

INCLUSIVE EDUCATION AT SECONDARY EDUCATION LEVEL: ANALYZING THE ROLE OF STAKEHOLDERS

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ABSTRACT

A new education system has come where children from different cultures, religions, beliefs or socio-economic backgrounds study together without any discrimination that gives birth to the approach known as inclusive education. This approach is made especially for educating the students with special needs like the students who have some requirements or disabilities like dyslexia, gifted children dyscalculia, and backward children. In Inclusive education settings, we are able to teach them with normal children in regular classrooms by providing them special provisions not making their school or classroom isolated and which calls for no segregation. An inclusive classroom must accept diversity because in classrooms as students come from different states, religions, and background and it's a resource or challenge for a teacher that they accept all children's. Secondary education is an important sector from the standard (ix-xii) of the whole educational system.

The excellence of higher education that is estimated to produce high-quality professionals in different fields of the social, economic, and political life of a country, depends upon the quality of secondary education that is the most crucial stage of life. The students enter into the stage of secondary education in the adolescence stage. And therefore at this age, the maximum number of students are at the risk of disabilities that include learning & intellectual disabilities, emotional conflicts and sometimes the possibility of brain injury. The stakeholders that include teachers, parents, policymakers, and many others play an important role in planning, implementing and evaluating various educational programs in schools. The purpose of this study is to discuss the role of various stakeholders with respect to the inclusion of children in secondary education by highlighting the role of teachers, Parents, and NGOs in Inclusion.

Keywords: *Inclusive Education, Inclusion, Stakeholders, Secondary Education*

INTRODUCTION

The world today contains half a billion people who are suffering from sensory, physical and mental deficits which becomes a big hurdle by excluding them from actively participating in the process of education and many other spheres of life (United Nations Educational, Scientific and Cultural Organization (UNESCO, 2005). The World Health Organization (WHO 2011) believes that special schools are failing to meet the needs of all learners with various kinds of disabilities. The situation seemed to change with the support from legislations which initiated to help learners with disabilities to receive the education in an inclusive environment (WHO, 2011). In the

Educational System, Inclusion is considered a global policy that urges every country for its implementation and in the same, the teachers play an important role (UNESCO, 2015). This means that the teachers are regarded as contextual engine that ensures the inclusion of Student with Special Needs (SENs) with regard to various practices like health and safety, enrollment, attendance specifically designed to students with albinism, supervision, ant bullying and assessment.

Inclusion is the process to integrate children with special education needs into the least restrictive environment as the United Nations declarations argue for that giving all children's the right to receive appropriate education (UNESCO, 1994). The proven principles of sound pedagogy are being incorporated in Special needs education that aims at benefiting all the children. Inclusive education can be defined as the practice which includes each and every one that too irrespective of background, disability, talent and socio-economic background or cultural origin in supportive mainstream schools and classrooms which aims at fulfilling all the needs of students (Swartet. al., 2002). It means that all the students irrespective of their weaknesses and strengths are been made able to become a part of the school system. The students with special needs have the right to receive the best possible education alongside their disabled peers (Mukhopadhyay et. al., 2012). In inclusive settings, the main focus is to include each and every one by understanding, respecting and taking care of cultural, social and individual diversities; that ensure providing equal access to quality education for all and close coordination. The vision of inclusion is the base for the development of an inclusive society where aims for including all the members to participate in an optimal and active manner to contribute in a democracy (Mathopa, 2007). In order to meet the diverse needs of learners, and the education system needs to be inclusive.

At the stage of Secondary level of education, most of the students with the special education classifications have maximum incidence of disabilities. They may include intellectual disabilities, learning disabilities, traumatic brain injury and emotional disturbances. Students having high-functioning autism may also come under the category of minor disabilities and are offered in secondary general education settings. Attention Deficit Hyperactivity Disorder (ADHD) not included in the category of disability, however, the majority of the students with ADHD are in secondary inclusion classes, and sometimes they may be classified as health impaired (Hallahan et. al., 2010). The diversity of classroom is not related to disabilities but have importance in inclusion for the academic and social learning experience i.e. the linguistic and the cultural diversity. Without classifying the average students they come to classrooms with their unique abilities, interests, and needs.

STAKEHOLDERS

The term stakeholders can be defined as a person, organization or group that has a concern or interest concern in an organization. The organization's objectives, policies and actions can affect stakeholders to a great extent. With regard to the process of education, the concept of stakeholders includes Parents, teachers and NGO's.

