



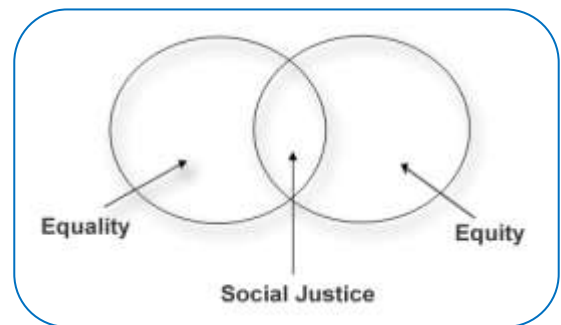
CRITERIA OF SOCIAL INCLUSION: EQUITY AND EQUALITY

Dr. Laxmi

Professor and H.O.D. , Department of Education ,
Karnataka State Open University, Mysore.

ABSTRACT :

Over half a billion persons are disabled as a result of mental, physical or sensory impairment. These individuals are often limited by both physical and social barriers which exclude them from society and prevent them from actively participating in the development of their nations. Approximately 80 per cent of the world's disabled population lives in different countries. The key to unlocking this potential rests in the minds of men; it is through education and the respect for the rights of all individuals that change can effectively take place.



KEYWORDS : result of mental, physical , potential rests.

1. INTRODUCTION

Exclusion starts very early in life. A holistic vision of education is imperative. Comprehensive early childhood care and education programmes improve children's well being, prepare them for primary school and give them a better chance of succeeding once they are in school. All evidence shows that the most disadvantaged and vulnerable children benefit most from such programmes. Ensuring that adults, particularly mothers, are literate has an impact on whether their children, and especially their daughters attend school. Linking inclusion to broader development goals will contribute to the reform of education systems, to poverty alleviation and to the achievement of all the Millennium Development Goals. An inclusive system benefits all learners without any discrimination towards any individual or group. It is founded on values of democracy, tolerance and respect for difference. It is inefficient to have school systems where children are not learning because of poor quality. Schools with high repetition rates often fail to work in preventive ways. The expenditure incurred by schools when students repeat a grade would be better used to provide additional support to those who encounter difficulties. Several cost-effective measures to promote inclusive quality education have been developed in countries with scarce resources.

2. ELEMENTS OF INCLUSION:

a) Inclusion is a process:

That is to say, inclusion has to be seen as a never-ending search to find better ways of responding to diversity. It is about learning how to live with difference and learning how to learn from difference. In this way differences come to be seen more positively as a stimulus for fostering learning, amongst children and adults.

b) Inclusion is concerned with the identification and removal of barriers:

Consequently, it involves collecting, collating and evaluating information from a wide variety of sources in order to plan for improvements in policy and practice. It is about using evidence of various kinds to stimulate creativity and problem-solving.

c) Inclusion is about the presence, participation and achievement of all students.

Here “presence” is concerned with where children are educated, and how reliably and punctually they attend; “participation” relates to the quality of their experiences whilst they are there and, therefore, must incorporate the views of the learners themselves; and “achievement” is about the outcomes of learning across the curriculum, not merely test or examination results.

d) Inclusion involves a particular emphasis on those groups of learners who may be at risk of marginalization, exclusion or underachievement.

This indicates the moral responsibility to ensure that those groups that are statistically most “at risk” are carefully monitored, and that, where necessary, steps are taken to ensure their presence, participation and achievement in the education system.

3. INCLUSION – HOW DOES IT RELATE TO QUALITY?

According to the 2005 Global Monitoring Report, “Education should allow children to reach their fullest potential in terms of cognitive, emotional and creative capacities.” An inclusive approach to education is one that strives to promote quality in the classroom. In order to move towards quality in education, changes are required at several levels. Human variations and differences are a naturally occurring and valuable part of society and should be reflected in schools. Schools should be able to offer opportunities for a range of working methods and individualized learning in order that no pupil is obliged to stand outside the fellowship of and participation in the school. An inclusive school for all must put flexibility and variation at the centre, structurally as well as in terms of content, with the goal of offering every individual a relevant education and optimal opportunities for development.

