization
- 9) Leadership has put into place the resources needed to sustain its Indigenous inclusion
- 10) Indigenous inclusion is integral to the mission and vision of the organization

Inclusive practice is:

- ☐ *an approach to recognizes the diversity of students*
- ☐ *aim to embrace all people irrespective of race, gender, disability, medical or other need.*
- ☐ *about giving equal access and opportunities and getting rid of discrimination and intolerance (removal of barriers)*
- ☐ *about the attitudes, approaches strategies talent to ensure that people are not excluded or isolated*
- ☐ *having an understanding of the impact that discrimination, inequality, social exclusion can have on an individual*
- ☐ *gives an individual more confidence in the care that they were receiving*

4.6.1 principle of inclusive practices

- 1) All have his/her unique style ability and achievement which to be equally valued, respected and celebrated by society
- 2) Diversity enriches and strengthens all communities
- 3) All are enabled to fulfill their potential by taking into account individual requirements and needs
- 4) Support is guaranteed and fully resourced across the whole activities experience
- 6) All learners need friendship and support from people of their own age
- 7) All children and young people are educated together as equals in their local communities

4.6.2 Benefits of Inclusive practices

- ☐ Friendships
- ☐ Increased social initiations, relationships and networks
- ☐ Peer role models for academic, social and behavior skills
- ☐ Increased achievement of Individual Educational Plan goals
- ☐ Greater access to general curriculum
- ☐ Enhanced skill acquisition and generalization
- ☐ Increased inclusion in future environments
- ☐ Greater opportunities for interactions
- ☐ Higher expectations
- ☐ Increased school staff collaboration
- ☐ Increased parent participation
- ☐ Families are more integrated into community



CHAPTER 5 INCLUSION FOR PEACE, DEMOCRACY AND DEVELOPMENT

5.1 introduction

- ***Inclusive education is:-***
 - ❑ heart of any strategy for peace-building, democracy and development
 - ❑ It is through inclusive educational that values, skills and knowledge which form the basis of respect for human rights and democratic principles can be developed
 - ❑ It is through Inclusive education that the rejection of violence, and a spirit of tolerance, understanding and mutual appreciation among individuals, groups and nations can be enhanced.
 - ❑ As a result, inclusiveness should be the first phase towards increasing participation and fight for social justice for people with disabilities, vulnerable and



5.2 Definition of Peace, Democracy and Development

- **5.2.1 Inclusion for Peace**

- ❖ peace is defined as *creating mutual understanding*, positive relationship between individuals and groups.
- ❖ developed interpersonal peace through deep respect for other persons, justice, tolerance and cooperation
- ❖ peace has a notion of societies' completeness, fulfillment, wholeness, harmony, feeling of security and well being of an individual, a community or a society.



5.2.1 Inclusion...

- Human being is interconnected and should be free from negative force, fear, hatred, anger, tension, violence stress, anxiety and any kind of destructions
- Peace make the mind quiet and calm prevents anxieties, worries, stress and fears, and awakens inner strength and confidence, develop freedom, happiness, love, joy, justice and gratitude
- Peace can be achieved through formal and informal IE.
- Peace issues are core to the discussion of resilience (flexibility).

- ❑ *Inclusive education* is a foundation for ***inclusiveness*** in all aspects of life
- Inclusiveness:
 - ❖ It creates **equality** and **equity** among **divers** population.
 - ❑ **Equal** (sameness and nondiscrimination)
 - ❑ **equitable** (social justice and fairness) distribution of resources within the system
 - ❑ **Diversity** refers to in terms of language, religion, socio-economic status, culture and psychology, disability...
 - ❖ to create a society that is peaceful, democratize and developed.
- ❑ **Inclusive education crucial for:**
 - Fostering education that promotes the values, attitudes

- **Inclusive education crucial for**
- Promoting sustainable economic and social development
- Promoting gender equality in economic, social and political decision-making;
- Fostering democratic participation and citizenship
- Advancing understanding, respect for cultural diversity, and human solidarity by promoting a dialogue among societies
- Promoting international peace and security
- Promoting respect for the UDHR at all levels
- Inclusive education is the basis for harmony
- create citizens those are unselfishness and living for the wellbeing of others
- develop self-control, give genuine service, be fair,

