

INCLUSIVE EDUCATION: AN OPPORTUNITY FOR PERSONS WITH DISABILITIES

by:

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The estimated number of children with disabilities is approximately 240 million. Children with disabilities, like children without disabilities, have aspirations and future goals. They, like all children, deserve the opportunity to study and realize their full potential.

However, regulations rarely take the requirements of children with disabilities into account, limiting their opportunities to learn and earn. The attrition rate among these adolescents is unprecedented. They confront discrimination, stigma, and the routine inability of decision-makers to account for disability when designing educational programs, among other obstacles.

Children with disabilities are frequently denied the opportunity to participate in their communities, the workforce, and the decisions that directly affect them, thereby denying them the right to education. UNICEF raises awareness of the needs of children with disabilities through research, roundtables, workshops, and other events for government partners, and builds the capacity of e-learning providers to close the education gap for children with disabilities.

Every child should have the opportunity to go to school, learn, and grow in important ways, and inclusive education is the best approach to make that happen. Every kid should be able to go to the public school in their community since it is the only place they will be accepted, able to participate in age-appropriate lessons and receive the mental, social, and emotional support that is necessary for their development.

It is important that our institutions, classes, programs, and activities are welcoming to all people. A welcoming and stimulating learning atmosphere is fostered through the practice of inclusive education, which prioritizes the requirements of individual pupils. Pupils receive resources to help them overcome barriers to inclusion when they are in a classroom with other pupils.

Every child has access to inclusive education in mainstream classrooms and settings. Students have access to a variety of learning environments on school grounds, including but not limited to classrooms, libraries, gymnasiums, performance theaters, music rooms, cafeterias, playgrounds, and even the surrounding community when classes are in session. Students with intellectual disabilities and those with other special needs should be educated alongside their typically developing peers.

Development is gradual. Creating an inclusive environment calls for fundamental structural adjustments. In schools, there is a need for further education for teachers, improvements to physical spaces, and additional resources for students. It is imperative that measures be taken to combat prejudice and bigotry at all levels of the community and that inclusive education receives priority. In order to guarantee that disabled children receive the appropriate assistance, the national governments of each country need to regularly collect and evaluate data, as well as check to see that their laws and policies are in line with the Convention on the Rights of Persons with Disabilities.

Systems that are truly inclusive recognize and reward the various parties who have a vested interest in the success of PPAs designed to aid people with disabilities in their personal and professional advancement.

References:

<https://inclusiveeducation.ca/about/what-is-ie/>

<https://www.unicef.org/education/inclusive-education>