**Inclusiveness**

**Chapter 1: Understanding Disabilities and Vulnerabilities**

**1.1 Definitions of Basic Terms (Impairment, Disability and Handicap)**

**Impairment**- Impairment means a lack/abnormality of an anatomic, physiological or psychological structure or function or deviation on a person. It refers to any loss or abnormality of physiological, psychological or anatomical structure or function. It is the absence of particular body part or organ. It could also a condition in which the body exists but does not function. Some children, for instance, have impairments such as eyes that do not see well, arms and legs that are deformed, or a brain not developing in a typical way etc.

**Disability**- The term disability is ambiguous as there is no single agreement on the concept (Mitra, 2006) It is not synonymous with AKAL-GUDATENGA (የአካል ጉዳተኛ) meaning impairment. The concept of disability is complex, dynamic, multidimensional, and contested.

**Derrieres / Challenges Affecting/ Inhibit the full inclusion of people with impairments in society/in developmental Affairs**

1. Attitudinal (societal barriers, such as stigma)
2. Physical barriers (environmental barriers, such as absence of stairs),
3. Policy barriers (systemic barriers),

These factors all together can create a disabling effect and inhibit disability inclusive development. They are disabling factors If these problems addressed, impairment may not lead to disability. Societal, environmental, and systemic barriers are the most popular disabling factors:

 **What is disability?**

 **Models/Approach of Disability**

 **The Medical Approach**-

Disability is pathology (physiological, biological and intellectual). Disability means functional limitations due to physical, intellectual or psychic impairment, health or psychic disorders on a person (WHO,1996).

This medical definition does not adequately explain the interaction between societal conditions or expectations and unique circumstances of an individual

**The social Approach/ definition of disability:**

 • Disability is a highly varied and complex condition with a range of implications for social identity and behavior.

 • Disability largely depends on the context and is a consequence of discrimination, prejudice and exclusion. • Emphasizes the shortcomings in the environment and in many organized activities in society, for example on information, communication and education, which prevent persons with disabilities from participating on equal terms.

 **Causes of disability**

What do you think is the causes of disability?

Some people, especially in the past times, wrongly believe that disability is a punishment from God. There are some who still believe that disability is a form of personal punishment for individual with disability, a kind of karma for their past mistakes, which is totally unacceptable now days.

 Disability can be caused by the following factors.

 **Genetic Causes**

 Abnormalities in genes and genetic inheritance can cause intellectual disability in children. In some countries, down syndrome is the most common genetic condition. Sometimes, diseases, illnesses, and over-exposure to x-rays can cause a genetic disorder. .

 **Environmental factors,**

Poverty and malnutrition in pregnant mothers can cause a deficiency in vital minerals and result in deformation issues in the unborn child. After birth, poverty and malnutrition can also cause poor development of vital organs in the child, which can eventually lead to disability. The use of drugs, alcohol, tobacco, the exposure to certain toxic chemicals and illnesses, toxoplasmosis, cytomegalovirus, rubella and syphilis by a pregnant mother can cause intellectual disability to the child. Childhood diseases such as a whooping cough, measles, and chicken pox may lead to meningitis and encephalitis. This can cause damage to the brain of the child. Toxic material such as lead and mercury can damage the brain too. Unfortunate life events such as drowning, automobile accidents, falls and so on can result in people losing their sight, hearing, limbs and other vital parts of their body and cause disability.

 **Unknown Causes**

The human body is a phenomenal thing. Scientists have still not figured out what and how some things in the body, cells, brain, and genes come about. Humans have still not found all the answers to all the defects in the human body .

 **Inaccessible environments**

 Sometimes society makes it difficult for people with some impairment to function freely. When society develops infrastructure such as houses, roads, parks and other public places without consideration to people with impairment, the basically make it impossible for them to take care of themselves. For example, if a school is built with a ramp in addition to stairs, it makes it easy for people with wheelchairs to move about freely. This way, their impairment is not made worse. Lack of education, support services, health and opportunities for people with impairment can cause additional disability to people with disabilities and even people with no disability.

 **Some type of disabilities:**

 1.**Visual impairment**

 **Two sub- Classifications**.

These are blindness and low vision.

* **Blindness**- total or partial inability to see because of disease or disorder of the eye, optic nerve, or brain. The term blindness typically refers to vision loss that is not correctable with eyeglasses or contact lenses. Blindness may not mean a total absence of sight, however. Some people who are considered blind may be able to perceive slowly moving lights or colors.
* **Low vision**-it is used for moderately impaired vision. People with low vision may have a visual impairment that affects only central vision—the area directly in front of the eyes—or peripheral vision—the area to either side of and slightly behind the eyes.

**2. Hearing Impairment**

Pasonella and Carat from legal point of view, define hearing impairment as a generic term indicating a continuum of hearing loss from mild to profound

 **Sub-Classifications** **Hearing Impairment**

**Hard of hearing and deaf.**

 **Hard of Hearing:** A hearing impairment, whether permanent of fluctuating, which adversely affects a child's educational performance but which is not included under the definition of 'deaf'." Whelan, R. J. (1988). This term can also be used to describe persons with enough (usually with hearing aids) as a primary modality of acquisition of language and in communication with others.

 **Deaf:** Those who have difficulty in understanding speech, even with hearing aids but can successfully communicate in sign language.

**Cultural definitions of deafness**, on the other hand, emphasize an individual ‘s various abilities, use of sign language, and connections with the culturally deaf community.

 **3. Specific learning disability**

Specific Learning Disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations.

