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INCLUSIVE EDUCATION, PEDAGOGIES AND ISSUES.
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"Developing inclusive schools: the transferability of a western concept to an Indian education system."

Professor Richard Rose

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During this session we will:

- **Consider the definition and implications of inclusive education**

- **Challenge inclusion as a western concept and review its meaning for Indian educators**

- **Consider ways forward for creating more inclusive education systems**

What inclusion is not

- **Inclusion is not simply a matter of location**

- **Inclusion is not about arguments about the appropriateness of mainstream and special schools**

- **Inclusion is not solely the responsibility of schools**

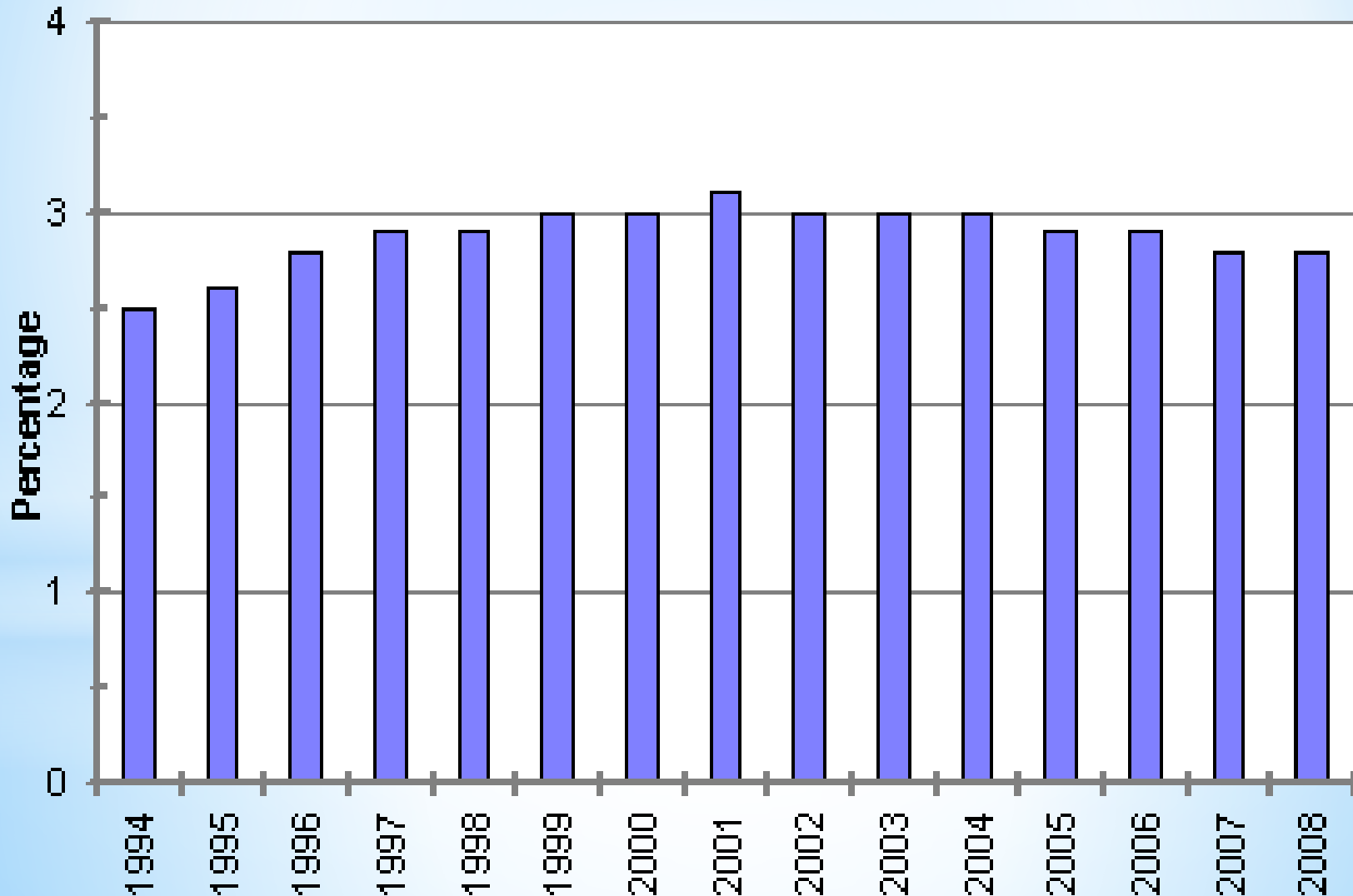- **Inclusion should not be achievable only in wealthy countries**

