Chapter 6
Inclusive Education:
Between Theory and Practice

Elazab Elshazly
United Arab Emirates University, UAE

ABSTRACT

The goal of this chapter is to offer both academic and practical suggestions that can be used by pre-service and in-service teacher educators. You'll learn about the origins of inclusion, the idea behind it, and the steps needed to effectively integrate kids with special needs into mainstream public classrooms. In this chapter, the authors will take a high-level look at inclusion theory. The program's overarching goal is to facilitate a child with a disability's full participation in the general education classroom under the guidance of trained educators and specialized educational technology. In this chapter, the authors will show how schools and towns can create an environment where all students feel welcome, and how special education students can learn alongside their typically developing peers. There was also discussion of the definition and characteristics of inclusion, the perspectives of educators on inclusion, a concrete example of the beneficial effects of an inclusive setting, and the methods for quantifying and assessing inclusion in various countries (UAE).

INTRODUCTION

Regardless of a person's ability or talent, they should all have the same opportunity to receive a good education. The practice of including students who struggle with a variety of impairments in regular classroom activities is a comparatively recent development in the field of education that is quickly building steam (UNESCO, 2014). Children, teachers, and members of society as a whole will all enjoy the advantages

of including children with special needs into regular classes and organizations (United Nations, 2018). In order for the process of inclusion to be successful, it will place a strong emphasis on assisting in the growth of good perspectives and the learning of educational skills, and it will require an adequate number of resources. In contrast to the traditional practice of separating students into separate groups, we aim to help students better prepare for the real world (U.S. Department of Education, 2005).

The term "inclusive education" is used to describe a method of teaching that works to ensure that all students, regardless of their skills, socioeconomic status, or other factors, have access to and benefit from a high-quality education. It's a way of thinking about education that holds that every student should be given the chance to realize his or her academic and personal ability, regardless of their background or personal circumstances.

The goal of inclusive education is to provide a setting that is comfortable for all pupils and appropriate for their learning. It highlights the significance of offering students a variety of educational options and support services that allow them to fully engage in the classroom and the school community. In order to do this, educators may need to modify their pedagogical approaches, course content, and forms of evaluation to accommodate students with a wide range of educational backgrounds and abilities.

Education that is inclusive of all students, regardless of their skills, impairments, race, gender, or financial position, helps to foster a more just and fair community for all people. Inclusive education strengthens communities by encouraging acceptance of and participation from all members of society.

HISTORY OF INCLUSION

In response to changing social, cultural, philosophical, economic, political ideas circumstances, segregation, classification, integration, and most recently inclusion have been used to describe different ways to educating people with disabilities, no matter of their socioeconomics (Ainscow, 2015).

There were improvements started as part of racially discriminatory national education services (Ainscow, 2002). Before the 1960s, SEN programs were segregated. Advocates and parents then pushed for more inclusive schools. In the 1980s, advocacy organizations in Canada and the US were unsatisfied with the pace of integration, urging inclusion. According to the literature (O'Brien et al., 2009; Winzer, 2009), North America and the UK initially recognized inclusion. O'Brien (2009) UNESCO's 1994s Salamanca Declaration called for inclusive ecosystems. (UNESCO, 1994) (92) States and (25) Organizations accepted this statement, boosting inclusion efforts globally (UNESCO, 1994; Artiles & Dyson, 2005;

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