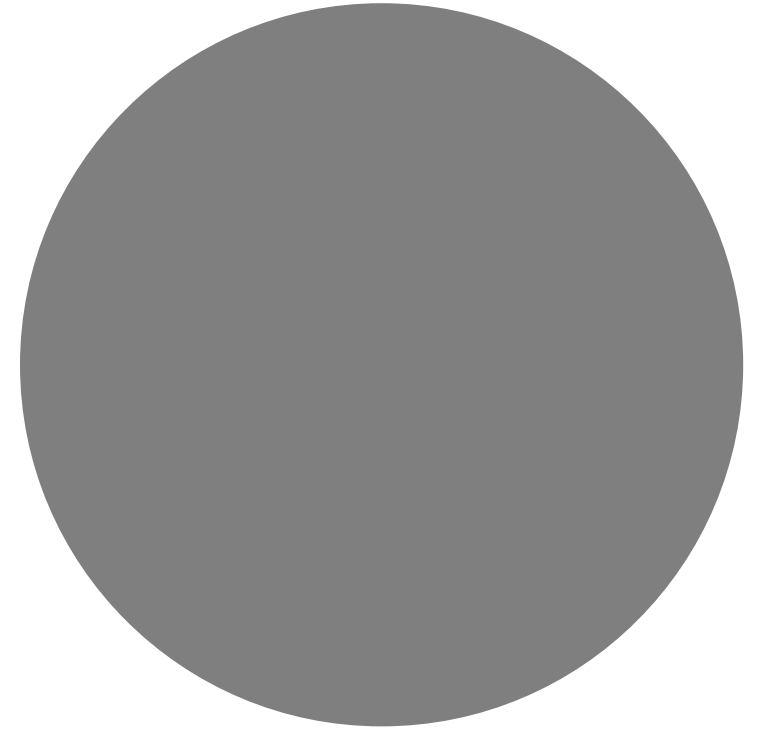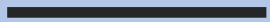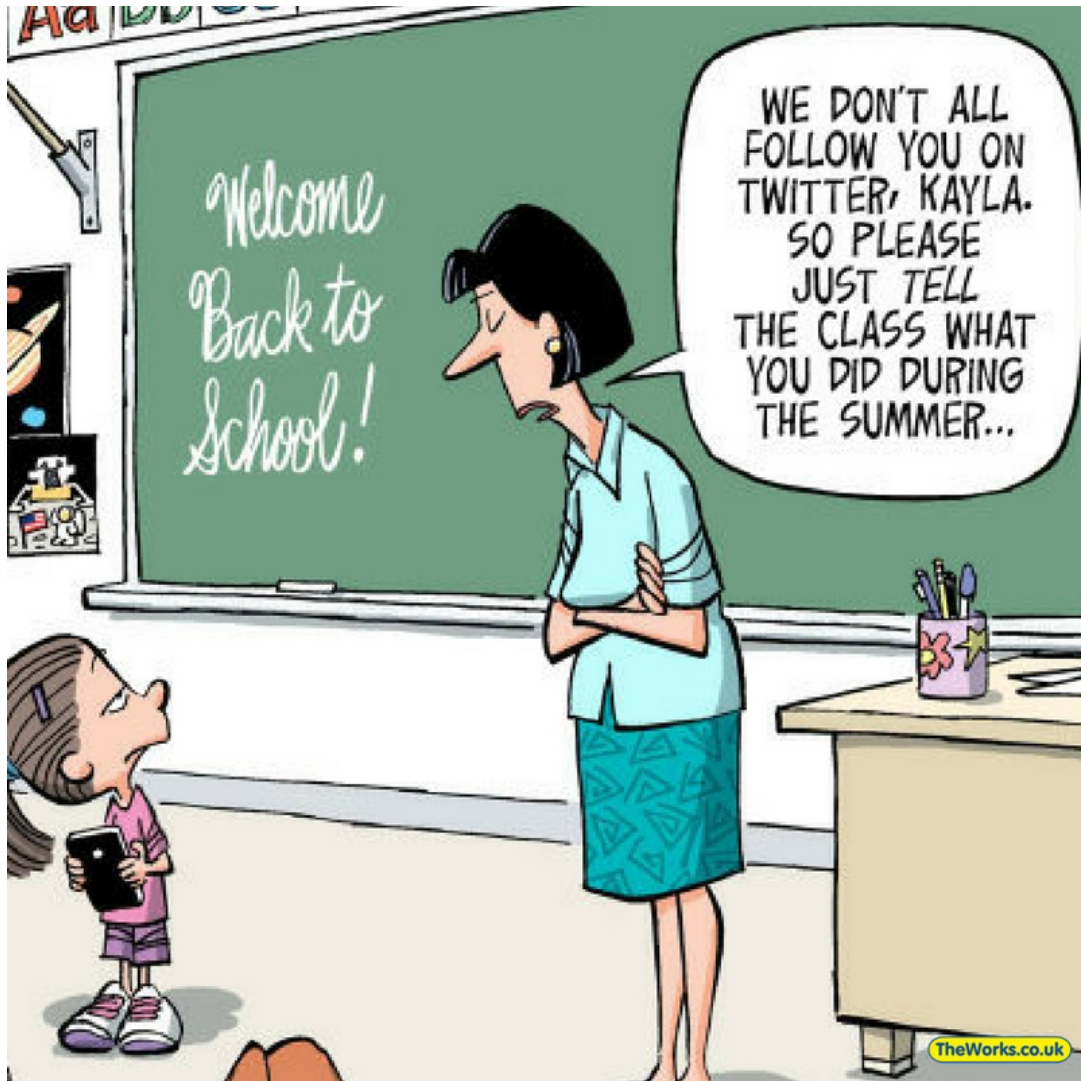# Inclusion in Education