* The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.
* The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities; of intellectual disability; of emotional disturbance; or of environmental, cultural, or economic disadvantage.
* Learning disabilities should not be confused with learning problems which are primarily the result of visual, hearing, or motor handicaps; of intellectual disability; of emotional disturbance; or of environmental, cultural or economic disadvantages.

Generally speaking, people with learning disabilities are of average or above average intelligence. There often appears to be a gap between the individual’s potential and actual achievement. This is why learning disabilities are referred to as ―hidden disabilities: the person looks perfectly ―normal and seems to be a very bright and intelligent person, yet may be unable to demonstrate the skill level expected from someone of a similar age.

A learning disability cannot be cured or fixed; it is a lifelong challenge. However, with appropriate support and intervention, people with learning disabilities can achieve success in school, at work, in relationships, and in the community.

 **Types of Specific Learning Disabilities**

1. **Auditory Processing Disorder (APD) Also known as Central Auditory Processing Disorder**

This is a condition that adversely affects how sound that travels unimpeded through the ear is processed or interpreted by the brain. Individuals with APD do not recognize subtle differences between sounds in words, even when the sounds are loud and clear enough to be heard. They can also find it difficult to tell where sounds are coming from, to make sense of the order of sounds, or to block out competing background noises.

 **B. Dyscalculia**

Dyscalculia is a specific learning disability that affects a person’s ability to understand numbers and learn math. Individuals with this type of LD may also have poor comprehension of math symbols, may struggle with memorizing and organizing numbers, have difficulty telling time, or have trouble with counting.

 **C. Dysgraphia**

 Dyscalculia is a specific learning disability that affects a person’s handwriting ability and fine motor skills. Problems may include illegible handwriting, inconsistent spacing, poor spatial planning on paper, poor spelling, and difficulty composing writing as well as thinking and writing at the same time.

 **D. Dyslexia**

 Dyslexia is a specific learning disability that affects reading and related language-based processing skills. The severity can differ in each individual but can affect reading fluency; decoding, reading comprehension, recall, writing, spelling, and sometimes speech and can exist along with other related disorders. Dyslexia is sometimes referred to as **a Language Based Learning Disability.**

**E. Language Processing Disorder**

 Language Processing Disorder is a specific type of Auditory Processing Disorder (APD) in which there is difficulty attaching meaning to sound groups that form words, sentences and stories. While an APD affects the interpretation of all sounds coming into the brain, a Language Processing Disorder (LPD) relates only to the processing of language. LPD can affect expressive language and/or receptive language.

 **F. Non-Verbal Learning Disabilities**

 Non-Verbal Learning Disabilities is a disorder which is usually characterized by a significant discrepancy between higher verbal skills and weaker motor, visual-spatial and social skills. Typically, an individual with NLD (or NVLD) has trouble interpreting nonverbal cues like facial expressions or body language, and may have poor coordination.

G**. Visual Perceptual/Visual Motor Deficit**

Visual Perceptual/Visual Motor Deficit is a disorder that affects the understanding of information that a person sees, or the ability to draw or copy. A characteristic seen in people with learning disabilities such as Dysgraphia or Non-verbal LD, it can result in missing subtle differences in shapes or printed letters, losing place frequently, struggles with cutting, holding pencil too tightly, or poor eye/hand coordination.

1. **Communication disorders/Impairments**

**Two groups of communication impairments: Speech and Language Impairments**

Speech and language impairment means a such as stuttering, impaired articulation, language impairment, or a voice impairment that adversely affects a child’s educational performance. It is disorder that adversely affects the child's ability to talk, understand, read, and write.

 **Speech Impairments**

Three basic types of speech impairments:

* articulation disorders
* fluency disorders
* voice disorders.

**Articulation disorders** are errors in the production of speech sounds that may be related to anatomical or physiological limitations in the skeletal, muscular, or neuromuscular support for speech production. These disorders include: Omissions: (bo for boat), Substitutions: (wabbit for rabbit), Distortions: (shlip for sip)

**Fluency disorders** are difficulties with the rhythm and timing of speech characterized by hesitations, repetitions, or prolongations of sounds, syllables, words, or phrases. Common fluency disorders include:

Stuttering: rapid-fire repetitions of consonant or vowel sounds especially at the beginning of words, prolongations, hesitations, interjections, and complete verbal blocks  Cluttering: excessively fast and jerky speech

**Voice disorders** are problems with the quality or use of one's voice resulting from disorders in the larynx. Voice disorders are characterized by abnormal production and/or absences of vocal quality, pitch, loudness, resonance, and/or duration.

 **Language Impairments**

 **Five Basic Areas of Language Impairments:**

* phonological disorders,
* morphological disorders,
* semantic disorders,
* syntactical deficits,
* pragmatic difficulties.

 **Phonological disorders**- are defined as the abnormal organization of the phonological system, or significant deficit in speech production or perception. A child with a phonological disorder may be described as hard to understand or as not saying the sounds correctly. Apraxia of speech is a specific phonological disorder where the student may want to speak but has difficulty planning what to say and the motor movements to use.

**Morphological disorders**- are defined as difficulties with morphological inflections (inflections on nouns, verbs, and adjectives that signal different kinds of meanings).

**Semantic disorders**- are characterized by poor vocabulary development, inappropriate use of word meanings, and/or inability to comprehend word meanings. These students will demonstrate restrictions in word meanings, difficulty with multiple word meanings, excessive use of nonspecific terms (e.g., thing and stuff), and indefinite references (e.g., that and there).

**Syntactic deficits**- are characterized by difficulty in acquiring the rules that govern word order and others aspects of grammar such as subject-verb agreement.

**Pragmatic difficulties**- are characterized as problems in understanding and using language in different social contexts. These students may lack an understanding of the rules for making eye contact, respecting personal space, requesting information, and introducing topics.