5.2.2 consequence of absence of inclusive education

- ❑ cut people off from full involvement in the economic and social life of their countries
- ❑ social exclusion this result in horizontal inequalities (underpin grievances) this leads to mobilize groups for conflict
- ❑ Reduce disparities in wealth and income
- ❑ Educational inequalities reflect social inequalities more broadly
- ❑ Dominant ethnic groups control state resources and minority groups were discriminated.
- ❑ conflict could be happen due to discrimination on the basis of: gender. Age, class, religion, disability, poverty, geographical location..etc.

5.2.3 Sources of Conflict

- Conflict begins within the Individual
- Spiritual sources of conflict
 - Result of original ancestor's separation from God and negative influence from evil spiritual forces
- Disunity within the individual and confusion of values
- Family sources of conflict
 - Family dysfunctions affect succeeding generations.
- National/international sources of conflict
 - National policies affect future generations and can lead to conflict within or between nations

- National crimes burden future generations
- Ethnic/religious resentments accumulate
- Individual Choice: To resolve or repeat past conflicts- rethinking the past and the future

5.2.3.2 Absence of inclusiveness

- ☐ selfishness (living only for oneself)
- ☐ lust- envy (desire to covert)
- ☐ Exploitation (taking advantage over others)
- ☐ prejudice (partiality) or narrow-mindedness
- ☐ need- Self-indulgence (self- pity)
- ☐ vengeance- retaliation (revenge or un-acceptance)
- ☐ Arrogance (over superiority)
- ☐ self-importance those are the basis of conflicts are in the minds of human being

- ❑ expand formal and informal *IE* → creating *inclusive society*
create competencies in young and adult populations that:
 - Have skills of sifting the truth from propaganda
 - Respect for different points of view of other
 - resolve conflict in non-violent ways
 - Have desire and ability to participate in shaping society
- ❑ **Building of peace requires taking the following steps:**
 - Fostering (promoting) inclusion, ensuring access to justice, strengthening the social fabric and delivering good governance
 - Reaffirm a commitment to human rights, the foundation for human dignity and just societies
 - Foster social resilience by strengthening inclusion and addressing inequality

5.3.1 Definition of democracy

- **Democracy is** “the rule of the people, by the people, for the *people*”
- “*people*” is to mean all human being, regardless of the diversities.
- Democratic **schools are an educational** ideal in which democracy is both a goal and a method of instruction.

5.3.2 Inclusion Education for Democracy

- ❑ Schools are the ideal place to promote democracy
- ❑ Schools task should be helping students to realize the *democratic values*.

5.3 Inclusion for Demo...

5.3.2.1 DEMOCRATIC VALUES

- ➡ Protected right
- ➡ Independent quality life for all
- ➡ Freedom
- ➡ Pursuit of happiness
- ➡ Justice
- ➡ The common good
- ➡ Truth
- ➡ Respect and tolerance for diversity and partisanship.

5.3 Inclusion for Dem...

5.3.2.2 INCLUSIVE EDUCATION

- ➡ sees young people not as passive recipients of knowledge, but rather as active co-creators of their own learning that help to exercise democracy
- ➡ aims to develop real democracy through active participation by all diverse learners involved in classrooms and educational institutions
- ➡ Develops values of cooperation, fairness and justice into the hearts of our students.
- ➡ In democratic education students have the power to make decisions about their learning
- ➡ All children are able to be part of their community and develop a sense of belonging
- ➡ democracy is one of the principles of inclusiveness in the process of building inclusive society that begun in schools.

- ➡ Diversity enriches and strengthens all communities.
- ➡ All PWD different in their needs, potentials, learning and working styles;
- ➡ PWDs' achievements according to their potentials are equally valued, respected and celebrated by society
- ➡ All learners are enabled to fulfill their potential by taking into account individual requirements and needs.