- What is the ultimate goal of education?

- What are your memories of your school years?

# Desired outcomes for students

(Brokenleg, 2000)

- **Belonging**
  - Having frineds
  - Forming and maintaining relationships
  - Getting along with others
  - Being part of a community
  - Being a caring parent and family member
- **Mastery**
  - Having success and becoming competent in something
  - Being a problém solver
  - Being flexible
  - Having motivation
  - Being literate
  - Using technology
  - Being a lifelong learner
  - Reaching potential in areas of interest

Desired outcomes for students

- **Independence**
  - Possessing confidence to také risks
  - Being as independent as possible
  - Assuming personal responsibilitx
  - Holding oneself accountable for actions and decisions
  - Being able to self-advocate
- **Generosity**
  - Being a contributing member of society
  - Valuing diversity
  - Beiing empathetic
  - Being a responsible citizen
  - Offer cariong and support to others
  - Exercising global views
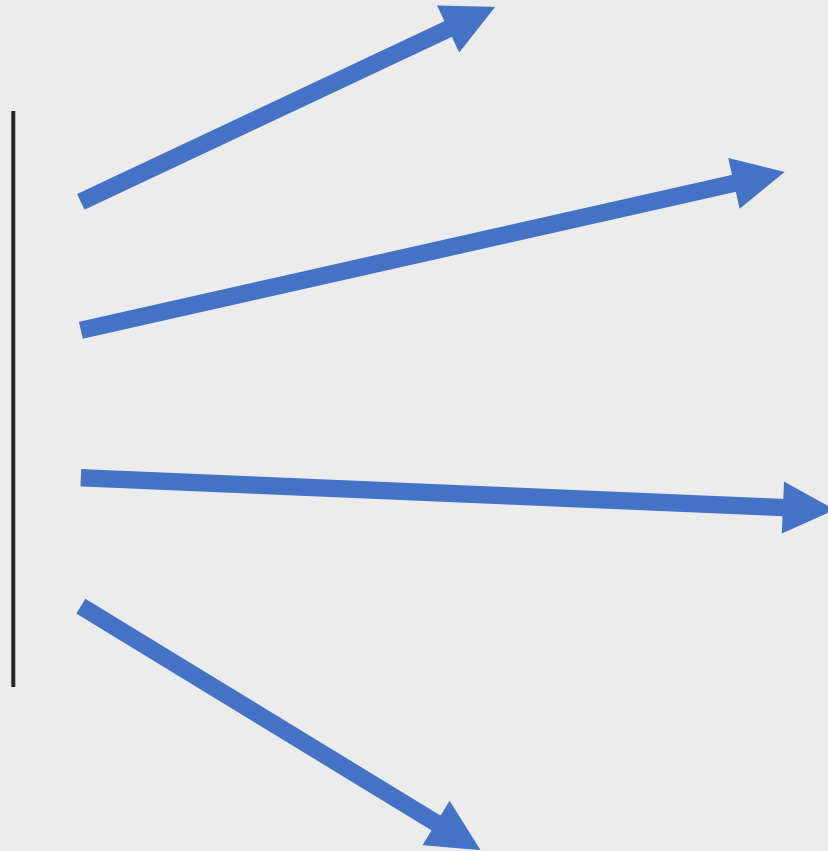
Worldwide:

