INCLUSIVE EDUCATION AT SECONDARY LEVEL: CHALLENGES AND POTENTIAL SOLUTIONS

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Abstract

Inclusive education stands for enhancement of schools in all measurements to address the instructive requirements of all students. Students with disabilities are gradually being comprised in conventional classes in developing countries schools. In accumulation, many students with disabilities who are presently joined in primary school will be touching to secondary school in the next few years. From the last few decades various studies on the inclusion of pupils with special educational necessities (SEN) has been conducted in elementary schools. Only recently it has the focus of literature been additional long-drawn-out to secondary inclusion programmes. The paper begins by considering secondary education as a significant element in the establishment of lifelong learning prospects. Secondary stages of schooling are critical stages of education as they initiate thinking about world of work and make child consider about after school life and career choices. The main aim of this paper is to study the key barrier to inclusion at secondary level and the prospective solutions to overcome these barriers. It strains the requirement for new planned instructions and variation in perception. A qualitative methodology has been used in this study. An organized literature review was accompanied and an attempt has been made to address the queries of what works in inclusive setting at secondary level schooling. Various standards were used for selecting papers, articles, journals and documents for the study. This paper provides a conversation of the exact challenges for secondary schools concerning inclusive education, as well as the teaching methods, school structure, training, curriculum, external exams. A conversation of a comprehensive range of issues will highlight the possible solutions to collective concerns in secondary level schools.

KEYWORDS: Inclusion, Secondary education, Differently abled.

Introduction

Education is one of the involvements that make sure the superiority of life of an individual. Every single child has the right to education regardless of gender, age, background, race, socio-economic status, religion and ability. The term inclusion and inclusive education are predominant in educational policy and theory. Inclusion in an educational perspective means that each child should be respected member of school community and none should be alienated, humiliated, marginalised, teased, disallowed or excepted. Any discussion about the meaning of inclusive education fundamentals to use the Salamanca Statement and Outline of Action (UNESCO, 1994) as a reference point. The Statement re-affirms the right to education of all, as enshrined in the 1948 Universal Declaration of Human Rights, and reintroduces the initiate made by the world community at the 1990 World Conference on Education for All to make sure the right to education for all, irrespective of individual variances. The Statement also mentions the 1993 UN Standard Rules on the Equalization of Opportunities which states that the education of disabled children should be an integral part of the education system.

Establishment of special need schooling surrounded by the subordinate phase of schooling is a challenging subject in the special education and prospectus ground. Increased subject knowledge and the various administrative policies in secondary schools consequences in various complications for student's inclusion at secondary level. The dominion of the subject facts rather than schooling in professional growth has resulted in troubles and challenges for secondary teachers to acknowledge and address the special needs of disabled students (Macia & Garcia, 2016). Hence we can conclude that many of the variations happening in education system in present time are conducive to inclusion. Inclusion, however, remains a thought-provoking prospect in secondary schools because inclusion at secondary level needs student diversity, improved content area information and the most highly qualified teachers. Therefore to overcome these obstacles a robust assurance from the govt. is compulsory for inclusion to be a significance and not only the education but also social inclusion is also well thought-out for holistic expansion of an individual who is differently abled.

Moreover Dwyer & Gigliotti (2017) also discuss that inclusion is an instructive method and viewpoint which provides all learners with community participation and superior opportunities for educational and social contribution and accomplishment. It is also confirming that each and every student feels comfortable because their separate requirements are appreciated and met and involves that students with special needs be present the adjacent school they would have joined had they not been differently abled for occurrence (Warner, 2017)

Review of literature

According to State council of education research and training (SCERT) (2010) Inclusive education seeks to address the learning needs of everyone, children, youth and adults and emphases specifically on those who are susceptible to marginalization and exclusion. It suggests to all learners,   with or without disabilities, being able to study together through admittance to shared pre-school requirements, in schools and community

educational settings, with a suitable network of support services. It goals at all stakeholders in the system (learners, teachers, administrators, parents, community and policy makers) to be relaxed with diversity and see it as a challenge rather than a difficult. Inclusive education means together with not only children with disabilities in the class room but also all children with varied background and facilities. In fact attainment these children into our schoolroom is only half of the challenge. The other half is in convention all of their dissimilar learning needs in addition to in giving special care to those children who are generally omitted from the classroom or from participating in the classroom.