 **5.Autism**

 Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three that adversely affects a child’s educational performance.

 **Characteristics associated with autism**

* engaging in repetitive activities and stereotyped movements,
* resistance to environmental change or change in daily routines,
* unusual responses to sensory experiences.

 **6.Emotional and Behavioral Disorders**

According to Individuals with Disabilities Education Act (IDEA),

The term Emotional and Behavioral Disorders means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects educational performance

1) An inability to learn that cannot be explained by intellectual, sensory, or health factors;

 2) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;

 3) Inappropriate types of behavior or feelings under normal circumstances;

4) A general pervasive mood of unhappiness or depression;

5) A tendency to develop physical symptoms or fears associated with personal or school problems.

 **Classification of behavioral and emotional disorders**

 Conduct disorder: individuals may seek attention, are disruptive and act out. The disorder is classified by type: overt (with violence or tantrums) versus covert (with lying, stealing, and/or drug use).

* **Socialized aggression**: individuals join subculture group of peers who are openly disrespectful to their peers, teachers, and parents. Common are delinquency and dropping out of school. Early symptoms include stealing, running away from home, habitual lying, cruelty to animals, and fire setting.
* Attention problems- These individuals may have attention deficit, are easily destructible and have poor concentration. They are frequently impulsive and may not think the consequence of their actions.
* Anxiety/Withdrawn- These individuals are self-conscious, reserved, and unsure of themselves. They typically have low self-esteem and withdraw from immediate activities. They are also anxious and frequently depressed.
* Psychotic behavior: These individuals show more bizarre behavior. They may hallucinate, deal in a fantasy world and may even talk in gibberish.
* Motor excess: These students are hyperactive. They cannot sit nor listen to others nor keep their attention focused.

Kauffman (1993) conclude that emotion or behavioral disorders fall into **two broad** classifications:

1) **Externalizing Behavior:** also called under controlled disorder, include such problems disobedience, disruptiveness, fighting, tempers tantrums, irresponsibility, jealous, anger, attention seeking etc…

2) **Internalizing Behavior**: also known as over controlled disorders, include such problems anxiety, immaturity, shyness, social withdrawal, feeling of inadequacy (inferiority), guilt, depression and worries a great deal.

**Causes of behavioral and emotional disorders**

 1. **Biological causes**- includes genetic disorders, brain damage, and malnutrition, allergies, temperament and damage to the central nervous system.

2**. Family factors-** include family interactions, family influence, child abuse, neglect, and poor disciplinary practices at home.

3. **Cultural factors**- include some traditional and cultural negative practices, for example watching violence and sexually oriented movies and TV programs.

 4. **Environmental factors**- include peer pressure, living in impoverished areas, and schooling practices that are unresponsive to individual needs. Inclusive life for persons with behavioral difficulties

 7**.Intellectual Disability**

Intellectual disability is a disability characterized by significant limitations in both intellectual functioning and in adaptive behavior, which covers many everyday social and practical skills. This disability originates before the age of 18.

 **An individual is considered to have an intellectual disability based on the following three criteria:**

1.Sub average intellectual functioning: It refers to general mental capacity, such as learning, reasoning, problem solving, and so on. One way to measure intellectual functioning is an IQ test. Generally, an IQ test score of around 70 or as high as 75 indicates a limitation in intellectual functioning.

2. Significant limitations exist in two or more adaptive skill areas: It is the collection of conceptual, social, and practical skills that are learned and performed by people in their everyday lives.

* **Conceptual skills**—language and literacy; money, time, and number concepts; and self-direction.
* **Social skills**—interpersonal skills, social responsibility, self-esteem, gullibility, innocence (i.e., suspicion), social problem solving, and the ability to follow rules/obey laws and to avoid being victimized.
* **Practical skills**—activities of daily living (personal care), occupational skills, healthcare, travel/transportation, schedules/routines, safety, use of money, use of the telephone.

People with intellectual disabilities academic learning can be affected, as well as their ability to adapt to home, school, and community environments are presented under the following sub-headings:

**General Cognition**: People with intellectual disabilities vary physically and emotionally, as well as by personality, disposition, and beliefs. Their apparent slowness in learning may be related to the delayed rate of intellectual development.

**Learning and Memory**: The learning and memory capabilities of people with intellectual disabilities are significantly below average in comparison to peers without disabilities. Children with intellectual disabilities may not spontaneously use appropriate learning or memory retention strategies and may have difficulty in realizing the conditions or actions that aid learning and memory.

**Attention**: To acquire information, children must attend to the learning task for the required length of time and control distractions. Children with intellectual disabilities may have difficulty distinguishing and attending to relevant questions in both learning and social situations.

**Adaptive Skills**: The adaptive skills of people with intellectual disabilities are often not comparable to those of their peers without disabilities. A child with intellectual disabilities may have difficulty in both learning and applying skills for a number of reasons, including a higher level of distractibility, inattentiveness, failure to read social cues, and impulsive behavior.

The lack or underdevelopment of these skills notably affects memory, rehearsal skills, organizational ability, and being in control of the process of learning.

**Speech and Language**: People with intellectual disabilities may have delayed speech, language comprehension and formulation difficulties. Language problems are generally associated with delays in language development rather than with a bizarre use of language.

**Motivation:** People with intellectual disabilities are often described as lacking motivation, or outer-directed behavior. Past experiences of failure and the anxiety generated by those failures may make them appear to be fewer goals directed and lacking in motivation. The result of failure is often learned helplessness. The history of failure is likely to lead to dependence on external sources of reinforcement or reward rather than on internal sources of reward. They are less likely to self-starters motivated by self-approval.

