Inclusion: The Facilitation of Ensuring Education for All

Jose M. Ocampo, Jr.
Faculty of Education Sciences, Philippine Normal University-Manila, Philippines

Noor Aini Ahmad, Abdul Rahim Razalli
Faculty of Human Development, University Pendidikan Sultan Idris,Malaysia

Abstract
This paper provides an overview of the research on inclusion of various learners through a synthesis of studies published over the last eight years. This review may show connections of some factors which could influence the learning needs and solutions for individuals who belong to a disability community. The review provides a synthesis focusing on disability, discrimination, support and resources, social integration and interaction, and teachers' attitudes towards inclusion. The issues on disability remain a major discussion among academics locally and globally. The gap between the problem and its solution widens due to people's diverse perspectives based on cultural or educational orientations. An evidence of which is the continuous suffering of members of disability community from different acts of discrimination. The good news is, there are members of various institutions who have the vigor of sharing their social inventions. This reinforces the idea that inclusive education is yet a better alternative to realize the concept of education for all.

Introduction
The purpose of the paper was to provide a synthesis of studies which includes disability, discrimination, support and resources, social integration and interaction, and teachers' attitudes towards Inclusion. Challenges and prospects for the education of learners with disabilities were provided in the paper and plan of action is likewise offered. It could serve as an impetus for various researchers to help craft and develop an inclusive education system.

Disability
Given an array of relevant functionings and the extent of disagreement on the nature of good life, particularly in relation to human diversity, the relationship between capability and functionings remains unclear (Hammad, 2018). Sometimes, disability becomes adorable because it is associated with dependency which pleases some adult individuals. On the other hand, the state of disability suffers from rejection when it represents the lack of something.

The latter explains why many members of a normative culture are disavowed with disability (Goodley, Liddiard & Runswick-Cole, 2018). A commonality of disability assumption is a powerful one. Irrespective of their particular impairments, if disability groups and people presented a unified front, their interests would be better represented and have a greater chance to prevail (Sherlawa & Hudebine, 2015). Teaching disabled women how to live a full life with their disability rather than overcoming it is an effective approach to working with them (Al-Makhamreh, 2016).

Most disabled people have been living below the poverty line on inadequate social benefits, continue to be excluded by an education system that does not provide for their needs and a labour market that excludes difference, and still face problems in trying to access employment and the built environment because there have not been many real changes in their lives since 1980 up to the present day (Fontes, 2014). The exclusion of disabled people is the result of seemingly inclusive notions of citizenship (Sepulchre, 2018; Khalid, Islam & Ahmed, 2019). An avenue for their integration into policies that affect the lives of disabled people and a platform that gives visibility and validity to the perspectives of disabled people are provided by the disabled people representing the disabled people's organizations (Love, Traustadottir & Rice, 2018). The importance of civil rights benefits of deaf students cannot be overstated as well as health, career, leisure and teaching them early literacy (Wang & Andrews, 2017; Alzgool (2019); Muhammad, Saoula, Issa & Ahmed, 2019).

Hence, some persons with disabilities suffer more not because of their present situation but because of views people hold towards them based on cultural, social, educational, ethnic perspectives among others. They become vulnerable as barriers continue to assemble not in their favour. The attention of various sectors can be called on how resources can be made available to persons with disabilities so they can overcome the presence of these barriers.

Discrimination

There is paucity of studies that can systematically determine the barriers faced by children with disabilities within education in general and within higher education in particular, which is the comprehensive research on the experiences of students with disabilities within education (Hettiarachchi, Daskon-Attanayake & Ranaweera, 2016). Arguably most people with disabilities respond to ablism in ways that never result in legal proceedings being commenced while most socio-legal research has focused upon the litigious stage (Harpur, 2014). More understanding and knowledge of current policy and institutional structures are still needed by the community-based disability workers in order to perform advocacy roles at higher levels of engagement, for example in the government structures or justice system above the community level (Pletzena, Booyens & Lorenzo, 2014). The manner in which access to family and household assets affects individuals with disabilities over the course of their lifetimes and the structural nature of trans-generational poverty gain little directed attention. The knowledge about inheritance rights for disabled persons in middle income and low-income countries is surprisingly scarce (Groce, London & Stein, 2014). Among students and staff, disclosure rates are higher with students, statistics show as if there were no disabled or ill academics (Brown & Leigh, 2018).

