

## Social and Cultural Development: Promoting Awareness Towards Inclusive Education

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### ARTICLE INFO

### ABSTRACT

#### Article history

Received 18 September 2023

Revised 25 September 2023

Accepted 1 October 2023

This article aims to promote awareness of inclusive education. Education is every learner's right, not a privilege. Inclusive education promotes equitable and quality education for everyone, all without being excluded, mainly for those with potential learning needs. It also enhances the awareness about the rights of every learner with a disability or difficulty accessing the same education services. It is shown that from the point of view of different educational researchers, a significant tool for promoting the awareness of inclusive education is the orientation from the school management or educational system on all of its subordinates discussing the scope of the curriculum and adequate dissemination of information regarding different strategies that are applicable in diverse learners. It is also revealed that the significance of inclusive education is a school that focuses on having an integrative, innovative, career-oriented, and harmonious teaching-learning process. It is shown that building relationships between the teachers and the learners is an essential psychological, social, mental, and emotional aspect of inclusive classes. Lastly, inclusive education significantly requires the involvement and support from the parents of learning disabilities children at all levels.

#### Keywords

Awareness

Cultural

Inclusive Education

Social

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## **Introduction**

Inclusion has become a critical topic on the political agenda of national development. The concept of inclusion is often linked to discourses of special education that aim to segregate students with disabilities into special schools as usual [1]. In Finland, inclusive education has been generally regarded more as pedagogical as an ideological question, and it usually refers only to educating students with special educational needs in mainstream settings [2].

The inclusivity of learners emphasises metacognition and self-awareness, their lived experience, and their dedication to the work of becoming a community [3]. Teachers help learners with special needs in diverse ways of teaching. An inclusive education quality criterion is the versatile success of a child who has become more experienced, independent, and responsible [4]. Learners become well-diverse if teachers are fully committed to their tasks. A flexible approach can be given to support students' needs. Integration and differentiated activities can be used to meet the needs of learners.

There are different views of inclusion between children and adults [5]. Children are more adaptable in their learning environment than adults. They are more tend to catch their teacher's attention. Teachers need to create an inclusive environment by identifying the educational needs of every learner and bringing systematic reforms in and beyond the classroom for all the children who are oppressed, marginalised, discriminated against, and excluded from educational opportunities [6]. Increasing attention is being paid to developing inclusive education as an evolutionary measure designed to promote greater access to quality education for students with different educational needs, including children with disabilities [7]-[9].

According to UNESCO, inclusive education is a child's right, not a privilege. Every child who learns together must learn to live together, and it is also stated that it is an approach that expresses how to change educational structures and other learning atmospheres to meet the needs of various learners. The study aims to assess the current level of awareness and understanding of inclusive education within the broader society, including educators, parents, and community members, and to explore the impact of inclusive education on social integration, tolerance, and acceptance of diversity among students, and its potential contributions to fostering a more inclusive society.

## **Literature Review**

The article by Ref. [10] focuses on the awareness of teachers about inclusive education in rural areas. The author mentioned that the teacher's awareness is the footsteps towards embracing inclusive education. The research findings showed that the teacher's age can also impact the awareness level regarding inclusive education. The young age group of teachers

showed a strong awareness level of inclusive education compared to the senior group. Also, her findings showed that in rural areas, they are more aware of special education instead of inclusive education concepts. Teachers face the reality that they lack the knowledge and skills to handle disabled students.

According to Ref. [8], increasing awareness is being paid to inclusive education development as an evolutionary measure designed to promote higher accessibility of quality education for learners with diverse educational needs, including children with disabilities. However, prior to the analysis of his research, it should be distinguished that improving inclusive education quality implies increasing the quality level stated in educational standards and exceeding the prospects of consumers of educational services. Improving the quality of inclusive educational services is a fundamental characteristic of indicators and features that reflect the growth of the process and results of inclusive education by the requirements of educational standards and consumers of educational services.

UNESCO findings expressed the analysis identifying the key themes important for policy implementation in inclusion education are facilities, teachers' competency, and parents' attitudes. Nevertheless, as indicated by the empirical findings, all five cluster countries experienced challenges in implementing the policies. The common challenges focus mainly on the teachers' perspective, skills, techniques, and infrastructures in teaching and accommodating students with special needs. However, the parents, as pertinent stakeholders, need to be able to socialise about inclusive education before the system is implemented. Hence, parents know the usefulness of inclusive education for their children's development. The role and policies regarding parents' knowledge in inclusive education should be getting more attention, creating a gap in this review. That is why parents' awareness was included as one of the critical factors that could create significant opportunities for students with difficulties.