Defining inclusion

- **Inclusion is about a shared responsibility for all children**

- **Inclusion is about a sense of belonging whereby children feel valued and can make a contribution to their community**

" Inclusion refers to the opportunity for persons with a disability [or special educational need] to participate fully in all of the educational, employment, consumer, recreational, community and domestic activities that typify ever day society." Inclusion International 2006

Understanding the extent of the challenge - UK

Pupils with statements of SEN as a percentage of all pupils, England, January 1994 to 2008

Understanding the extent of the challenge - India

Identified children with Special Educational Needs

Year	Total number of children identified
2005 - 2006	2,017,404
2006 - 2007	2,399,905
2007 - 2008	2,621,077

Sarva Shiksha Abhiyan 2007

Developing inclusive schools - an imperative for the west

"The ultimate purpose of special education needs provision is to enable young people to flourish in adult life. There are therefore strong educational, as well as social and moral grounds for educating children with special educational needs with their peers."

Department for Education and Employment (1997)

Developing inclusive schools - an imperative for India

"Each school should be attended by all children in the neighbourhood irrespective of caste, creed, community, religion, economic condition or social status, so that there would be no segregation in schools"

The Education Commission (Kothari Commission) (1966)

"If the report were to be written today, one would have expected terms like 'disability' and 'special needs' to be included in the all"
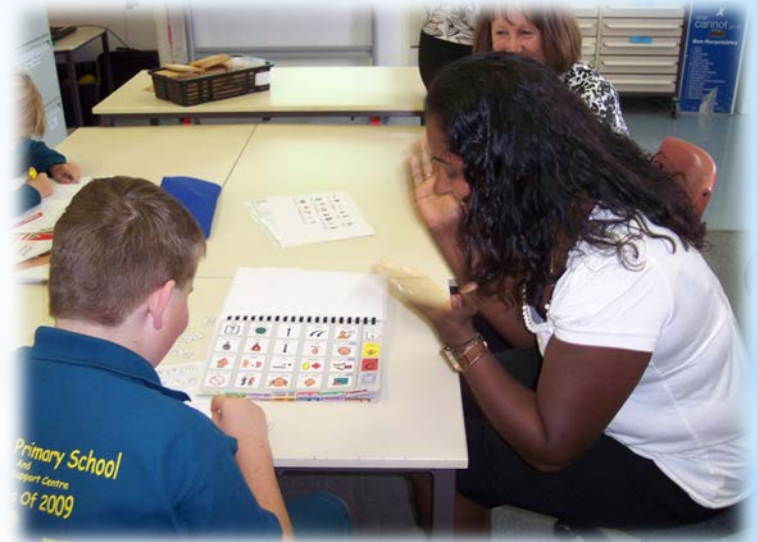
Jha (2007)

Inclusion in schools

Dependent upon teacher attitudes, but…

Teachers need to develop confidence in their abilities to address pupil needs

This requires –
- **Appropriate training**
- **Supportive school systems**
- **Indicators of success**
- **Community engagement**

Developing inclusive schools – a western perspective

Training

A requirement that all students in initial teacher training receive SEN input and have opportunities to work with pupils who have a range of needs.