Such people continue to be perceived as objects of pity and deserving of charity because martyrdom does not mean an end to social discrimination. The Palestinian Authority, for example, does not provide financial assistance to those whose impairment is unrelated while such compensation is given to disabled people whose disability is a result of the conflict

(Burtona, Sayrafi & Sroura, 2013). The higher unemployment rate of disabled people stems from gaps in their experience, skills, motivation or abilities, rather than unwelcoming workplaces and discriminatory practices is assumed by focusing on these people rather than on labour markets and workplaces (Lewis, Dobbs & Biddle, 2013). Because people believe the negative judgements of others, they mask things about themselves when they feel shame, or embarrassment (Vickers, 2014). The repercussions of which extend to those they encounter in such spaces as streets and buses, not only to persons with impairments and their carers, in contrast to impairment that largely refers to objective symptoms and constructed through social relations (Cockain, 2014). The freedom to choose depends on the type of employment it can offer, not just on the option of entering the labour market (Holler, 2014).

In seeking employment, disability rights legislation alone is insufficient to address the cultural and multiple structural barriers people with disabilities face (Parker Harris, Renko & Caldwell, 2014). The disabled identity becoming the primary identity could be the result of being defined by impairments, either imposed or by choice (Hutchinson, Roberts & Daly, 2018). With the advent of neo-colonial violence, the disproportionate over-representation of impairment within Indigenous societies has been met with silence under the global instruments of disability justice (Soldatic, 2013). To a workable understanding of disability that underpins an analysis of accessibility, it is important to emphasize universality (Lid & Solvang, 2015). Of the most popular books and some ad hoc transformation on request by people with disabilities in certain privileged situations, efforts in accessibility have largely been limited to a small fraction because of the expense (Harpur & Suzor, 2014).

Thus, with a common practice that disabled people have been considered an eyesore and unproductive, greater awareness can be created so that members of various institutions can make a covenant and collective action in addressing the problem brought about by discrimination. Their effort shall be translated to optimistic attitude, views, practices, policies and better treatment of a disability community.

Support and Resources

As parenting is where the child learns to socialize and finds his/her sense of belonging, and nurtured, it forms the basis of any social development for any child (Davids, Roman & Schenck, 2018). Complex issues, usually bounded by national priorities and resources, for which innovative, specific solutions are often required, are resulted by the intersection between hearing loss and postsecondary education. Identifying how best to meet the needs and expectations of both the institutions students attend and the students themselves is important (Powell, Hyde & Punch, 2013). Providing ideas on creating a nurturing and conducive home environment for learning or sharing information on child development and parenting skills are some of the ways where the school supports parents in the activities like parenting and learning at home which is included in the home-based involvement (Wong, Ng & Poon, 2015).

Exploring the experiences of social workers responsible for investigating adolescents and children seemed important and need support (Hultman, Forinder, Fugl-Meyer & Pergert, 2018). The notions of care and dependency are challenged by the Independent Living Movement (Duner & Olin, 2018). In isolation, a single practice is not performed (Williams, Tarleton, Heslop, Porter, Sass, Blue, Merchant & Mason-Angelow, 2017). The support that a person will get is determined by the end point of the assessment (Slasberg & Beresford, 2014). The present situation is not captured by the stated view that there is an increase in allocations for disabled people (Symeonidou, 2014). The commitment to redeploy existing resources, or

obtaining additional facilities and the relocation of the skills, care and expertise to the mainstream is a practice they could not unanimously agree to (Soorenian, 2018). Services, strategies, and accommodations a child receives on her individualized education programme (IEP) is affected by how the multidisciplinary team chooses the educational label for a child (Borders, Meinzen-Derr, Wiley, Bauer & Embury, 2015).

However, in view of changes concerning school placement, there is a need for a study on the education of persons with disabilities as well as how they are provided resources and support. This is particularly important in line with further attempts of stakeholders who are willing to develop their learning potentials and other capabilities. One attempt that can be made is the survey of guidelines for provision of resources and support and whether they are acceptable in such a way they are received by persons with disabilities.

Social Integration and Interaction
To be placed in situations in which children can interact with peers and adults alike seems vitally important for them (Henninger, IV & Gupta, 2014). Academic achievement is affected by both internal and external factors. Therefore, both social and academic integration were achieved successfully by students that were transitioned successfully (Almotiri, 2017). On the other hand, to increase the odds of interpersonal interaction among adults who have difficulty walking, residential security operated as a facilitator (Clarke, Ailshire, Nieuwenhuijsen & Dde Kleijn-Dde Vrankrijker, 2011).

