

## Role of family and school in an Inclusive Education

Baby Kaur  
Assistant Professor  
Asian College of Education, Patiala  
baby\_kaur10@yahoo.com

### Abstract

Inclusive education is not only concerned with disabled children or with finding an alternative to segregated special school. It is initiatives often have a particular focus on those groups, which, in the past, have been excluded from educational opportunities. In an ideal inclusion classroom, the special education teacher and regular education teacher engage in co-planning. They work together to design lesson plans to fit the needs of all students, with the special education teacher focusing on the needs of the special needs students. The parents, family, and traditional and informal systems of education are essential for the educational inclusion of all children. This paper clearly indicates the role of a teacher and families are very important for inclusive education.

### Introduction

Education develops the mind and empowers the individual. It aims to make him useful and responsible member of the society and country. In the time of “**Education for All**” we need to consider these who are somehow missing out. We all know that our constitution provides every citizen the right to education but unfortunately a large number of children with disabilities remain deprived of education. Such children are refused entry into the normal schools on the plea that they need to be sent to special schools which are capable of looking after them properly. Sometime these disable children also left out the schools due to negative attitude and non-inclusive setups. Inclusive education is not only concerned with disabled children or with finding an alternative to segregated special school. It is initiatives often have a particular focus on those groups, which, in the past, have been excluded from educational opportunities.



These groups include children living in poverty, those from ethnic and linguistic minorities, girls (in some societies), and children from remote areas and with disabilities or other special educational needs.

### **Meaning and Definition of Inclusive Education**

Children learning together in the same classroom, using materials appropriate to their various needs and participating in the same lessons and recreation that is Inclusive Education. In separate classes, instead teaching methods, textbooks, materials and the school environment are designed so that girls and boys with a range of abilities and disabilities impairments can be included in the same class

Inclusive education is based on the principle that schools should provide for all children regardless of any perceived difference, disability or other social, cultural and linguistic difference. The diverse need of these learners and the quest to make schools more learning friendly requires regular and special education teacher to consult and collaborate with one another as well as with family and community in order to develop strategies, teaching and learning (jeals, 2010) within inclusive setups.

In a report for UNICEF, Bengt Lindquist, the United Nations Special Report on Human Rights and Disability, provided the following challenge: As education is a fundamental right for all, enshrined in the Universal Declaration of Human Rights, and protected through various international conventions, this is a very serious problem. In a majority of countries, there is a dramatic difference in the educational opportunities provided for disabled children and those provided for non-disabled children. It will simply not be possible to realize the goal of Education for all if we do not achieve a complete change in the situation.”

The federal individual with disabilities education act (IDEA) and its 1997 amendments make it clear that schools have a duty to educate children with disabilities in general education classrooms. This is possible only in a flexible education system that assimilates the need of a diverse range of learners and adapts itself to meet these needs.

According to *National Commission on Special Needs in Education and Training(NCSNET, 1997, South Africa)*, “Inclusive Education is define as a learning environment that promotes the full personal,

academic and professional development of all learners irrespective of race, class, gender, disability, religion, culture, sexual preference, learning styles and language”

### **Role of family**

As we all know that parents are first teacher of student who educates them by all mean so today’s requirement is that parents of disabled children have a say in how education should be provided to children with disabilities. It is necessary to involve parents in the planning of the implementation of Inclusive Education Policy.

As Parents do not understand what is required of them; they feel inferior and do not understand their role in implementation of Inclusive Education Policy (IEP).

EENET (Enabling Education Network) was established in April 1997 in response to the information needs of inclusive education practitioners, particularly in Africa and Asia. EENET promotes easy to read and relevant discussion documents and training materials. It believes that education is much broader than formal schooling, and need not only take place within the four walls of a formal classroom. The home, family, and traditional and informal systems of education are essential for the educational inclusion of all children. Family members of disabled children often have a great deal to teach the professionals because they have an intimate knowledge of their child and their particular impairment. Similarly the families of other marginalized groups have a great deal to 'teach' the teachers about their way of life and belief systems. Greater family and community involvement in formal education is essential to the inclusion process.

Inclusive education services allow children with disabilities to stay with their family and to go to the nearest school, just like all other children. This circumstance is of vital importance to their personal development. Interrupting a disabled child's normal development may have far more severe consequences than the disability itself. In this context, it is important to stress the role of parents have. They have a right to be involved in all decision-making concerning their child. They should be seen as



partners in the education process. Where there is such co-operation, parents have been found to be very important resources for the teachers and the schools.

