Dire Dawa University
College of Social Science & Humanities
Department of Psychology

Inclusiveness

Dire Dawa University

Chapter 7
Resources Management for Inclusion

7.1. Resources for inclusion

- The 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.
- This is needed due to the reason that the occurrence of impairment requires opportunistic cost in order to enable PWDs use their potential and capacity by mitigating the impact of activity limitation they may face caused by their impairment.
- All concerned bodies should be inclusive in their planning, budgeting and taking action for the education and other services needed for persons with disabilities.

- For instance, in the school settings resource rooms are very important.
- The resource room is a classroom where a special education program can be delivered to a student with a disability and learning difficulty.
- It is for those students who belong to a regular class but need some special instructions in an individualized or small group setting for a portion of the day.

- This program includes remedial, compensatory and developmental instruction, which is provided in small groups for usually for certain hours per week.
- When additional support is appropriate to meet the student’s needs, the student can receive the pull-out program.
- Methods and materials are adapted to students' learning styles and characteristics using multisensory and other specialized approaches.

- The specialized series needed for students with disabilities in the school requires both material and human resources.
- Human resource includes:
    - Sign language interpreter;
    - Braille specialist;
    - Mobility and orientation expert;
    - Special needs educators;
    - Speech and language therapist;
    - Physiotherapist;
    - Behavioral therapist etc.

- Likewise, the availability of the following material resources is highly important for school-based services.
    1. Adaptive educational materials and devices such as slate and stylus, brail paper, type writer, screen reader software, and adaptive accessories of computers, large print materials, embossers, hard copy readers, digital recorders, Talking Books, materials prepared in visual and tactile formats including braille text books and learning aids prepared in tactile format etc.

2. Assistive appliances such as wheelchair, crutch and other prosthetic and orthopedic devices, hearing aid, white cane, magnifiers including CCTV etc.

7.2. Planning for inclusive services

- All stakeholders are required to mainstream the issue of disability in their service delivery.
- As a result, the issue of disability should be considered at planning, implementation and monitoring and evaluation steps of programs crafted by implementing institutions.

- Planning includes the allocation of ear marked budget, materials and skilled human power to facilitate the implementation of disability-mainstreamed programs and services.
- It is obvious, that assessment of the prevalence of PWDs and their special needs is the prerequisite for planning.
- For this purpose, all service providing institutions are required to assign professional coordinator.

- Planning in reference to disability needs two facets:
  - Mainstreaming the issue of disability in the general annual action plan of the institution; and
  - Developing disability-specific action plan to meet the special needs of the targeted persons with disabilities.

Activities

1. Why public service providing sectors are required to have ear-marked budget and or resource for the issues related to disability?
2. What kind of resource is needed for PWDs?
3. At what stage of project and program life span that the issue of disability should be taken into account?