The research study conducted by Ref. [11] agreed that the majority of the original focus of awareness for inclusive education was on education for "special needs"; the needs of learners with disabilities or learners with difficulties. Hence, their research focus was promoted mainly by a diversity of learner difficulties concerned with specific impairments like sight, hearing, and emotional and cognitive functioning. In further understanding its mission, these groups were supported by several development agencies and international nongovernment organisations (NGOs), which cooperate to ensure that the needs of every learner are accepted and moderately adapted.

## **Method**

This research is a literature review. The researcher identifies relevant keywords and phrases related to the topic and utilises academic databases ERIC and Google Scholar for peer-

reviewed articles, books, reports, and publications relevant to the research question. Then, the researcher examines the full texts of potentially relevant sources to determine their suitability for inclusion in the review by including or excluding specific sources systematically. Afterwards, the articles were categorised and grouped based on thematic similarities and critical concepts. This can help in identifying patterns and trends in the literature. The findings of each source identify common themes, contradictions, gaps in the literature, and emerging trends to evaluate how each source contributes to the overall understanding of social and cultural development in the context of inclusive education.

## **Discussion**

Building relationships is fundamental in social, emotional, psychological, and mental development [12]. It is to build a harmonious relationship between the teachers, parents, communities, learners, and other stakeholders with a sustainable plan for the development of inclusive education. This approach also emphasised the importance of providing children with diverse strategies to share their ideas about the environment around them. In this way, every child can share their potential knowledge, values, and experiences in the community in which they live [13]-[15].

Inclusive education is an approach and process that acknowledges the need to function towards 'schools for all' – institutions that recognise differences, support the learning process, and respond to every individual needs [16]. This principle inspires to involve every learner despite their differences. Inclusive education involves more than just placing children with special educational needs in regular classes and hoping for the best. Education should extend support to learners with special needs, either with learning or behavioural difficulties, by giving them equal access and quality education concerning the diversity of all learners [17]. Learners with special needs have rights to an equitable education and to be educated as all learners receive in the four corners of a classroom. So, a teacher must be equipped with appropriate teaching skills and methods to meet the learners' diverse learning needs. The teacher's responsibilities are to foster the learner's active role and participation in all social activities, promoting dignity and self-worth to enhance students' capabilities and creativity. A child-friendly and conducive environment is a significant factor in effective learning for learners with disabilities [18]. Thus, inclusive education is indeed a place that fits the diversity of learners.

Inclusive education is one of the most significant challenges facing educational systems today. Exclusion from education exists whether in developing or developed countries. Despite the issue, the Philippines educational system promotes Education for All (EFA) to include the excluded by improving quality and relevant education to diverse learners [19]. Moreover, inclusive education is a child's right, not a privilege, so raising awareness about the rights of

children with disabilities is a big step to access the same educational services. Inclusive education highlights equal opportunities for an equal involvement of learners with disabilities.

Parental involvement is a crucial strategy for promoting inclusion and positive academic outcomes in students with special needs by developing positive home-school collaboration sustained in a school climate where parents are seen as partners in their child's education [5],[14],[20],[21].

### **Conclusion**

Teachers have a crucial role in attaining the success of inclusive education by providing quality education to all students with special needs in an adaptable and child-friendly classroom environment. Teachers create teaching-learning environments where all their learners can accomplish their best despite their capabilities, learning styles, and modes of interacting with their social and physical environments. Awareness of inclusivity in education must be very diverse and understand their significance towards making a good individual out of every learner so that learners can diverge significantly in their abilities to pay attention, respond, and focus. Teachers are expected to be confident, innovative, skilful, competent, and career-oriented to handle any situation in an inclusive set-up. School management helps improve the functions of schools where children are ultimately learning. The school management also helps to plan, organise, lead, and implement performance-based teaching-learning processes in a school. For a collaborative and supportive school, parental involvement also plays a vital role when it comes to their children. Education is for all; it is a fundamental human right. Through inclusive education, all learners were allowed to join and participate in learning in a typical classroom where they can feel and interact that they are not different from the others.

### **Recommendation**

These recommendations focus on the awareness of inclusive students with difficulties but can benefit all excluded groups. The school education system must provide research about performance-based education response rather than expect the learners to fit into the system by developing inclusive education plans, identifying specific support, and reasonable strategies required. Education should offer diverse resources, teaching-learning methods, assessments, and flexible curricula adapted to different strengths and learning styles of learners with special needs. The involvement of learners, parents, teachers, school management, and stakeholders must be considered significant. The relationship between the learning environment and community engagement promotes inclusive societies. The persons involved must have been provided with accessible information material and pieces of training on the rights of learners

with difficulties and inclusive education for persons with disabilities. Therefore, every stakeholder must work together to promote awareness of inclusive education.

### Conflict of Interest

The authors declare that there is no conflict of interest.

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