Every school required to have a teacher who has additional post graduate training in SEN who co-ordinates the work of colleagues in schools

Increased opportunities through specialist professional development courses for teachers

However, many teachers still do not access training or see this as a priority for themselves

Developing inclusive schools – An Indian response

Training

The Rehabilitation Council of India Act (1992) – made moves to standardise courses in rehabilitation.
Many courses now established to provide training.

However (Das 2001 and Jament 2009) indicate that significant numbers of teachers are not accessing training and identify a need for the development of professional knowledge and skills in areas such as assessment, teaching approaches and individualized instruction before moves towards greater inclusion can be achieved.

Supportive school systems - the west

Schools beginning to recognise the importance of understanding the development of inclusive schools by examining whole school contexts and a need to ensure that each school addresses

- **Policy**
- **Provision**
- **Experience**
- **Outcomes**

Schools required to develop **Policy** –
e.g. Individual Education Planning
Provision – e.g. Differentiated learning
Provide a wide range of educational
Experience for all pupils and to
determine and assess learning
Outcomes

Projectiris.org

Supportive school systems - India

Much of the effective provision for children with SEN has been driven by Non-government Organisations. For example, the Spastics Society of India has taken initiatives leading to development of teacher skills in Kolkata (1974), Delhi (1977), Bangalore (1980) and Chennai (1985).

The National Resource Centre for Inclusion, India (NRCI) has promoted policy development at three levels (1) school, (2) community and regional, (3) national.

However, lack of co-ordination at national level is perceived to be an obstacle to development *(Alur 2010)*

Understanding outcomes – the west

Increased numbers of young people with special educational needs leaving school with accredited qualifications.

Increased numbers of young people with special educational needs entering employment or continuing education

Increased numbers of young adults with SEN and disabilities in positions of public responsibility and importance

Schools recognising the need to assess social outcomes alongside academic attainment in order to support the development of young people who are well adjusted to society

Understanding outcomes - India

Employment opportunities very limited for young people with disabilities and SEN, though organisations such as the National Centre for Promotion of Employment for Disabled People are attempting co-ordinate response

Literacy rates in India rose from 68% to 79% between 1993 and continue to rise *(UNESCO 2003),* **though specific groups, including girls and young people with disabilities continue to be denied full access to learning**

Opportunities for alternative forms of accreditation and recognition of social learning remain limited *(Mani 2002).*

Community engagement – the west

Schools committed to working in partnership with parents in support of children – but increased family breakdown brings many challenges

Schools working more closely with local employers and community organisations – but increased financial instability is leading to reduction in opportunities.

Good social services response to supporting families – but geographical dispersal of families often mean lack of in-family support

Community engagement – India

Continuing extended family support networks provide a source of strength to children and parents – but the adoption of western socio-economic models is leading to increased family stresses

Many initiatives in India are developed from a "bottom up" approach whereby individuals who know the children best take the lead in demanding and developing services – but with insufficient official support progressing beyond local initiatives is difficult, and where these initiatives do occur they are dependent upon committed well educated individuals and do not always impact upon the most needy communities

The challenge for the future

Examples of good practice exist in western countries and in India. These need to be shared and debated in the context of each country

We now know much more about how to develop inclusive approaches to teaching – these need to be adopted by all teachers in all schools

Legislation and policy initiatives to promote inclusion exist in all countries – politicians do not know how to implement these, the expertise resides with teachers who need to show the way

Teachers who have a commitment and expertise in teaching children with SEN have a responsibility to share their understanding with others who are less confident

Parents have expertise about their own children which we need to learn from and utilise for the development of more effective inclusive schools.

The challenge for the future

In many western countries declining economies are leading to a widening gap between the rich and the poor which means that many young people with SEN and their families are becoming increasingly marginalised

In India a growing economic strength is leading to a widening gap between the rich and the poor which means that many young people with SEN and their families may become increasingly marginalised

In all of our countries schools alone cannot develop a more inclusive society. Teachers need to become active in taking initiatives to support more inclusive approaches which enable marginalised groups and individuals to play a full role in their communities. History would tend to show that India is better equipped to do this than most countries.

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Thank you.
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