5.4 Inclusion for Development

➡ 5.4.1 Definition of development

- ➡ refer to a specified state of advancement or growth a new and advanced idea, profession, physical, mental, product;
- ➡ or an event that constitutes a new stage under changing circumstances.
- ➡ is a positive growth or change in economical, social and political aspects of a country.
- ➡ Any kind of development should be inclusive
- ➡ Therefore, **inclusive development** as a “process that occurs when social and material benefits are equitably distributed across divides in society” (Hickey, 2015)
- ➡ **Inclusive development** also has an “integral focus on the achievement of equity and the rights of citizenship” (Hickey, 2013).

inclusive development

- ❑ consists of ensuring that all marginalized and excluded groups are stakeholders in development processes
- ❑ Inclusive and sustainable development is crucial to reduce poverty in all its dimensions so all member are benefited.
- ❑ goal of inclusiveness is to prevent social exclusion and creating more **social inclusion**
 - ❖ **Social inclusion** is an integral part of inclusive development
 - ❖ **Social inclusion** enhances capabilities, broadens social ties of respect and recognition, and at the collective

... contn'd

- **Social inclusion** ought to be based on the recognition of rights and responsibilities, accountability and judgment and of the fundamental equality of all
- **Social inclusion** is thus also inherently political, and it is crucial for inclusive development to address social inclusion
- It is obvious that people with disabilities and marginalized population are large and most disadvantaged minority in the world therefore, they should benefited and include in any developmental organization
- Without creating inclusiveness for these populations we cannot realize peace, democracy and development.

5.4.3 Importance of Inclusion

- to support people to learn, productive, successful and live independently without helping them too much
- All people are able to be part of their community and develop a sense of belonging
- values diversity and the unique contributions, where everybody brings to the milieu.
- Create opportunity to participate in the typical experiences in life
- it prepares individuals today and in the future

- These include race, ethnicity, age, ability, language, nationality, socioeconomic status, gender, religion, or sexual orientation.
- The group is diverse if a wide variety of groups are represented.
- Cultural diversity has become a hot-button issue when applied to the workplace.
- We have created a list of the biggest diversity issues in the workplace:
 - ❖ Acceptance and respect
 - ❖ Accommodation of beliefs
 - ❖ Ethnic and cultural differences
 - ❖ Gender equality
 - ❖ Physical and mental disabilities
 - ❖ Generation gaps
 - ❖ Language and communication

- Ethnicity (language and cultural differences)
- Age and generation differences
- Gender and gender identity
- Religious and spiritual beliefs
- Disability and ability
- Socioeconomic status and background
 - ☐ Poor and rich
 - ☐ Educated and uneducated
 - ☐ Highly educated and less educated
 - ☐ Rural vs. urban history
 - ☐ Married and unmarried
 - ☐ Hard worker and non hard worker
 - ☐ Mental health problems...etc

5.5.2 Valuing diversity

- ➡ Recognizes differences between people and acknowledges that these differences are a valued asset
- ➡ Multicultural education is an important component of **valuing diversity**
- ➡ great reputation for the company, leading to increased profitability and opportunities for workers quality services
- ➡ Make people to build a stronger sense of identity and wellbeing
- ➡ It helps dispel negative stereotypes and personal biases about different groups
- ➡ helps us recognize and respect ways of being|| that are not necessarily our own

5.5.3 Cultural Diversity

- + Our culture is what shapes us; it shapes our behavior and our identity
- + **Culture** is our way of living, it refers to the shared language, beliefs, values, norms, behaviors, and material objects that are passed down from one generation to the next.
- + **Cultural diversity** in the world is diverse and a blessing gift for development; but become sources of conflict. Why?
- + The term culturally diverse is often used interchangeably with the concept of multiculturalism
- + The multicultural person, therefore, is not simply the one who is sensitive to many different cultures. Rather this

5.5.3 Cultural Diversity

✚ **Cultural diversity** is when population differences are well represented within a community.