On the social context through which individuals are moving and interacting, and the dominant discourses present within those environments, subject positions are contingent (Waterfield, Beagan & Weinberg, 2018). Power is deployed through a plethora of different technologies and strategies, and across multiple sites. This dispersion of power works through the enforcement of self-regulation and operates in subtle ways (Burch, 2018). Information regarding perceptions and additional activities students use as they read on the computer was lacking. As students are now accessing technology to read informational and social text with greater emphasis and at earlier ages, this is important information for teachers to know (Donne & Rugg, 2015). The full and equal participation people with disabilities in public affairs as well as form and join organizations concerned with public and political life at various levels is an environment that is being promoted (Virendrakumar, Jolley, Badu & Schmidt, 2018).

Information on how organizations use websites to inform stakeholders about procedures and available resources that support children who are transitioning to school, and their families are limited (Curle, 2015). To have a willingness and predisposition to embrace inclusive education practices are not enough for teachers. In addition, it takes more than public authorities' signing of decrees and accords. What can make a difference is only an unwavering and conscious public policy of investing in the training of paraprofessional, teachers, and in essential amenities and resources (Mngo & Mngo, 2018). The same abilities in their school adaptation are not used by students with different disability severities in different education systems. Because the two education systems have different conditions and resource types, in an inclusive setting, it is obvious that the abilities required may be different from those required in segregated environments (Chen, 2016).

Hence, academics and researchers who have much concern with the inclusion of persons with disabilities may cull more information on the processes that take place when they interact with other individuals. In the midst of new technology as many individuals nowadays can readily access, this could serve as an overview on how social interaction can

build friendship and support towards providing persons with disabilities greater opportunities to develop cognitive, physical, self-expression and social skills.

Teachers' Attitudes Towards Inclusion

Research is needed regarding the attitudes of teachers toward inclusion given the important issues surrounding it (Nishimura & Busse, 2015). Regular school teachers in India are required to possess a new body of knowledge and skills if the implementation of inclusive education is successful (Das, Kuyini & Desai, 2013). In Malaysia, the planning and implementation in Inclusive Education had been carried out but there were lots of gaps that still need to be improved (Ahmad, 2018). The children are modeling their teacher's behavior because he/she is seen as a role model upholding the values and standards of education. The central role in the management and support of the education of children with disabilities is taken by the teacher as well. (Agyire-Tettey, Cobbina & Hemanoo, 2017).

Challenges will likely to be experienced while learning alongside their peers and may be identified as having special educational needs for students whose knowledge, experience or skills differ significantly from their peers (Salter, Pearson & Swanwick, 2015). The preparation for teachers who are dedicated to teach students who have disabilities is not simple. Training programs for special education teachers will help them nurture the required talents and skills for them to be able to educate students whose needs are much wider than that of the normal ones (Nagro & deBettencourt, 2017). Demonstrating the most positive attitudes towards including students with social issues and the least positive attitudes towards including students with behavioural issues are some of the similarities the pre-service teachers share from all countries. This means that aside from physical aggression, they are less favourable towards including students with behavioural problems (Timor & Hartanska, 2014).

A myriad of nuanced and interlinked influences present in the classroom and external to it, both in place and time, impact on interactions that is happening inside the classrooms which are considered complex places (Salter, Swanwick & Pearson, 2017). Inquiry-based learning, role plays, computer-based learning, and discussion groups are the wide range of types of active learning increasingly experienced by special education students (Singh, Yeh, Singh, Agarwal & Tiwari, 2015). It is necessary to find out what approaches are being used and how these are translated into specific practices in order to consider setting up efficacy studies for this kind of intervention (Rees, Mahon, Herman, Newton, Craig & Marriage, 2015). The best rehabilitation techniques versus desired outcomes can be observed and examined, ideally, with longitudinal controlled prospective studies including large subject numbers and intra-subject controls (De Raeve, Archbold & Diller, 2013). The center to becoming human is social interaction with other human beings. In different degrees of participation and non-participation, human beings both act and interact with others in everyday activities or interaction (Holmstrom & Bagga-Gupta, 2013).

Hence, regular education teachers and special education teachers play a vital role in developing and implementing educational programs for all students as well as those who have disabilities. These programs along with instructional strategies become less important and effective if regular teachers have unfavourable attitudes toward inclusion. The feeling of discomfort among teachers shall be avoided so that the noble understanding about disability and those suffering from it will prevail.

Conclusion

The issues on disability remain a major discussion among academics locally and globally. The gap between the problem and its solution widens due to people's diverse perspectives based on cultural or educational orientations. An evidence of which is the continuous suffering of members of disability community from different acts of discrimination. The good news is, there are members of various institutions who have the vigor of sharing their social inventions. This reinforces the idea that inclusive education is yet a better alternative to realize the concept of education for all.

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Corresponding Author

Jose M. Ocampo, Jr.
Faculty of Education Sciences
Philippine Normal University-Manila
Manila, Philippines
juno_6970@yahoo.com

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