Abused children Child labourers
Refugees or displaced children Migrants
Religious Minorities
Poverty-striken children
Child domestic workers Girls
ETHNIC MINORITIES Linguistic minorities
Children in conflict zones
Indigenous people Child soldiers
CHILDREN WITH DISABILITIES Women
RURAL POPULATIONS Nomadic children
HIV/AIDS orphans

No access to education:

Despite Progress - Millions Without Access to Education
Number of out-of-school children worldwide by age group, region and gender (in millions)

■ Male ■ Female

Primary school age

	Sub-Saharan Africa		South Asia		Rest of the World	
	2000	2012	2000	2012	2000	2012
Female	23.7	18.2	21.6	4.8	12.8	7.6
Male	20.0	14.5	11.1	5.1	10.5	7.7

Lower secondary school age

	Sub-Saharan Africa		South Asia		Rest of the World	
	2000	2012	2000	2012	2000	2012
Female	12.4	11.8	21.3	12.6	18.0	7.2
Male	9.5	10.2	16.1	13.7	19.6	7.4
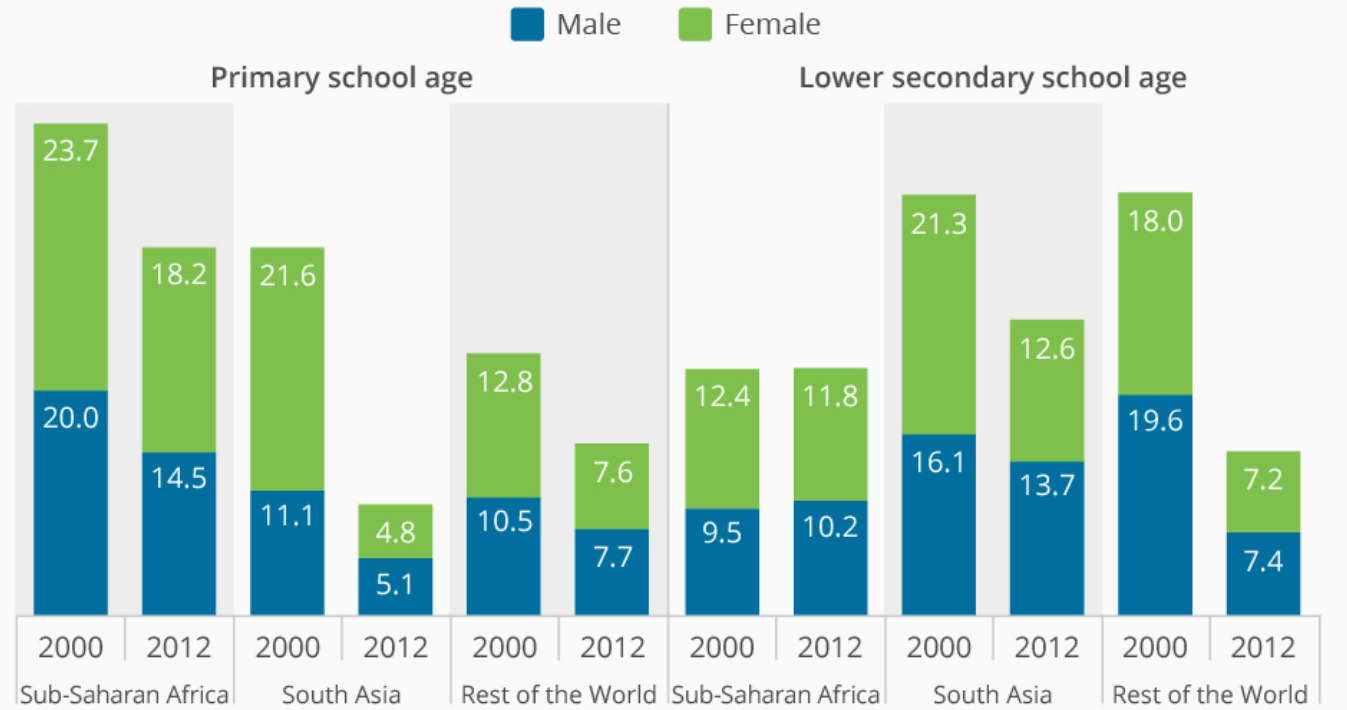
Source: UNESCO Institute for Statistics

