



WELCOME

Inclusive Education

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



Disability Awareness in Action Definition of inclusion, 2003

“When we refer to ‘inclusion’, we mean the participation of disabled children through the provision of fully accessible information, environments and support.”

A UNESCO definition of inclusive education, 2001


“Inclusive education starts from the belief that the right to education is a basic human right and the foundation for a more just society.

Inclusive education takes the Education for All (EFA) agenda forward by finding ways of enabling schools to serve all children in their communities....


Inclusive education is concerned with *all* learners, with a focus on those who have traditionally been excluded from educational opportunities – such as learners with special needs and disabilities, children from ethnic and linguistic minorities”.

Objectives of policies on Inclusive Education

- 01. The governments have to give the highest policy and budgetary priority to improve their education systems to enable them to include all children regardless of individual differences or difficulties.
- 02. The governments have to adopt as a matter of law or policy the principle of inclusive education, enrolling all children in regular schools unless there are compelling reasons for doing otherwise.

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3. The training programmes for the teachers have to include the education of disabled children.
 4. All children have access to general education system, to expand the coverage to reach the unreached population.

The IEDC Scheme, which is being implemented in over 20,000 schools in India covering over 1,20,000 children with disabilities. aims to provide educational opportunities for children with mild and moderate disabilities in general schools.



➤ The scheme includes pre-school training, counselling for parent, allowance for books and stationery, uniforms, transport, reader and escort, hostel facilities and assistive devices.

➤ Education has focused on enrollment of Children with Special Needs (CWSN) as schools are resistant to admitting most CWSN.

➤ IEDC was successful in creating awareness on the importance of integrating CWSN in the mainstream of education, a fact noted in the National Policy on Education, 1986.

Back ground for inclusion

The right to education for all: access and quality

- 1989 UN Convention on the Rights of the Child
- 1990 World Conference on Education for All (EFA) by the year 2000, Jomtien, Thailand
- 1993 UN Standard Rules (on Disability)
- 1994 Salamanca Statement – on Special Needs Education: access and quality
- 2000 World Education Forum, Dakar, Senegal, Review of progress on EFA Conference
Millennium Development Goals (Goal 2 UPE)
- 2006 UN Convention on the Rights of people with Disabilities (Article 24: Education)

The UN Convention on the Rights of the Child, 1989

- **Article 2 Non-discrimination**
Regardless of race, colour, sex, language, religion, political or other opinion, property, disability, birth
- **Article 28/29 The right to quality education**
develop the child's personality, talents and mental and physical abilities, develop respect for the child's own cultural and national values
- **Article 23 Disabled children's education**
ensure disabled children have access to education while recognising their need for special care and assistance

The Salamanca Statement, 1994

“... schools should accommodate all children regardless of their physical, intellectual, social, linguistic or other conditions. This should include disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic, or cultural minorities and children from other disadvantaged or marginalized areas and groups.”
(Salamanca Statement, para 2)

Inclusive schools are “the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system.”
(Introduction to Framework for Action, para 3)

UN Convention on the Rights of People with Disabilities, 2006

Article 24: Education

- All disabled children and young people “can access an inclusive, quality, free primary and secondary education on an equal basis with others in the communities in which they live.”
- “Reasonable accommodation of the individual’s requirements.”
- Support should be provided, “within the general education system, to facilitate their effective education.”
- “The education of ... children, who are blind, deaf and deafblind, is delivered in the most appropriate languages and modes and means of communication for the individual, and in environments which maximize academic and social development.”

The National Policy on Education, 1986 (NPE, 1986)

- The objective to be achieved as stated in the NPE, 1986 is "to integrate the physically and mentally handicapped with general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence".

Rehabilitation Council of India Act 1992.

- The said act was passed by the Parliament in 1992, this act makes it mandatory for every special teacher to be registered by the council and lays down that every child with disability had the right to be taught by a qualified teacher. In fact it provided punishment for those teachers who engaged in teaching children with special needs without a valid registration.

Persons with Disabilities Act (Equal opportunity, protection of rights and full participation)1995 (PwD Act)

The Act stresses the need to provide free of cost education to all children in an appropriate environment till they are 18 years old and further emphasize their right to measures like:

- Transport facilities to the students with disabilities
- Architectural barrier free Environment.
- The supply of books, uniforms and Aids & Appliances.
- The grant of scholarship to students with disabilities.



Setting up of appropriate forum for the redressal of grievances.

Suitable modification in the examination system.

Restructuring of curriculum for the benefit of students with hearing impairment.

As mentioned in Section 2.1, in India disability is measured in five categories – sight, speech, hearing, locomotor, and mental – **which excludes disabilities such as autism**. In addition, a person has to be medically certified as having 40% or more of one of these disabilities in order to be counted and so qualified to request ‘benefits’.

Sarva Shiksha Abhiyan, 2002 (SSA)

- Sarva Shiksha Abhiyan (SSA) is the government's millennial Education For All (EFA) umbrella programme for all education schemes, which aims to universalize elementary education, the goals are that all children aged 6-14 including the enrolment of children with disabilities.