**Academic Achievement**: The cognitive difficulties of children with mild to moderate intellectual disabilities lead to persistent problems in academic achievement, unless intensive and extensive supports are provided.

**Physical characteristics**: Children with intellectual disabilities with differing biological etiologies, may exhibit coexisting problems, such as physical, motor, orthopedic, visual and auditory impairments, and health problems. A relationship exists between the severity of the intellectual disabilities and the extent of physical differences for the individual.

 **Levels of support for individuals with intellectual disabilities**

Levels of support range from intermittent (just occasional or as needed‖ for specific activities) to pervasive (continuous in all realms of living).

 **Areas of support for intellectual disabilities**

* consultation or monitoring by professional
* regular contact with professionals
* Nearly all settings Continuous contact and monitoring by professionals

 **8. Physical disability/Orthopedic Impairment and Health impairment**

 Physical disability is a condition that interferes with the individual’s ability to use his or her body. Many but not all, physical disabilities are orthopedic impairments. (The term orthopedic impairment generally refers to conditions of muscular or skeletal system and sometimes to physical disabling conditions of the nervous system). Health impairment is a condition that requires ongoing medical attention. It includes asthma, heart defects, cancer, diabetes, hemophilia. HIV/AIDS, etc.

 **Classification and Characteristics**

 How can you classify physical impairment?

 **Physical disabilities**

 based on the impact of physical disability on mobility and motor skills, it is divided into the following divisions.

**Mild physical disability**: - these individuals are able to walk without aids and may make normal developmental progress. B.

**Moderate physical disability**: - individuals can walk with braces and crutches and may have difficulty with fine-motor skills and speech production.

 **Severe physical disability**: -these are individuals who are wheel-chair dependent and may need special help to achieve regular development.

The physical disability could be broadly classified in to two:

* **The neurological system** (the brain, spinal cord & nerve) related problems.
* **Muscular skeletal system** (the muscles, bones and joints) are deficient due to various causes. I.

 **Neurological system**: -

with a neurological condition like cerebral palsy or a traumatic brain injury, the brain either sends the wrong instructions or interprets feedback incorrectly.

 **Epilepsy:** -is disorder that occurs when the brain cells are not working properly and is often called a seizure disorder. - Some children and youth will epilepsy have only a momentary loss of attention (petit mal seizures); others fall to the floor and then move uncontrollably –

 Fortunately, once epilepsy is diagnosed, it can usually be controlled with medication and does not interfere with performance in school. Most individuals with epilepsy have normal intelligence.

 **Musculoskeletal system:** -

it includes the muscles and their supporting framework and the skeleton.

1. Progressive muscle weakness (muscular dystrophy);

 2. Inflammation of the joints (arthritis),

 3. Loss of various parts of the body (amputation). The list of the impairment and associated with musculoskeletal malformation are the following:

 A. Muscular dystrophy:- is an inherited condition accruing mainly in males, in which the muscles weaken and deteriorate.

 B. Arthritis:-is an inflammation of the joints. Symptoms include swollen and stiff joints, fever, and pain in the joints during acute periods. Prolonged inflammation can lead joint deformities that can eventually affect mobility.

C. Amputation: - a small number of children have missing limbs because of congenital abnormalities or injury or disease (malignant bone tumors in the limbs). These children can use customized prosthetic devices (artificial hands, arms, or legs) to replace limp functions and increase independence in daily activities.

 Other muscle-skeletal disorders are:

 **8.Health Impairments**

 What are the common health problems of students? Any disease that interferes with learning can make students eligible for special services.

These diseases caused problems are as follow.

1. Heart disease: - this is common among young people. It is caused by improper circulation of blood by the heart some of the disorders are congenital) present at birth); others are the product of inflammatory heart disease. Some students have heart value disorders; others have disorders of the blood vessels. His time heart implantation helps children to get cured.

 2. Cystic fibrosis: - is a hereditary disease that affects the lungs and pancreas. It leads to recurrent respiratory and digestive problems including abnormal amounts of thick mucus, sweet and saliva. The disease is so progressive and few who have it survive beyond age 20. Children with such disease often spend significant timeout of school.

 3. Acquired immune deficiency syndrome (AIDS):- is a very severe disease caused by human immunodeficiency virus (HIV) infection and transmitted primarily through exchange of bodily fluids in transfusions or unprotected sex, and by contaminated needles in addictive drug use.

4. Lead poisoning Disorder caused by ingesting lead-based paint chips or other substances containing lead 5. Rheumatic fever Disease characterized by painful swelling and inflammation of the joints that can spread to the heart and central nervous system.

6. Tuberculosis Infectious disease that commonly affects the lungs and may affect other tissues of the body. 13. Cancer Abnormal growth of cells that can affect any organ system?

 **9. Vulnerability**

Vulnerable means being at risk of being harmed. Everyone can be harmed, so being vulnerable is part of being human. In principle, everyone is vulnerable to some adverse event or circumstance, but some people are more vulnerable than others. For instance, people with disabilities are more likely as a group to experience greater vulnerability. They are also often more severely affected by the vulnerability they experience.