Characteristics of “a school for all” include exercising flexibility with regard to the individual pupil’s capabilities and placing his/her needs and interests at the core. The school for all is therefore a coherent, but differentiated learning environment. All knowledge and experience about the development of children says that this can best take place in an environment where self-esteem and positive conception of oneself are strong, i.e. an environment where real participation and fellowship are experienced and actively promoted. Placing the pupil at the centre does not imply that students need to be taught and will learn subject matter and content separately. Within the framework of the classroom, individual adaptations can be made. Furthermore, it involves pupils supporting one another according to their abilities and strengths. It is about seeing differences as opportunities for learning.

Nonetheless, quality in education is often perceived and measured as the academic results attained by the pupils through the successful completion of final exams and other quantitative measures. In some cases, privatized systems of education focus on provisions of good infrastructure, technology and facilities aiming at assuring “comfort” to students. These therefore become parameters of quality rather than “content and value” of education. Quality, however, is more than this and entails a school system where all children are welcome and where diversity and flexibility are seen as important ingredients for the development and personal growth of all learners. Educational planners must bear these issues in mind when generating discussions among receivers and providers in order to remove disparities in “quality” of education in the public and private systems.

An inclusive perspective on quality education is concerned with the need to ensure that learning opportunities contribute to effective inclusion of individual and groups into the wider fabric of society. Quality education is therefore education that is inclusive as it aims at the full participation of all learners. We have learned from constructive and transactional theories that the quality of learning can be enhanced by

the diversity of student involvement. Teacher attitudes and tolerance are the vehicles for the construction of an inclusive and participatory society. Focusing on quality education for enhanced inclusion implies identifying strategies for overcoming or eliminating the barriers to full participation for individuals and groups which experience discrimination, marginalization and exclusion or which are particularly vulnerable.

4. CONCEPT OF EQUITY AND EQUALITY:

Equity and Equality are recognized and accepted universally as the two essential criteria of Social Inclusion. Hence the absence of and neglect of these criteria in any organizational setup and in society is considered as indicators of social exclusion. In order to achieve social inclusion the principles of equity and equality have to be followed and measures have to be taken to remove conditions and practices of social exclusion. As it is essential to achieve social inclusion in the larger society and political, economic and religious institutions it is equally essential to follow the principle of social inclusion in the educational institutions that is in schools. It becomes all the more important in the Indian context as, historically, social exclusion of many sections in the Indian society and also in schools, has been practiced. In this context there is need to understand clearly the meanings and conditions of Equity and Equality as the criteria of Social Inclusion.

- The Webster Dictionary—"Equity means fairness, impartiality and justice; anything that is fair and equitable".
- **Oxford dictionary** has defined equity "as the quality of being fair and impartial". It defines Equality as "the state of being equal".
- According to sociologists Equity refers to the normative ethical issue of the fair attribution of resources that is a relative advantage or disadvantage. Equality refers to the "objective" advantages or disadvantage in terms of economic, cultural and social capital. Thus sociology usually deals with the issue of equality while political philosophy deals with equity issue that is thenormative issue.

5. STRATEGIES TO PROVIDE EQUITY IN SCHOOL AND CLASS-ROOM:

1. Knowing each child as well as possible.
2. Having high expectations from students and helping them to realize your expectations.
3. As students proceed in learning assess them frequently and try to know of their learning the direction. Try to know Strength and weaknesses in their learning.
4. Do not be rigid in school practices and teaching procedures.
5. Prepare students to take failure boldly, make it safe to fail. Let student realise that failing is the stopping stone for success.
6. Make use of the cultural background of each student in teaching.