As said by (Pearce and Forlin, 2005): The presence of children with disabilities in regular in school, have ascertained a great educational, social and monetary challenge to the system and school. Maximum children with disabilities presently in normal classes is in primary schools, numerous reviews recommended that the students with disabilities can more effectively included in elementary classrooms than in secondary schools. When the students with disabilities principally learning and intellectual face in secondary school, the great against is experienced by parents, teachers and students. Everybody is anxious about the student's ability to endure in large school and to know how to deal with the cumulative necessities of the secondary education.

Opertti and Brady, (2010) argue that secondary education including general, vocational and technical education is a robust economic investment. It play a major role as an economic and social policy to raise equity, expansion and keenness. It is balancing to primary education and allows additional development of the learner in terms of core life and social responsibility competencies, i.e. emerging their values, attitudes, and learning resources to address actual situations in real life. Inclusive citizenship education at the secondary level incorporates cultural political, economic and social aspects which expand and improve the basic education level allowing the learners to flourish as citizens in a competitive, world-wide and technical knowledge-based society. It can also contribute to a reduction in social problems, including civil conflict (Collier and Hoeffer, 2001).

European Agency for Development in Special Needs Education (2005) describes, to cater the educational essentials for differently abled students at secondary phase is a complex practise. Inclusion usually grows well in the primary education phase, but in the secondary phase thoughtful problems arises due to augmented subject specialty as in many countries, secondary education is typically categorised by a "streaming" model in which students are placed into different streams (or class groupings) on the basis of their apparent levels of achievement resulting in thoughtful problems for student inclusion at the secondary level. In addition, this situation is secure by the fact that usually, the gap between students with special education needs (SEN) and their peer growths with age.

UNESCO (2009) explain that the inclusive education as a shift from seeing the child as the difficult to seeing the education structure as the problem. It rejected the earlier views which highlighted that the source of difficulties in learning comes from within the learner and ignored the environmental influences on learning. It laid stress on reorganizing ordinary schools within the community, through school improvement and a focus on quality, ensures that all children can learn effectively, including those categorized as having special needs.

Department of Education of Groups with Special Needs (DEGSN) (2013): suggests that under Rashtriya Madhyamik Shiksha Abhiyaan (RMSA) the vision for secondary and senior secondary education is to make good quality education available, easy to get to and reasonable to all children between in the age group of 14-18 years. RMSA also realizes that Inclusion of children and youth with disability is not only a human right, but also it is an effort to deliver good education for all at secondary and senior secondary stage. The govt. of India propelled National Action Plan (NAP) for Inclusion in Education of Children and Youth with Disabilities (IECYD) 2005 and centrally subsidised arrangement for Inclusive Education of Disabled at the Secondary Stage (IEDSS) in 2009. IEDSS centrally supported scheme of Inclusive Education of the Disabled at Secondary Stage is a government's initiative towards providing secondary education to children with special needs that support all students with disabilities carrying out eight years of elementary education. This Scheme changes the earlier scheme of Integrated Education for Disabled Children (IEDC) and would provide support for the inclusive education of the disabled children in classes IX-XII.

Objectives:

The main objectives of the study are:

1) To study the major barriers to inclusion in the secondary classrooms.
2) To study the potential solutions to overcome these barriers.

Methodology

A qualitative methodology has been used in this study. The source of the data is various journals, books, articles and research material related to the topic. A systematic literature review was conducted and an attempt has been made to address the questions of what works in inclusive setting at secondary level education. Different criterions were used for selecting articles, journals, papers and documents for the study.

Challenges

Despite of the various initiatives taken by the government, these schemes still lack proper implementations and the desired success of the programmes are not yet achieved. There are several challenges which are still needed to be recognised and addressed so as to overcome the hurdles in the inclusive education at secondary level. Some of the major challenges are outlined below.

1. **Structure and culture of the secondary schools**: The composed works facts out that the structure and the culture of the secondary school work in conflict of inclusion. The leading challenges secondary schools face in implementing inclusion are :
   a) School structure compelling students to comply rather than replying to individual essentials.
   b) Content and teacher focused schooling as opposed to student attentive practices. Teachers qualified to teach content in place of playing the multifaceted role essential to meet the desires of a varied student population and adolescent associated problems (Pearce and Forlin, 2005).

    c)   Curriculum and teaching not appropriate for equity and diversity but for peripheral pressure; moreover, secondary school educators often work in isolation rather than collaborate (Pounder, 1998).