 Based on the existing literature, vulnerability can be generally defined as a complex phenomenon that refers to the following dimensions:

1. Economic difficulties/lack of financial resources: poverty, low living standards, housing problems (e.g. too damp, too expensive, too cold or difficult to heat) etc.;

 2. Social exclusion: limited access to facilities such as transportation, schools, libraries or medical services; 3. Lack of social support from social networks: no assistance from family members, friends, neighbors’ colleagues (referring to practical help as well as emotional support) like highly gifted individuals

 4. Stigmatization: being a victim of stereotypes, being devalued, confronted with disgraceful behavior because of belonging to a particular social or ethnic group;

 5. Health difficulties: disadvantages resulting from poor mental health, physical health or disabilities;

 6. Being a victim of crime: in family context especially of violence.

 **Causes of Vulnerability**

 Vulnerability may be causes by

 rapid population growth, poverty and hunger, poor health, low levels of education, gender inequality, fragile and hazardous location, and lack of access to resources and services, including knowledge and technological means, disintegration of social patterns (social vulnerability).

lack of access to information and knowledge, lack of public awareness, limited access to political power and representation (political vulnerability). When people are socially disadvantaged or lack political voice, their vulnerability is exacerbated further.

 **The economic vulnerability** is related to a number of interacting elements, including its importance in the overall national economy, trade and foreign-exchange earnings, aid and investments, international prices of commodities and inputs, and production and consumption patterns.

 **Environmental vulnerability** concerns land degradation, earthquake, flood, hurricane, drought, storms , water scarcity, deforestation, and the other threats to biodiversity.

 **Poverty:** People are vulnerable for many undesirable phenomena due to poverty. This may be resulted in, poor households and large households, inequality, absences of access to health services, important resources for life, lack of access to education, information, financial and natural resources and lack of social networks **Disabilities**: People with disabilities very much vulnerable for many kind of risks. This includes abuses, poverty, illiteracy, health problems, psychological and social problems.

. **Age:** Old people or very young children are vulnerable for all kinds evils

 **Illiteracy and less education**: People with high rates of illiteracy and lack quality educational opportunities are vulnerable for absence all kinds of developments

 **Sickness**: Uncured health problems for example people living with HIV/AIDS are much vulnerable for psychosocial problems, poverty and health

 **Gifted and Talentedness**: Gifted and talented children are vulnerable for socioemotional developments. Due to lack of psychological support they may feel isolation as they are pulled from their regular classrooms and given instruction in separate settings and due to myths and expectations of themselves and the public.

 **Characteristics of Vulnerable People**

 1. Less physically or mentally capable (infants, older adults, people with disabilities)

2. Fewer material and/or financial resources (low-income households, homeless)

3. Less knowledge or experience (children, illiterate, foreigners, tourists)

4. Restricted by society to grow and develop according to their needs and potentials

 **Groups of potentially vulnerable people**

People who are helped by others (who are then restricted by commitments) are still vulnerable people, which includes the following extracted from various researches.

1. **Women:** particularly women in developing nations and those who are living in rural areas are vulnerable for many backward traditional practices. These women are oppressed by the culture and do not get access to education and employment.
2. **Children** are vulnerable for psychological and physical abuse. This include illegally working children, children who are pregnant or become mothers, children born out of marriage, children from a single-parent, delinquent children, homeless children, HIV infected children, uneducated children, institutionalized children, married children, mentally ill children, migrant children, orphans, sexually exploited children, street children, war-affected children…etc.

**C Minorities**: some people are vulnerable due to their minority background. Particularly, ethnic (cultural and linguistic minority), religious minority. These people are political and socially discriminated.

 **Chapter Summary**

 Persons with disabilities, health impairments and vulnerable people are people who should be productive and able to live independent life. Their impairment is not something that has disabled them; rather, the social system is the major disabling factor. Disabilities do not only affect an impaired person; it affects the whole nation, when this people are neglected from education and employment and when they are not actively participating in the social, political and economic activities. These situations make them to lead dependent lives which in turn affect the life of the nation. Hence, inclusiveness is an outlet for creating a society of productivity who leads independent life.

  **Chapter 2: Concept of Inclusion**

 **2.1. Definition of Inclusion**

**Inclusion** in education/service refers to- an ongoing process aimed at offering quality education/services for all while respecting diversity and the different needs and abilities, characteristics and learning expectations of the students and communities and eliminating all forms of discrimination.

* Inclusion is seen as a process of addressing and responding to the diversity of needs of all persons through increasing participation in learning, employment, services, cultures and communities, and reducing exclusion at all social contexts.
* It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all people, a conviction that it is the responsibility of the social system to educate all children, employ and provide social services.
* Besides, inclusion is defined as having a wide range of strategies, activities and processes that seek to make a reality of the universal right to quality, relevant and appropriate education and services.
* It acknowledges that learning begins at birth and continues throughout life, and includes learning in the home, the community, and in formal, informal and non-formal situations.
* It seeks to enable communities, systems and structures in all cultures and contexts to combat discrimination, celebrate diversity, promote participation and overcome barriers to learning and participation for all people.
* It is part of a wider strategy promoting inclusive development, with the goal of creating a world where there is peace, tolerance, and sustainable use of resources, social justice, and where the basic needs and rights of all are met.

This definition has the following components:

1. **Concepts about learners**

Education is a fundamental human right for all people

Learning begins at birth and continues throughout life

All children have a right to education within their own community

Everyone can learn, and any child can experience difficulties in learning

All learners need their learning supported child-focused teaching benefits all children.

**2.)** **Concepts about the education system and schools**

* It is broader than formal schooling
* it is flexible, responsive educational systems
* It creates enabling and welcoming educational environments
* It promotes school improvement – makes effective schools
* It involves whole school approach and collaboration between partners.

**3) Concepts about diversity and discrimination**

* It promotes combating discrimination and exclusionary pressures at any social sectors
* It enables responding to/embracing diversity as a resource not as a problem
* It prepares learners for an inclusive society that respects and values difference.