6. CHARACTERISTICS OF EQUITY AND EQUALITY WITH REFERENCES TO ACCESS, ATTAINMENT AND ETHOS OF SCHOOLS:

1. Experience of children in schools in different levels and contexts.
2. School climate or creating common member perceptions, assumptions, beliefs, feelings or attitudes.
3. Same infrastructure facilities with additional modification in buildings (rooms, special taps and toilets), prosthetic aids and special instructional materials of disabled children.
4. Examination results as indicator of attainment of students (in particular marginalized students).
5. Evaluation procedure same or modified procedures to assess learning of marginalized students.
6. Teaching-strategies – general teaching strategies and additional strategies for marginalized and disabled children. like using analogies, examples, explanation, demonstration, text books, simple language and use of dialects (in language).
7. Adaptation of academic courses according to the abilities of students.
8. Criteria for promotion and classification of students same or modified.

9. Quality of teaching-periodic assessment of teaching effectiveness.
10. Sufficient number of teachers.
11. Adequacy of equipments like laboratory equipment and requirements, equipments of instructional technology or ICT, sports materials, seating arrangement etc.
12. Conducting periodic tests and terminal examination.
13. Steps taken to remove examination fear in students.
14. Attempts to improve students' individual behaviour (social and moral), habits (general and study related), etiquicity and civic behaviour.
15. Students' perception and feeling towards justice in school.
16. The degree of trust that students and parents have in the fairness and justice in school.
17. Consideration for girl students' special needs like separate sitting room, separate toilets and sports materials suitable for girls.
18. Whether students are getting support both academic and personal from teachers.
19. Whether teachers treat every child with fairness and cordiality.
20. Absence of any kind negative treatment by teachers, office staff and senior students leading to segregation or social exclusion of marginalized children.
21. Giving individual attention as far as possible especially to backward students.
22. Maintaining reasonable discipline in the school and the class-room.
23. Provision for development of skills.
24. Adjusting teaching strategies to suit learning styles of students.
25. Use of both standard and local language in teaching-learning process.
26. Identification and development of creative talents of students.
27. Utilizing cultural resources in teaching-learning process and participation.
28. Getting co-operation and participation of parents, parent-teacher associations.
29. Mobilizing community resources.
30. Effect of social and political intervention in school administration-positive or negative.

7. INCLUSIVE QUALITY EDUCATION LEAD TO MORE INCLUSIVE SOCIETIES:

Exclusion starts very early in life. A holistic vision of education is imperative. Comprehensive early childhood care and education programmes improve children's well being, prepare them for primary school and give them a better chance of succeeding once they are in school. All evidence shows that the most disadvantaged and vulnerable children benefit most from such programmes. Ensuring that adults, particularly mothers, are literate has an impact on whether their children, and especially their daughters attend school. Linking inclusion to broader development goals will contribute to the reform of education systems, to poverty alleviation and to the achievement of all the Millennium Development Goals. An inclusive system benefits all learners without any discrimination towards any individual or group. It is founded on values of democracy, tolerance and respect for difference. It is inefficient to have school systems where children are not learning because of poor quality. Schools with high repetition rates often fail to work in preventive ways. The expenditure incurred by schools when students repeat a grade would be better used to provide additional support to those who encounter difficulties. Several cost-effective measures to promote inclusive quality education have been developed in countries with scarce resources. These include training-of-trainer models for professional development, linking students in pre-service teacher training with schools and converting special needs schools into resource centres that provide expertise and support to clusters of regular schools.

Inclusion in education involves (Booth and Ainscow 2011, 3rd edition):

- Putting inclusive values into action.
- Viewing every life and every death as of equal worth.

- Supporting everyone to feel that they belong.
- Increasing participation for children and adults in learning and teaching activities, relationships and communities of local schools.
- Reducing exclusion, discrimination, barriers to learning and participation.
- Restructuring cultures, policies and practices to respond to diversity in ways that value everyone equally.
- Linking education to local and global realities.
- Learning from the reduction of barriers for some children to benefit children more widely.
- Viewing differences between children and between adults as resources for learning.
- Acknowledging the right of children to an education of high quality in their locality.
- Improving schools for staff and parents/carers as well as children.
- Emphasising the development of school communities and values, as well as achievements.
- Fostering mutually sustaining relationships between schools and surrounding communities.
- Recognizing that inclusion in education is one aspect of inclusion in society.