✚ These include

✚ *race,*

✚ *ethnicity,*

✚ *age,*

✚ *ability,*

✚ *language,*

✚ *nationality,*

✚ *socioeconomic status,*

✚ *gender, religion and*

✚ *geographical area.*

5.5.4 Ethnic diversity

- ✚ The terms "race" and "ethnicity" used interchangeably, but, generally speaking, the meanings are distinct.
- ✚ **Race** is usually seen as biological, referring to the physical characteristics of a person. An example of race is *brown, white, or black skin (all from various parts of the world)*
- ✚ while **ethnicity** is viewed as a social science construct that describes a person's cultural identity.
- ✚ It is including nationality, regional culture, ancestry, and language. Example of ethnicity is *German or Spanish ancestry (regardless of race) or Han Chinese*

5.5.5 Benefits of Cultural Diversity

- ❑ Increased productivity, profits
- ❑ Improved creativity, employee engagement and cultural insights
- ❑ build bridges to trust, respect, and understanding across **cultures; inclusiveness.**
- ❑ **Respect the** religious diversity, however, disrespect and unfair treatment, bullying and harassment other religions can cause of conflict in workplace

How to Resolve Conflict

- ❖ Agree on a mutually acceptable
- ❖ Focus on the current conflict
- ❖ Listen to others view
- ❖ Seek for win-win approaches
- ❖ Seek common ground

Gender differences

- ✚ "sex" refers to the biological differences between males and females
- ✚ "Gender" can refer to the role of a male or female in society, known as a gender role
- ✚ Women are generally better at language tasks but men little bit better at organizing things in space.
- ✚ Aristotle saw women as subject to men.

6.1 introduction

Legal frameworks that may incorporate: ***legislations, conventions, policies and related legal frameworks***

This legal frameworks were developed **on the behave of discrimination, exclusion, segregation and**

Isolation against persons with disabilities in denied their human rights, participation in the society and in the sphere of economic, social and cultural rights, in the fields of, for instance, housing, employment, transport, cultural life and access to public services.

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- 1) 1948 Universal Declaration of Human Rights - Article 26
 - 2) 1960 UNESCO Convention against Discrimination in Education - Articles 1, 3 and 4
 - 3) 1965 International Convention on the Elimination of All Forms of Racial Discrimination - Article 5
 - 4) 1966 International Covenant on Economic, Social and Cultural Rights - Article 13
 - 5) 1966 International Covenant on Civil and Political Rights - Articles 18 and 19
 - 6) 1973 ILO Convention on the Minimum Age for Employment - Article 7

-
- 1) 1979 Convention on the Elimination of All Forms of Discrimination Against Women - Article 10
 - 2) 1982 World Program of Action Concerning Disabled Persons proposals for implementation, national action, part 2
 - 3) 1989 Convention on the Rights of the Child - Articles 23, 28 and 29
 - 4) 1989 ILO Convention Concerning Indigenous and Tribal Peoples - Articles 26, 27, 28, 29, 30 and 31
 - 5) 1990 The World Declaration on Education for All, Jomtien
 - 6) 1993 The Standard Rules on the Equalization of Opportunities for Persons with Disabilities

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1) 1994 The Salamanca Statement and Framework for

Action on Special Needs Education

2) 1999 ILO Convention on the Worst Forms of Child

Labor – Article 7

3) 1999 Salamanca Five Years On Review

4) 2000 World Education Forum Framework for Action,
Dakar

5) 2000 Millennium Development Goals focusing on
Poverty Reduction and Development

6) 2002 EFA Global Monitoring Report: EFA

6.2 Key International...

- 1) 2004 EFA Global Monitoring Report: Gender and Education for All – the leap to quality
- 2) 2005 EFA Global Monitoring Report: Education for All – the quality imperative
- 3) 2006 EFA Global Monitoring Report: Literacy for Life
- 4) 2006 Convention on the Rights of Persons with Disabilities
- 5) 2007 EFA Global Monitoring Report: Strong Foundations – early childhood care and education
- 6) 2008 EFA Global Monitoring Report: Education for

6.1 International and National Legal Frameworks

6.1.1 International Legal Framework

- ☐ There have been international efforts to address equal opportunity of PWDs in employment
- ☐ aimed at protecting the rights of persons with disabilities through the principles of equality and non discrimination.

A) 1948 Universal Declaration of Human Rights - Article 26 Everyone has the right to education which is free and compulsory at elementary level.