2. **Limited pedagogical knowledge**: a lots of challenges connected to the secondary school context which, from the viewpoint of leaders in inclusion, faced secondary educators as they worked in the direction of meeting the prospects of inclusion as complete explicit by the Salamanca Statement (UNESCO, 1994). Deprived of prospectus, content or educational content knowledge, trustworthiness quickly evaporated, and the importance being that teachers were unenthusiastic to request advice from consultants. The significance of subject facts and the central position of student knowledge did not reduce the need for comprehensive teachers to have outstanding instructive knowledge (Pearce et al., 2009). Teachers in secondary classrooms stated the majority lacked pedagogical and pedagogical content knowledge. In their view, curriculum and exam-driven secondary school teachers trusted upon traditional "chalk and talk" teaching methods. Secondary teachers were either unaware or did not want to acknowledge their lack of pedagogical knowledge. Without this realisation, teachers did not seek or welcome opportunities to learn new knowledge. The teachers are highly competent at setting tasks, but not at giving students strategies to help them learn. Limited pedagogical knowledge of secondary teachers and domination of subjects led to a narrow focus on intellectual development rather than the whole child (Pearce et al., 2010).

3. **Curriculum**: The biggest barrier to inclusion seems to be the teachers who don't know how to plan and teach for diversity, or they try to resist doing so due to the additional time required to prepare material. Teachers need greater access to differentiated resources. The curriculum may be dominated by external exams, even if an outcome based curriculum is in place. The constant pressure from government driven testing and accountability also contributes to failure of inclusion. The two major but seemingly contradictory pushes: equity versus excellence is the reason for the intense pressure on teachers to obtain results rather to focus on the individual needs of the disabled students (Pearce and Forlin, 2005; Konza , 2008).

     Many students with disabilities affecting learning were being denied access to the curriculum. Legislation may have given students "physical access but they don't have participation. Teachers who experienced difficulties individualising the curriculum, strategies, tasks and assessment also experienced problems developing and implementing Individual Education Plans (IEPs). (Pearce et al., 2010).

4. **Inadequate funding**: The rhetoric of inclusive policies was not matched by adequate funding required for the success of inclusion. The massive injection of funds required to ensure that students had access to buildings had not been delivered. Old schools and schools built on several levels which required considerable expenditure to make them wheelchair accessible. On other occasions, schools could not afford to alter unsatisfactory modifications. Access to learning was also reported to be affected by funding. The decreased funding reduce the number of assistants who could be employed, thereby forcing students with disabilities to be grouped in one class, contrary to the philosophy of inclusion.

Lack of funding made it difficult for secondary schools to comply with inclusive legislation and policies, or for systems to reform the organisational structure of schools (Pearce et al., 2010).

Solutions:

In spite of many challenges to inclusion in secondary schools, many prospects to overcome these are accessible to schools and educational systems. The following solutions are recognised as probably being the most significant and adaptable for secondary schools.

1. **Flexible curriculum and assessment**: Inclusion and outcome based teaching mean admitting children who are at different development stages and contributing learning tasks and teaching that accommodate for different needs. For inclusion to be effective, teacher must use various strategies, but these have a condensed chance of success if the curriculum doesn't change too (Pearce and Forlin, 2005). An inclusive curriculum addresses the child's emotional, cognitive, social and creative growth. It is based on the four pillars of education for the 21st century, learning to know, how to do, how to be and to live together. For a curriculum to be flexible and inclusive following points should be taken into consideration (UNESCO, 2009).

   i) Curricular changes are necessary in order to support flexible learning and assessment.

   ii) Opportunities for informal and non-formal education should be developed in the   curriculum.

   iii) A highly academic, heavily overloaded curriculum is counterproductive to inclusive education.

   iv) Multiple stakeholders should be encouraged to participate in curriculum design.

2. **Teaching the whole child**: Inclusive teachers should have the pedagogical knowledge how to teach the student "academically, emotionally, socially, behaviourally, pastorally and with their circumstantial knowledge knew who to ask for support. The inclusive teachers should comprehend that the social and emotional improvement of their students is an essential for their educational development. Numerous studies have advocated that the inclusive teachers who esteemed and drew upon the strengths of their students, prospered in improving the social skills of all students (Pearce et. al., 2009).