Mashable statista

Students – refugees:
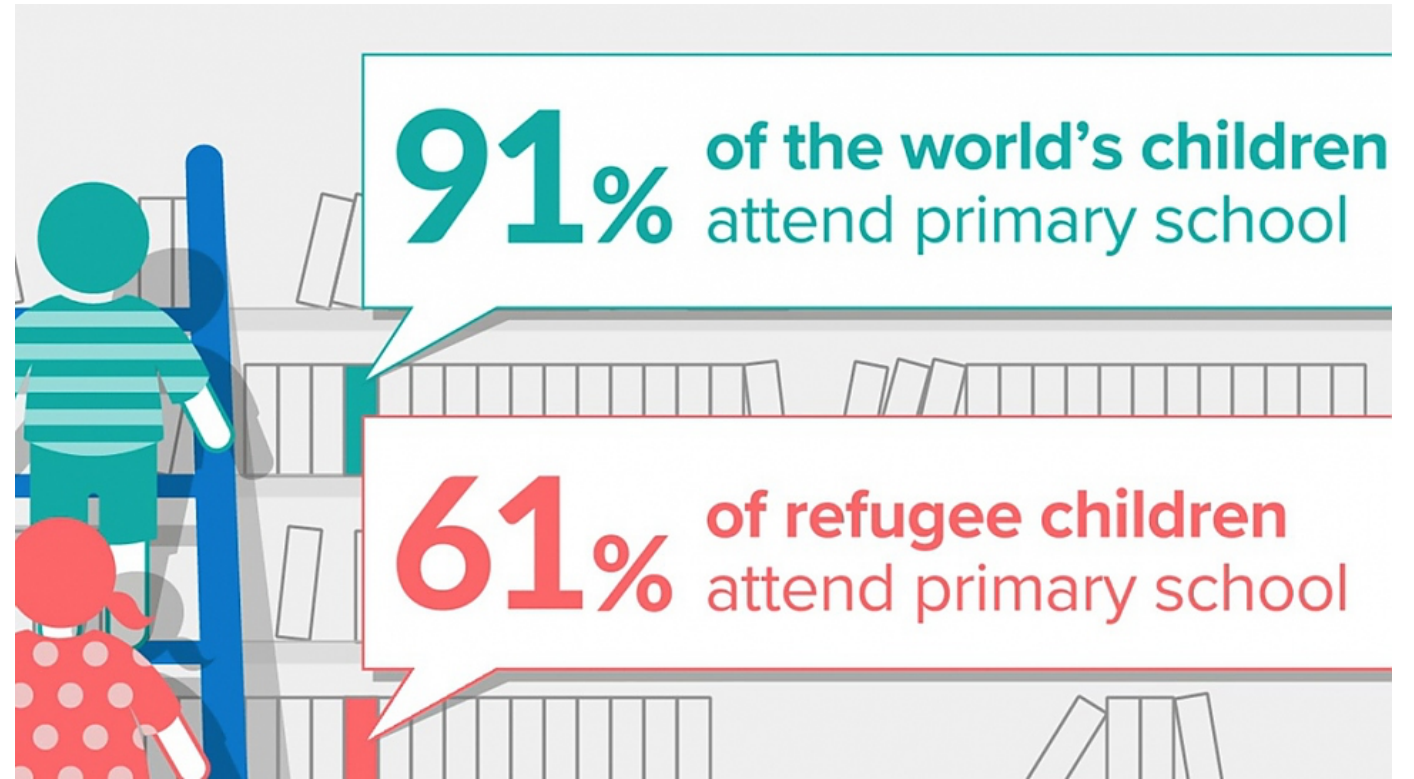
91% of the world's children attend primary school