 **4) Concepts about processes to promote inclusion**

* It helps to identifying and overcoming barriers to participation and exclusionary pressures
* It increases real participation of all collaboration, partnership between all stakeholders
* It promotes participatory methodology, action research, collaborative enquiry and other related activities

**5) Concepts about resources**

* Promotes unlocking and fully using local resources redistributing existing resources
* It helps to perceive people (children, parents, teachers, members of marginalized groups, etc) as key resources
* It helps to use appropriate resources and support within schools and at local levels for the needs of different children, e.g. mother tongue tuition, Braille, assistive devices.
* McLeskey and Waldron (2000) have identified inclusion and non-inclusive practices. According to them inclusion includes the following components:
* Students with disabilities and vulnerability attend their neighborhood schools
* Each student is in an age-appropriate general education
* Every student is accepted and regarded as a full and valued member of the class and the school community.
* Special education supports are provided to each student with a disability within the context of the general education classroom.
* All students receive an education that addresses their individual needs
* No student is excluded based on type or degree of disability.
* All members of the school (e.g., administration, staff, students, and parents) promote cooperative/collaborative teaching arrangements
* There is school-based planning, problem-solving, and ownership of all students and programs
* Employed according to their capacities without discriminations

**On the other hand, they argue that inclusion does not mean:**

* Placing students with disabilities into general education classrooms without careful planning and adequate support.
* Reducing services or funding for special education services.
* Placing all students who have disabilities or who are at risk in one or a few designated classrooms.
* Teachers spending a disproportionate amount of time teaching or adapting the curriculum for students with disabilities.
* Isolating students with disabilities socially, physically, or academically within the general education school or classroom.
* Endangering the achievement of general education students through slower instruction or a less challenging curriculum.
* Relegating special education teachers to the role of assistants in the general education classroom.
* Requiring general and special education teachers to team together without careful planning and well-defined responsibilities.

 2**. Principles of Inclusion**

The fundamental principle of inclusion is that all persons should **learn, work and live** together wherever possible, regardless of any difficulties or differences they may have.

Inclusive education extends beyond special needs arising from disabilities, and includes consideration of other sources of disadvantage and marginalization, such as gender, poverty, language, ethnicity, and geographic isolation.

The complex inter-relationships that exist among these factors and their interactions with disability must also be a focus of attention.

 Besides, inclusion begins with the premise that all persons have unique characteristics, interests, abilities and particular learning needs and, further, that all persons have equal access education, employment and services. Inclusion implies transition from separate, segregated learning and working environments for persons with disabilities to community based systems.

 Moreover, effective transitions from segregated services to inclusive system requires careful **planning and structural changes** to ensure that persons with disabilities are provided with appropriate accommodation and supports that ensure an inclusive learning and working environment.

 Furthermore, **UNESCO (2005**) has provided four major inclusion principles that support inclusive practice. These include:

 **1. Inclusion is a process**. It 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. Differences come to be seen more positively as a stimulus for fostering learning amongst children and adults.

 **2. Inclusion is concerned with the identification and removal of barriers that hinders the development of persons with disabilities.**

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.

**3. Inclusion is about the presence, participation and achievement of all persons.**

**Presence** - is concerned with where persons are provided and how reliably and punctually they attend; **participation-** relates to the quality of their experiences and must incorporate the views of learners/and or workers

**Achievement** -is about the outcomes of learning across the curriculum, not just test and exam results.

**4. Inclusion invokes a particular emphasis on those who may be at risk of marginalization, exclusion or underachievement.**

 **2. Rationale for Inclusion**

 **Implementation of inclusion has number of rationales.**

 The major ones include:

* Educational rationales /foundations
* Social rationales/foundations
* Legal rationales/foundations
* Economic rationales/foundations
* Inclusive society building foundations

 **Educational Foundations**

Children do better academically, psychologically and socially in inclusive settings.

* A more efficient use of education resources.
* Decreases dropouts and repetitions
* Teachers competency (knowledge, skills, collaboration, satisfaction)

 **Social Foundation**

* Segregation teaches individuals to be fearful, ignorant and breeds prejudice.
* All individuals need an education that will help them develop relationships and prepare them for life in the wider community.
* Only inclusion has the potential to reduce fear and to build friendship, respect and understanding.

 **Legal Foundations**

* All individuals have the right to learn and live together.
* Human being should not be devalued or discriminated against by being excluded or sent away because of their disability.
* There are no legitimate reasons to separate children for their education

 **Economic Foundation**

* Inclusive education has economic benefit, both for individual and for society.
* Inclusive education is more cost-effective than the creation of special schools across the country.
* Children with disabilities go to local schools
* Reduce wastage of repetition and dropout
* Children with disabilities live with their family use community infrastructure
* Better employment and job creation opportunities for people with disabilities

 **Foundations for Building Inclusive Society**

* Formation of mutual understanding and appreciation of diversity
* Building up empathy, tolerance and cooperation
* Promotion of sustainable development

**2.3. Factors that Influenced Development of Inclusion**

Inclusiveness originated from three major ideas. These include:

* inclusive education is a basic human right; quality education results from inclusion of students with diverse needs and ability differences
* demarcation between the characteristics of students with and without disabilities and vulnerabilities. Therefore, separate provisions for such students cannot be justified.
* Moreover, inclusion has got the world ‘s attention because it is supposed to solve the world’s major problems occurring in social, economic, religious, educational and other areas of the world.

**1.Inclusive education is facilitated by many influencing actors. Some of the major drivers include:**

1. **Communities:** pre-colonial and indigenous approaches to education and community-based programs movement that favor inclusion of their community members.

2. **Activists and advocates**: the combined voices of primary stakeholders – representatives of groups of learners often excluded and marginalized from education (e.g. disabled activists; parents advocating for their children; child rights advocates; and those advocating for women/girls and minority ethnic groups).