The parents were also trained to communicate more effectively with teachers and other professionals. They are now confident that their experience of being parents of disabled children is extremely valuable. They did not receive special training to be the parents of disabled children, and they don't think that teachers would benefit from special training. They prefer a problem-based approach to training and together with ministry staff they are able to advise teachers in the school setting. None of the teachers has 'special' expertise in a particular impairment or an increased salary. All the teachers are responsible for ensuring that disabled children are included. The teachers in the pilot schools, together with the parents, are a major resource for promoting inclusion in society

### **Role of school**

As a system, inclusive education should be flexible. Its principle should be education in the regular classroom whenever possible. This need for flexibility must be reflected in the methods and materials used to give these children the widest possible access to the regular curriculum. When discussing the kind of service needed, the starting point should always be what is best for the particular child. Emphasizing inclusive education does not rule out special schools or centers. They would still be required to cater to children with profound and complex difficulties in need of more specialized and extensive help, including e.g. many deaf children. This alternative should, however, not be considered, unless classroom placement cannot meet their needs.

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



In an ideal inclusion classroom, the special education teacher and regular education teacher engage in co-planning. They work together to design lesson plans to fit the needs of all students, with the special education teacher focusing on the needs of the special needs students. In some cases, however, the general education teacher plans the classroom lessons and the special education teacher adapts those lessons to meet the needs of her students. She may also use the lessons to develop review materials or plan one-on-one instruction with special needs students before or after the class. Along with parents teachers are also important personalities in the Inclusive education. Only through an open hearted teacher a disabled child could be properly educated.

True teacher can enable a disabled child to overcome his abilities and make him a productive citizen of society. By getting the required support and opportunity from the teachers, the disabled are capable of achieving success in different field.

Disabled students also need compassion, kindness, love and care from the side of teachers.

To show teacher's importance for Disabled students Gandhi Ji, also had stated that,

“Education of heart could only be done through a living touch of a teacher.” Thus

Inclusive Education becomes effective only with the loving touch of those teachers having capability and aptitude for teaching.

### *School reform needed which facilitating learning of every child*

<b>Traditional Approach</b>	<b>Inclusive Approach</b>
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-centered
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

**Table: Different educational practices**

## Conclusion

Considering various definitions and concepts of Inclusive education, we find out that inclusive education is based on simple idea that every child and family is valued equally and deserves the same opportunities and experiences about the children with disabilities whether it is mild or severe, hidden or obvious. It is about building friendship, membership and having opportunity just like everyone else. Special teachers have more responsibilities that other teachers do not. In an inclusion classroom, students with disabilities and other special needs are taught alongside non-disabled students, instead of being segregated in a special education classroom. Moreover, families were trained to communicate more effectively with teachers and other professionals. The family members are now aware that their experience of being parents of disabled children is extremely valuable. They did not receive special training to be the parents of disabled children. In schools the parents and teachers are more associated with each other They prefer a problem-based approach to training and together with ministry staff they are able to advise teachers in the school setting. The teaching methods and curriculum of the school are flexible according to the needs of the disabled children.



Therefore best outcomes occur when parents of children with disabilities, teachers and professionals work together.

**Acronyms:**

EFA

Education for All

EENET

Enabling Education Network

IEP

Inclusive Education Policy

UNICEF

United Nations International Children's Emergency Fund

**References**

1. MINISTRY OF HUMAN RESOURCE DEVELOPMENT (1986) National Policy on Education. New Delhi: Department of Education.
2. Rehabilitation Council of India. (1996). *Report on Manpower Development*. New Delhi: Ministry of Welfare, Govt. of India.
3. Ministry of Welfare. (1997). *Mid-term review meeting on the progress of implementation of the agenda for action for the Asian and Pacific Decade of Disabled Persons*. New Delhi: Govt. of India.
4. J.S., Rajpoot. (2004). *Encyclopedia of Indian Education*; Vol.-1(A to K), New Delhi: NCERT.
5. UNESCO (2005) *Guidelines for Inclusion: Ensuring Access to Education for All*. EFA Global Monitoring Report.
6. Annual Report 2006-07: Department of School Education & Literacy Department of Higher Education, Ministry of Human Resource Development, Government of India, Available on <http://www.e>



7. Paris: UNESCO. UNESCO (2009) Policy Guidelines on Inclusion in Education. [Online at [http://www.inclusive-education-in-action.org/iea/dokumente/upload/72074\\_177849e.pdf](http://www.inclusive-education-in-action.org/iea/dokumente/upload/72074_177849e.pdf)]. Accessed 23/05/13.
8. Smith, N.R. & Sujatha, Acharya, (2010). Attitude of Teachers towards Inclusive Education for the Disabled; EDUTRACKS: November, Vol.-10 No.-3
9. Verma, Sarita, (2010). Inclusive Education: Preparing Teacher's to meet the Demand of Inclusive Education; EDUTRACKS: December, Vol.-10 No.-4