61% of refugee children attend primary school

Inclusive education

Inclusive education

Chris Darlington (president of the National Association for Special Educational Needs (NASEN), a national organisation for professionals working in the area of inclusion"

*a process, not a state … inclusion is not a simple concept restricted to issues of placement. … Key principles are* **valuing diversity, entitlement**, *dignity, individual needs, planning,* **collective responsibility**, *professional development, and equal opportunities.*

(Darlington, 2003, p. 2)

Darlington, C. (2003) 'The challenges of effective inclusion', *Times Educational Supplement*, 19 September.

Inclusion (UNESCO)

- The porcess that helps to overcome barriers limiting the presence , participation and achievement of all learners.

A guide for ensuring inclusion and equity in education
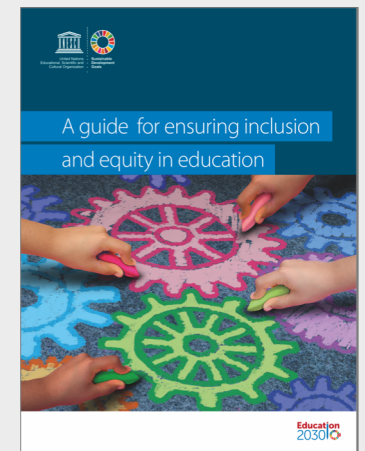
Inclusive education

- Process of strengthening the capacity of the education system to reach out to all learners.

Integration

- Learners labelled as having 'special educational needs' are placed in mainstream education settings with some adaptations and resources, but on condition that they can fit in with pre-existing structures, attitudes and an unaltered environment.

Mainstreaming

- The practice of educating students with learning challenges in regular classes during specific time-periods based on their skills.

Inclusion is concerned with ensuring that:

- all children of what ever background have access to high quality education,

- they are welcomed by teachers and other staff

- their contribution is valued

- Any form of selection based on academic ability, or ability to pay fees is anti inclusive

So what do we mean by inclusion?

- Is it concerned with ensuring quality and access for ALL children?

- Is inclusion to do with the education of children with SEN in mainstream schools, the majority of whom have always been placed there?

- Is it to do with closing all special schools and relocating the children in mainstream settings?

Farrell, P. Inclusive education for all: A dream or reality? [online] Available at: www.edb.gov.hk.

Range of "inclusive" provision for children who have traditionally been in special schools in the UK

- Range of "inclusive" provision for children who have traditionally been in special schools in the UK

- Full time placement in mainstream class – with support

- Mainstream class placement with withdrawal for "special work"

- SEN unit/resource base in a mainstream school

- Co-located special and mainstream school

- Dual placement – in mainstream and special school

- Occasional visits of pupils from special to mainstream schools

Farrell, P. Inclusive education for all: A dream or reality? [online] Available at: www.edb.gov.hk.

Factors that effect the outcome of inclusive education:

For example: -

• Parents' views of inclusive education

• Teachers' views

• The role of support staff

• The impact of staff training on attitudes and knowledge

• Classroom factors – e.g. teaching styles, curriculum adaptation

• Development and evaluation of whole school approaches

Hong-Kong study of pupils with ID in mainstream and special setting:

- Academic achievement of students in mainstream schools was higher than those in special schools

- Better quality of peer relationships, lower emotional stress levels and more positive self perceptions for pupils in special schools

Farrell, P. Inclusive education for all: A dream or reality? [online] Available at: www.edb.gov.hk.