3. **The quality education and school improvement movement**: in both North and South, the issues of quality, access and inclusion are strongly linked, and contribute to the understanding and practice of inclusive education as being the responsibility of education systems and schools.

4. **Special educational needs movement**: the new thinking of the special needs education movement – as demonstrated in the Salamanca Statement – has been a positive influence on inclusive education, enabling schools and systems to really respond to a wide range of diversity.

5**. Involvement of International agencies**: the UN is a major influence on the development of inclusive education policy and practice.

**6. Involvement of NGOs movements, networks and campaigns:** a wide range of civil society initiatives, such as the Global Campaign for Education, seek to bring policy and practice together and involve all stakeholders based on different situations

 7. **Other factors**: the current world situation and practical experiences in education. The current world situation presents challenges such as the spread of HIV/AIDS, political instability, trends in resource distribution, diversity of population, and social inclusion.

**2.Benefits of Inclusion**

 inclusion benefits communities, families, teachers, and students by ensuring that children with disabilities attend school with their peers and providing them with adequate support to succeed both academically and socially.

This necessitates implementation of inclusion to solve the problems.

* Increased social initiations, interactions, relationships and networks
* Gain peer role models for academic, social and behavior skills
* Increased achievement of individualized educational program (IEP) goals
* Greater access to general curriculum
* Enhanced skill acquisition and generalization in their learning
* improved academic achievement which leads to quality education service
* Attending inclusive schools increases the probability that students with SEN will continue to participate in a variety of integrated settings throughout their lives (increased inclusion in future environments that contribute building of inclusive society).
* Improved school staff collaboration to meet these students’ needs and ability differences
* Increased parental participation to meet these students’ needs and ability differences
* Enhanced families’ integration into the community

**2.1. Benefits for persons without Special Needs**

 Education Students without special educational needs (SEN) will:

 Have a variety of opportunities for interacting with their age peers who experience SEN in inclusive school settings.

  serve as peer tutors during instructional activities

 Play the role of a special playground.

  Gain knowledge of a good deal about tolerance, individual difference, and human exceptionality.

 Learn that students with SEN have many positive characteristics and abilities.

 Have chance to learn about many of the human service profession such as special education, speech therapy, physical therapy, recreation therapy, and vocational rehabilitation. For some, exposure to these areas may lead to career choices.

 Have increased appreciation, acceptance and respect of individual differences among human beings that leads to increased understanding and acceptance of diversity

  Get greater opportunities to master activities by practicing and teaching others

 Have increased academic outcomes

 have opportunity to learn to communicate, and deal effectively with a wide range of individuals; this prepares them to fully participate in society when they are adults that make them build an inclusive society

 **2.2. Benefits for Teachers and Parents/Family**

 Inclusive education has benefit to teachers. The benefit includes:

 developing their knowledge and skills that meet diverse students’ needs and ability differences to enhancing their skills to work with their stakeholders; and gaining satisfaction in their profession and other aspects. Similarly, parents/family benefit from inclusive education. For example, parents benefit from implementation of inclusive education in developing their positive attitude towards their children’s education, positive feeling toward their participation, and appreciation to differences among humankinds.

strategies, thus expanding the skills of both general and special educators

* They benefit from develop Developing teamwork and collaborative problem-solving skills to creatively address challenges regarding student learning
* Develop positive attitude that help them promoting the recognition and appreciation that all students have strengths and are contributing members of the school community as well as the society
* Experience positive attitude about themselves and their children by seeing their children accepted by others, successful in the inclusive setting, and belonging to the community where they live

 **2.3. Benefits for Teachers**

They have more opportunities to learn new ways to teach different kinds of students.

 They gain new knowledge, such as the different ways children learn and can be taught.

  They develop more positive attitudes and approaches towards different people with diverse needs.  They have greater opportunities to explore new ideas by communicating more often with others from within and outside their school, such as in school clusters or teacher networks, or with parents and community members.

 They can encourage their students to be more interested, more creative and more attentive

  They can experience greater job satisfaction and a higher sense of accomplishment when all children are succeeding in school to the best of their abilities.

 They get opportunities to exchange information about instructional activities and teaching strategies, thus expanding the skills of both general and special educators

 They benefit from develop Developing teamwork and collaborative problem-solving skills to creatively address challenges regarding student learning

 Develop positive attitude that help them promoting the recognition and appreciation that all students have strengths and are contributing members of the school community as well as the society

 2.4. **Benefits for parents/ family**

* Become personally involved and feel a greater sense of accomplishment in helping their children to learn.
* Feel valued and consider themselves as equal partners in providing quality learning opportunities for children.
* Learn how to deal better with their children at home by using techniques that the teachers use in school.
* Find out ways to interact with others in the community, as well as to understand and help solve each other’s problems.
* Experience positive attitude about themselves and their children by seeing their children accepted by others, successful in the inclusive setting, and belonging to the community where they live

 **2.5. Benefits for Society**

 Inclusion goes beyond education and should involve consideration of employment, recreation, health and living conditions.

It should therefore involve transformations across all government and other agencies at all levels of society.

When students with special needs and without special needs are educated through quality inclusive education, it not only benefits students, teachers and parents it also benefits the society. Some of the major benefits may include:

Introduction of students with disabilities and vulnerabilities into mainstream schools bring in the students into local communities and neighborhoods and helps break down barriers and prejudice that prevail in the society towards persons with disability.

 Communities become more accepting of difference, and everyone benefits from a friendlier, open environment that values and appreciates differences in human beings.