8. ASSESSMENT OF EQUITY AT THREE DEFERENT LEVELS:

Equity can be assessed at three levels: Student, School and System:

System Level Indicators of equity	School level indicators of equity	Student level indicators of equity
To what extent does the district create and implement policies and structures that provide critical resources and support inclusive children?	Partnerships to what extent are there opportunities for school-community partnerships and for the community to engage/support student learning	To what extent to students shape and determine how they spend their in-school and out-of school time
To what extent does district leadership provide support and communicate information	To what extent do students, families and communities share in the development of the school's goals, mission or vision	To what extent do students have the opportunity to develop relationships with teachers
To what extent are resources reallocated	To what extent does the school create space for meaningful student, family and community engagement about program design, curriculum or budgeting priorities.	To what extent are students acquiring and applying the knowledge they need for future success in school, career and civic life
To what extent do teachers and community educators have the opportunity to collaborate with colleagues?	To what extent the school is responsive to the need of inclusive students?	How are students performing across multiple academic measures?
To what extent do schools provide all students with the services and support they need to ensure student growth, success and persistence	To what extent do teachers and school leaders demonstrate responsibility of educating inclusive children?	To what extent are students acquiring the twenty-first-century skills required for success in school, career and civic life?
	To what extent does the school focus on the quality and	To what extent are students engaged in their

	character of school life through the establishment of norms, values and interpersonal relationships that foster youth development and learning, along with a positive approach to racial diversity on campus	learning within and outside of school?
	To what extent does the school work to minimize the amount of learning time lost during each school day, week and year.	Are students engaged in activities and behaviours that ensure their health and wellbeing?
	To what extent do teachers demonstrate engagement in their students' learning and satisfaction	To what extent students building the knowledge and skills they need to positively shape their communities? How are they effecting social change in their communities?

9. EFFECT OF INEQUALITY IN EQUITY ON EDUCATION:

1. Respect for cultural differences in a multi-cultural country like India- all cultures and sub-cultures have to be treated with equity.
2. In India giving undue importance to English language as a language of elite communication and as medium of instruction has resulted in inequalities in academic achievement of students.
3. Quantity of education received there is some difference in the quantum of education received in ordinary schools and English medium elite schools.
4. There are inequalities in the conditions of learning resulting in inequality in the quality of education received.
5. Length of schooling also results in inequality in education as the period spent on education has an effect on the amount of money spent on education of child.
6. Inequality results in disparities in competencies acquired.
7. Inequality results external restriction in the scope and type of jobs available of an individual.
8. Inequalities in the personal qualities and qualification effect teaching competency of teachers.
9. Inequality in education restricts choice of schools.
10. Inequalities in the quality of education influence the education of inclusive (disabled) children.
11. Inequality in education restricts the ability of students to use skills.
12. In the political contexts the view and attitudes of political authorities may influence equity criteria, judgments about equity system towards society in general and education system in particular.

REFERENCES:

1. **Booth. T. and Ainscow. M. (2011).** "The Index for Inclusion: developing learning and participation in schools", 3rd edition.
2. **Cameron. C. (2006).** "Geographies of welfare and exclusion: Social Inclusion and Exception" in Progress in Human Geography 30, 3 (2006) Pp. 396–404 Conceptual Issues" in International Journal of Social Welfare 2007: 16: pg. 1-9
3. **Musaraj, A. (2011).** "The Albanian Brain Drain phenomena and the Brain Gain strategy" in Social and Natural Sciences Journal, vol 2, Pp. 32-36.

4. **Silver, H. (1994).** "Social Exclusion and Social Solidarity: Three Paradigms" in International Labour Review, 133 (5-6) Pp. 531 -578.
5. **Ward, A. (2010),** "When they don't have to sit there they don't. They'll go and sit somewhere else": Students with disabilities talk about barriers to friendship. Kairaranga. 11(1), 22-28.
6. **Young J. 2002,** Crime and social exclusion. In: Maguire M, Morgan R, Reiner R. (eds). The Oxford Handbook of Criminology. Oxford: Oxford University Press.
7. **Social Exclusion Unit. 2004,** Mental Health and Social Exclusion. London: Office of the Deputy Prime Minister.