TEACHER AS A STAKEHOLDER IN INCLUSIVE EDUCATION

The teacher has a key role as a stakeholder in the Inclusive Education Setting. The

Teacher should be knowledgeable of the fact that the children learn by imitating both the teachers and parents. He should be aware of the individual needs of the children. There is a lot of effect on students by the activities and the actions of the teachers. The students always look at the dressing style of the teacher. How the teachers discuss the things and how he is able to relate all these with the children in the society. This positive or negative impact is mainly on physical, moral, emotional, mental and psychological development. The children learn from concrete to abstract, known to unknown, general to specific, simple to complex, concrete to abstract, and practical to theoretical. Teacher as a stakeholder has a great role for inclusion.

The teacher's participation in curriculum planning and development is the first role that a teacher has to play. The curriculum should be designed in such a way that it includes all the aspects of society. It should be like that it caters to the needs of all the children. In nutshell, it should call for inclusion. The second role which the teacher has to play is to engage actively in the teaching and learning process. While participating in the teaching and learning process, the teacher should keep an eye on the individual needs of the children. He should supply the necessary information to educational authorities and parents. He should make aware of the parents of the children about their progress. He should participate in the monitoring, assessment and evaluation of inclusive education in schools.

PARENTS AS A STAKEHOLDER: UNDERSTANDING THE ROLE

The parents of exceptional children must be involved in all aspects of learning. The education of the child starts from his family which is considered as the first source of education for him. In inclusive settings, the parents are considered as the most important stakeholders. The primary responsibility of the parents is to ensure that their children must complete their schooling as per their expectations. It becomes the duty of each and every parent that they must send their children to schools. The parents should always be held responsible for taking care of their children. The participation of the parents in inclusive education settings should be ensured. Therefore, it becomes the utmost duty of the parents that they should offer good care, warmth, love & affection and protection to their children.

With regard to the case history of the exceptional child, it is the duty of the parents that they must provide information to the educational authority. The participation of parents must be there in the planning of education for their children. While sending their children to schools they must provide moral support to them and must involve and participate in assessing, judging and evaluating the child's progress.

NGOS AS A STAKEHOLDER: UNDERSTANDING THE ROLE

Working with NGOs is the key step for strengthening the demand for inclusive education. Civil-society organizations can play a major key role in creating greater demand and capacity for inclusive education. Families of children with disabilities need training, support and empowerment to overcome the 'special education paradigm' and play an active role in promoting their children's right to education. Civil-society organizations can play an important part in achieving this goal and developing a critical mass that creates awareness and advocates for inclusion.

NGO's can support both the children and parents by organizing various training programs, seminars and disseminating the necessary information. The information should be related to the decisions that are directly or indirectly affecting their education. The NGO's should also be aware of advocating and influencing the local and national political agendas. They should also be able to support and report to the various violations with regard to their rights by using social media. They should also make the evidence available online through various online resource centers.

CONCLUSION

All over the world, there is a new trend toward the development of inclusive education because of its relevance to the total educational development of children with special needs. In Inclusive education settings, we are able to teach them with normal children in regular classrooms by providing them special provisions not making their school or classroom isolated and which calls for no segregation. An inclusive classroom must accept diversity because in classrooms as students come from different states, religions, and background and it's a resource or challenge for a teacher that they accept all children's. Active participation of parents in the education of their special children can bring positive outcomes. Many parents have a negative attitude towards their disabled children. Such parents do not give importance to the education of their special children and remained passive in school events. They should make their child independent and useful members of society instead of making as charity object. Parents should develop courage in students so that they may face and handle challenging situations independently. School leaders are fundamental in promoting ways in line with principles of inclusion e.g. setting strong goals and holding the high expectation of the learners. They also guide the respective schools through the challenges posed by an increasingly diverse and inclusive as well as complex school environment. The teachers need to respond to increasing diversity in learner characteristics and abilities, cultural backgrounds, immigration status, different socio-economic status, disabilities, and variation in a learning capacity. At the core of Inclusive and Strategic Leadership are two important functions that are providing a sense of purpose and direction as well as exercising influence in order to develop.

RECOMMENDATIONS

Keeping in mind the special needs of the children, the following recommendations can be given:

1. The school transportation service should be designed well in accordance with the special needs of students.
2. It is necessary to develop the school policy related to home school participation at the government level.
3. There is a need for arranging the outreach and training programs in the school in order to facilitate the parents for the home school partnership. Under these training programs, the parents should be taught the necessary skills of home teaching, behavior modification strategies and health care of their special children.
4. There is dire need to design the Pictorial based brochures for illiterate parents.
5. The Media has to play an important role by promoting disability awareness campaign so that the negative views of parents regarding their disabled children should be changed.

6. The community should raise the funds for poor families to enhance their involvement in school activities.
7. There is also a need to include the parents in the classroom process for the purpose of involving them in academic activities.

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