Meaningful participation in the economic, social, political and cultural life of communities own cost effective non-segregated schooling system that services both students with and without special needs education.

 **Ultimate Goal of Inclusion**

1. **The goal of inclusive education is to create schools where everyone belongs**. By creating inclusive schools, we ensure that there’s a welcoming place in the community for everyone after their school year’s end. Students educated together have a greater understanding of difference and diversity. Students educated together have fewer fears about difference and disability. An inclusive school culture creates better long-term outcomes for all students.

 Inclusive society is a necessary precondition for inclusive growth is a society which does not exclude or discriminate against its citizens on the basis of disability, caste, race, gender, family or community.

 **5. Features of Inclusive Environment**

what does inclusive environment mean?

What could be the major components of inclusive environment in terms of inclusive education?

An inclusive environment is one in which members feel respected by and connected to one another.

An inclusive environment is an environment that welcomes all people, regardless of their disability and other vulnerabilities.

It recognizes and uses their skills and strengthens their abilities.

An inclusive service environment is respectful, supportive, and equalizing.

 An inclusive environment reaches out to and includes individuals with disabilities and vulnerabilities at all levels from first time participants to board members.

 **It has the following major characteristics:**

* it ensures the respect and dignity of individuals with disabilities
* it meets current accessibility standards to the greatest extent possible to all people with special needs
* provides accommodations willingly and proactively

 **2.6. Inclusive Environments**

An inclusive environment is a place that is adjusted to individuals ‘needs and not vice versa -that individuals are adjusted to the environmental needs.

It acknowledges that individual differences among individuals are a source of richness and diversity, and not a problem, and that various needs and the individual pace of learning and development can be met successfully with a wide range of flexible approaches.

Besides, the environment should involve continuous process of changes directed towards strengthening and encouraging different ways of participation of all members of the community.

An inclusive environment is also directed towards developing culture, policy and practice which meet pupils ‘diversities, towards identifying and removing obstacles in learning and participating, towards developing a suitable provisions and supporting individuals.

**Therefore, successful environment has the following characteristics:**

* It develops whole-school/environment processes that promote inclusiveness and quality provisions and practice that are responsive to the individual needs and diversities
* It recognizes and responds to the diverse needs of their individuals and ensuring quality provisions for all through appropriate accommodations, organizational arrangements, resource use and partnerships with their community.
* It is committed to serve all individuals together regardless of differences.
* It is also deeply committed to the belief that all persons can learn, work and be productive.
* It involves restructuring environment, culture, policy, and practice.
* It promoting pro-social activities
* It makes provides services and facilities equally accessible to all people
* It involves mobilizing resources within the community
* It is alert to and uses a range of multi-skilled personnel to assist people in their learning and working environment.
* It strives to create strong links with, clinicians, caregivers, and staff in local schools, work place, disability services providers and relevant support agencies within the wider community.
* It develops social relationships as an equal member of the class. It is also the classroom responsive to the diversity of individuals’ academic, social and personal learning needs.

 **Barriers to Inclusion**

 **The major barriers include:**

* Problems related with societal values and beliefs- particularly the community and policy makers’ negative attitude towards students with disability and vulnerabilities. Inclusion cannot flourish in a society that has prejudice and negative attitude towards persons with disability.
* Economic factors- this is mainly related with poverty of family, community and society at large
* Lack of taking measures to ensure conformity of implementation of inclusion practice with policies
* Lack of stakeholders taking responsibility in their cooperation as well as collaboration for inclusion
* Conservative traditions among the community members about inclusion
* Lack of knowledge and skills among teachers regarding inclusive education
* Rigid curricula, teaching method and examination systems that do not consider students with dives needs and ability differences.
* Fragile democratic institutions that could not promote inclusion
* Inadequate resources and inaccessibility of social and physical environments
* Large class sizes that make teachers and stakeholders meet students’ diverse needs
* Globalization and free market policy that make students engage in fierce completion, individualism and individuals’ excellence rather than teaching through cooperation, collaboration and group excellence.
* Using inclusive models that may be imported from other countries.

 **Chapter summary**

 Inclusion is defined from the concept of education process of education that is aimed at meeting students’ diverse needs in regular classrooms. It focuses not only students with special educational needs but also students without special needs.

 **The concept of inclusive education originated from three major ideas. These include:**

* Inclusive education is a basic human right; quality education results from inclusion of students with diverse needs and ability differences, and there is no clear demarcation between the characteristics of students with and without disabilities and vulnerabilities.
* Its philosophy centers on enabling communities, systems and structures in all cultures and contexts to fight discrimination, celebrate diversity, promote participation and overcome barriers to learning and participation for all people (persons with and without special educational needs).
* It is part of a wider strategy promoting inclusive development, with the goal of creating a world where there is peace, tolerance, and sustainable use of resources, social justice, and where the basic needs and rights of all persons are met.

 **The concept of inclusion has a number of rationales**: educational, social, economic, legal and foundations or inclusive society. Specifically, it has also benefits to students with and without special educational needs, parents, teachers and society at large. Inclusion is implemented as on its **ultimate goal which is aimed building an inclusive society**.

**The concept of inclusion development is influenced by different factors**: communities, activists and advocates, the quality education and school improvement movement, special educational needs movement, involvement of international agencies, involvement of NGOs movements, networks and campaigns, and other factors such as current world situation and demand or quality education.

**Implementation inclusion in education aces number of barriers.** The barriers are related with lack of teachers’ knowledge and skills, their negative attitude; rigid curriculum and teaching and learning methods; lack of active participation of relevant stakeholders; lack of resources and facilities; globalization and free market economic policy; and lack of considering local indigenous values, ideologies and culture and other related factors.