3. **Teachers and the learning environment**: Teachers must validate that each pupil recognises the instructions and expected at work modalities. Similarly, the teacher must recognize the pupil's response to what is being taught since teaching only has meaning and relevance if the pupil obtains its content. Teachers in addition to school leaders must be fortified to discuss teaching and learning along with methods and potentials for development. They must be assumed a chance to reflect together on their practice, and to influence the methods and strategies used in their classes and schools. Educators must also be adapted with new prospectuses/ curriculum and trained in addressing student presentations. A child-centred curriculum is considered by a move away from repetition learning and towards greater importance on practical, experience-based, active and supportive learning (UNESCO, 2009).

4. Managing challenging behaviours: The inclusion of a student in a class or school was at risk if teachers could not be able to the student's activities. With the safety of children and teachers principal, the inclusive teacher desired the skills to manage stimulating behaviours because "unless you get that behaviour into line, it is going to be very difficult to progress in other ways" (Pearce etal., 2009).Teacher's positive belief and attitudes towards students of challenging behaviour can emerged as a boon to deal with their behaviours and for their successful inclusion in schools and classrooms (Fortier, 2014). However, to be classified as inclusive, the teacher had to receive accountability for activities/behaviour management rather than giving it to an assistant or another staff member. Inclusive qualities and attitudes were the most vital characteristics of inclusive teachers, more so than knowledge and skills. Adequate teacher training is a factor related with positive attitudes in the direction of inclusion. Knowledgeable and highly skilled teachers are healthier organised to teach a varied student population and to manage their difficult behaviour, while the lack of exercise and knowledge performances as an obstacle to inclusion and upholds delusion and fears (Titone, 2005).

4. **Access to specialist knowledge:** For educators to access special education proficiency and other specialists they needed to assistance them learn new information, skills and abilities, they had to work in a helpful context and know how and where they could admittance the expertise. The lack of resources and skill meant the obtainability of special education information could not be definite. Deprived of professional expertise, the controller needed to refer others with special education expertise and then connect the info to the teachers involved (Pearce et al., 2009). Special education expertise had the potential to play a vital role in the development of the knowledge and skills of regular teachers. Therefore knowledge and highly skilled teachers are also a pre requisite to overcome the barriers of inclusion.

5. **Collaboration amongst teachers**: One of the primary means of succeeding inclusion is for educators with over-all and special education exercise to work together work together in one inclusive educational system. Special educators who can cooperate look up with their mainstream colleagues can raise your spirits and support optimistic attitude, individualisation, develop individual educational plans and assist in the use of strategies to facilitate teaching (Meyer, 2001)

Conclusion:

Inclusive teaching suggests that presently the secondary school background is a barrier to the development of inclusive teacher. Various literature has identified a lots of challenges that face the full and effective operation of inclusion. It has also confirmed that effective inclusive agendas exist, but that a choice of circumstances must be in place. It presents a task to government funding organisations to deliver the resources that will facilitate inclusion, and it recognises a positive mode of proficient development (Konza, 2008). Though comprehensive policies and legislature are in place, they are not reinforced by satisfactory funding and resources. Putting into practice of these policies needs extra teachers, supporting staff, equipment, resources, technology or a reduction in class sizes, all of which necessitate substantial funding.

Secondary schools remained subject centred rather than child-centred and, as a significance, the proficiency and assurance of subject teachers originated from their subject rather than their educational knowledge. It becomes problematic for the teacher to obtain knowledge about their students' weakness and strengths when they devote little time with their students, and are assigned so many students associated with primary school teachers. Both the curriculum and content information take over in secondary classrooms. As a outcome of the insufficiencies of their training and the statistic that secondary school teachers have not been assumed further time or support to grow their skills during their careers, teacher's pedagogical knowledge remained undeveloped (Mock and Kauffman ,2002). Limited pedagogical information results in abridged teacher capacity for differentiation, educating the whole child and handling varied classrooms, particularly when teaching students with stimulating activities. As a result of the obstacles of the secondary school setting to their knowledge attainment and their insights of their own awareness and skills, leaders supposed that secondary school teachers had negative attitudes to inclusion. It is clear that there is a sustained need for systems to assign sufficient funding and resources, review current secondary school structure and specialised learning and for investors to have access to specialist knowledge so as to enact the thinking of inclusion.

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