THE RIGHT OF CHILDREN TO FREE AND COMPULSORY EDUCATION (AMENDMENT) BILL, 2012

- The Act stresses the need to provide and to have right to free and compulsory education neighborhood school till the completion of his or her elementary education and further emphasize confirming the zero rejection in school admission:

WHY INCLUSIVE EDUCATION ?

There are a number of reasons why inclusive education is a better concept to adopt. The integrated education enhances the social acceptance of a child due to the following factors::

- Accessible to the disabled in all parts of the country.
- Use of existing infrastructure and resources possible with some modification.
- Least cost solution.
- The child has the advantage of being in an environment which shares with his/her peers.
- Congenial company instead of isolation – a natural social environment. Participation in the general community life.
- Stays with his/her family thus ensuring family bonding.

COMMON BELIEFS ::

- We all can learn
- We are all different
- We all belong to, and have a role in the society
- Societies are involved in creating difference
- Difference can and should be valued.

Approach realization

Traditional Approach	Inclusive Approach
Education for some	Education for all
Static	Flexible
Collective teaching	Individualized Teaching
Learning in segregated areas	Learning in Integrated areas
Emphasis on teaching subject-orientated	Emphasis on learning child-centred
Diagnostic / prescriptive	Holistic
Opportunities limited by exclusion	Equalization of opportunities for all
Disability view	Curricular view
Labels children disability wise	Planning is made on ability levels and opposes all kinds of labeling

The Inclusive Class may have the following Children::

- Regular Normal School Children,
- Children with Visual Impairment,
- Children with Hearing Impairment,
- Children with Locomotor Disability
- Children with Mental Retardation.



Such a Classroom will need teachers who can deal with all the children at the initial level.

Ingredientgs And Methodology Of Inclusive Education Need To Be Defined , Reviewed And Worked Out In Finer Details To Ensure Successful Inclusion



INGREDIENTS for Successful Inclusion ::

:: INFRASTRUCTURE ::

Infrastructure should be such that it creates a barrier-free environment.

:: NATIONAL LEVEL POLICIES ::

We have sufficient national level policies as discussed above, but the need of the hour is to have more policies to implement inclusive education

What preparation have you made with the class/ group for:

- one to one peer support
- collaborative teaming
- group work
- valuing difference of race, gender, ethnicity, disability, age or religion
- How do you ensure that mutual respect is encouraged within your classroom?

Lesson planning: how will you support the needs of all learners?

- Consider:- timing, - variation of activities,
- - types of activities [concrete/abstract],
- - reinforcement of key ideas,
- - extension work - recall of previous work,
- - links to future work,
- - clear instructions.

What different teaching styles are you going to use?

- Visual e.g. use photos, mind maps, maps and diagrams, pictures, film clips, digital cameras, wall displays?
- Auditory e.g. use story telling, talking, effective questions, problem solving, clear sequencing, music, singing?
- Kinaesthetic e.g. use movement, role play, artefacts, use the environment

Preparing materials

- Scaffolding [practical materials] e.g. writing frames, pictograms, sounds, pictures, objects, artefacts, word lists, number lines, etc, are they accessible to all?
- Appropriate use of augmented communication and Information and Communication Technology.

CAPACITY BUILDING ::

- Capacity building i.e., suitable personnel for the implementation process at all levels and in all areas are very much required.
- Teachers should master the skills for curriculum adaption and they should be able to develop readiness skills in persons with disability.

LEGISLATION REFORMS::

PD Act 1995 – Emphasis is on appropriate educational placement of children with disabilities based on their needs, which demands that a suitable system be developed to include children in regular schools.

UNDERTAKING ::

Positive Attitude and Flexibility may be inculcated. Seamless Educational Provision may be provided.

SENSITIZATION::

Sensitization of Administrators, Parents, Principals, Teachers, Drivers and Ayaas should be taken as goal which needs to be achieved.

INITIATIVES ::

Initiative of all those in the process of inclusive education can bring about the desired result.

ORGANISATION ::

Every child can be part of inclusive education through careful planning and systematic organization. Children with Special Needs (CWSN) even educable children with Mental retardation and children with learning problems.

1.As a rule, there are a number of practical problems that have to be solved before a child with special educational needs can go to school or take part in school activities.

2.The arrangements it takes are fairly simple, provided co-ordinated local and unconventional initiatives are stimulated.

3.One should also remember that the child's schoolmates represent a valuable potential partner who is ready and able to help in overcoming some of these problems.

4.School reform needed which facilitating learning of every child.

NETWORKING OF THE FOLLOWING IS A MUST FOR SUCCESSFUL INCLUSION::

- General Education - Central / State Government
- NGOs
- Existing Resources
- Models.

Making inclusive education a success is a challenging task but not impossible. This can be achieved only if all the above ingredients are present in the right quality in a timely manner.

CONCLUSION

Despite the above challenges of Inclusive Education, the progress in this direction has been insignificant. No debate is required in this regard, we believe that Inclusive Education is the only answer for 'Education for all' which includes children with disabilities. The process of inclusive education has started, but much needs to be done to achieve the desired result.



INTEGRATED EDUCATION

- Extending education based on equity n equality
- Emerged as a philosophy in antithesis of segregation
- Provision in regular schools
- Association with non disabled.
- Mainstreaming



THANK
YOU