B) The UN Convention on the Rights of the Child, 1989 Extracts from Articles, 2, 23, 28 and 29 (Ensure the right for all children to receive education without discrimination on any ground)

C) World Conference on Education for All, Jomtien, and 1990 World Declaration on Education for All: Meeting Basic Learning Needs (Known as Justice declaration). It is the move away from a rigid, prescriptive education system towards a flexible

6.2 Key International...

- D) The World Programmed of Action, 1982** the International Year of Disabled Persons in 1981 education of PWD should be in general schools and services individualized, locally accessible and comprehensive
- E) The Standard Rules on the Equalization of Opportunities for Persons with Disabilities - Rule 6** education of PWD is “an integral part of the educational system”
- F) The Salamanca Statement and Framework for Action on Special Needs Education, 1994 -** Accommodation (adjustment) regardless of physical, mental, emotional other factors. Salamanca the focus was on diversity of children's characteristics and educational needs

6.2 Key International...

G) Convention on the Rights of Persons with Disabilities, 2006 (Article 24 - Education)

- States Parties recognize the right of persons with disabilities to education

H) World Education Forum, Dakar, 2000

- Ensure that all children have access to and complete free and compulsory primary education by 2015
focus on marginalized and girls

6.1.2 National Laws and Policy Frameworks

- ✚ It about our country laws and policies about disability and rights of PWD
- ✚ Ethiopia has no disability related instrument until 1971 of the imperial order to provide for the establishment the rehabilitation agency. But after introduction of a new constitutional order in the country.
- ✚ Ethiopia has signed most of the international conventions and declarations protecting the rights of persons with disabilities

1. ***Constitution of the Federal Democratic Republic of Ethiopia-1995:*** Article 41(5) State's responsibility for the provision of necessary rehabilitation and support services for people with disabilities

2. ***Labor Proclamation, No. 377/2003, amended by Labor Proclamation No. 494/2006:*** it is unlawful to discriminate employers in work place on their base of nationality, sex, religion, political outlook

3. ***The Federal Civil Servant Proclamation- No. 515/2007:***

- It offers for special preference in the recruitment, promotion, and deployment, among others, of qualified candidates with disabilities. ***This***

- 4. Proclamation concerning the Rights to Employment for Persons with Disabilities- No. 568/2008:** The proclamation makes null and void any law, practice, custom, attitude and other discriminatory situations that limit equal opportunities for PWD
- 5. Framework Document- 2009:** provides for Special Needs Education in Technical and Vocational Education and Training.
- 6. Building Proclamation- No. 624/2009:** provides for accessibility in the design and construction of any building to ensure suitability for physically impaired persons.
- 7. Proclamation on Definition of Powers of Duties of the Executive Organs of the FDRE, No. 691/2010:** This provides for conditions of equal opportunities and full participation of persons with disabilities and those living with HIV/AIDS.

8. Growth and Transformation Plan (GTP) 2010-2015: It focuses on establishing disability as a cross cutting sector of development

9. National Plan of Action of Persons with Disabilities - (2012-2021): aim at making Ethiopia an inclusive society

10. Proclamation concerning the Rights of Disabled Persons to Employment-No.101/1994: document was the only legislation in Ethiopia which specifically provides for the employment of disabled persons.

11. The Federal Civil Servant Proclamation (Proclamation -No 1064/2017: Article 13/2 of proclamation no 1064/2017 recognizes that: 'There shall be no discrimination among job seekers or civil servants in filling vacancies because of their ethnic origin, sex, religion, political outlook, disability, HIV/AIDS or any other ground.'

12. Labor Proclamation-1156/2019: controls the private sector employment relationship. Article 15 of the proclamation outlaws discrimination on the basis of disablement

13. Organization of Civil Society Proclamation - No. 1113/2019: This proclamation is a newly enacted legislation replacing its predecessor proclamation 621/2009: Article 11 of this proclamation expressly provides that persons with disabilities should be included as a member to

14. The Revised higher institutions proclamation - No. 1152/2019: This proclamation has been enacted in replacement of its predecessor proclamation 650/2009:

- art. 51 stated that institutions shall: make, to the extent possible, their facilities and programs amenable to use with relative ease for students with physical disabilities; shall, to the extent that situations and resources permit, relocate classes, develop alternative testing procedures, and provide different educational auxiliary aids in the interest of students with physical disabilities and learning disabilities; consider building designs, campus physical landscape, computers and other infrastructures of institutions shall take into account the interests of physically disabled students; shall

15. *Avertissement Proclamation -No. 759/2012:* article 7/4 of this proclamation, advertisement which undermines the dignity and emotional feeling of a physically disabled person is immoral

16. *The Ethiopian Building proclamation -No 624/2009:* all public building including toilets are accessible to person with physical disability who use wheelchairs and those who are able to walk

17. *Definition of Powers and Duties of the Executive Organs of the Federal Democratic Republic of Ethiopia Proclamation -No. 1097/2018:* focus on crating condition whereby everyone has equal opportunity and full participation through the responsible ministries specifically duty

- **18. Developmental Social Welfare Policy 1997:**
 - targets people with disabilities and sets out to safeguard their rights and to promote opportunities for vocational rehabilitation. full participation in education, health, political, economic and social activities and other activities
- **19. The FDRE Education and Training Policy of 1994:**

This document recognizes that special attention must be provided for those with special needs. However, it does not have any clear recognition for reasonable accommodation
- **20. The FDRE special needs/inclusive education strategy 2012:** This document focuses on inclusive education policy, strategies and responsibilities of stakeholder
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Chapter 7: Resources Management for Inclusion

- **Provisions of Resources**

- Resource should be considered for people with disabilities in workplaces, social gatherings, recreational and in schools that help them to feel comfortable, secure and work at their independent and team activities

- **Resources for school children**

- **School based resource room**

- **Human resources in schools**

- **School based material resources like:-**

- Various magnifying lenses
- Slate and styles
- Perkins Braille writer
- White Cane
- Blind folder
- Tuning fork
- Audiometer
- Hearing aids etc

Accommodations

- Accommodations are adjustments that teachers and school personnel make to maximize learning and social well-being for individual students.
- **Instructional accommodation checklist**
- Use a multisensory approach.
- Use a highly structured format for presentations.
- Use graphic organizers.
- Present material in small, sequential steps.
- Teach specific strategies (e.g. taking notes, reading comprehension).
- Review key points frequently.
- Assign a buddy reader or note taker.
- Provide students with outline of notes.
- Use color coding to match materials and concepts.
- Reduce visual distractions.
- Seat student close to board, teacher, or student helper: away from door or window.
- Provide a quiet work area.
- Allow students to move if needed. Use visual reminders as memory aids.
- Use teacher-initiated signals for redirecting attention.
- Highlight sections of text.
- Provide tape recording of lecture or required texts.
- Give oral and written directions.
- Speak slowly and clearly.
- Allow for longer response time.

Organization and Task Completion

- **Keep work area clear.**
- **Post assignments and work completed in a consistent spot.**
- **Assist student with notebook organization.**
- **Use assignment notebook.**
- **Extend time to complete assignments.**
- **Shorten or chunk assignments.**
- **Give timeline for longer projects.**
- **Give specific feedback.**
- **Provide peer tutoring.**
- **Use cooperative learning groups.**
- **Provide structured daily activities**

Evaluation

- ✚ Explain grading and give rubric.**
- ✚ Give specific feedback.**
- ✚ Preview before test; give frequent quizzes; give sample questions.**
- ✚ Orient student to test format.**
- ✚ Use a clear, uncluttered copy; enlarge print.**
- ✚ Make test directions simple and clear.**
- ✚ Provide ample space for answers on test.**
- ✚ Allow alternate test response (oral, computer).**
- ✚ Read test aloud to student. Give open-note or take-home tests.**
- ✚ Use alternate forms of evaluation (oral report, group projects, and debate).**
- ✚ Reduce required assignments.**
- ✚ Provide proofreading checklist.**

Resources for work/social environment

- ❑ **Human resources**
- ❑ Special needs educator at every organization to create inclusive environment
- ❑ Sign language interpreter
- ❑ Sighted guide
- ❑ **Material resources**
- ❑ Various magnifying lenses
- ❑ Slate and styles
- ❑ Perkins Braille writer
- ❑ White Cane
- ❑ Hearing aids ... etc

Chapter 8: Collaborative (Cooperative) Partnerships with stakeholders