
UNIT 8 RESOURCES FOR INCLUSION

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8.1 INTRODUCTION

You are now aware of how to adopt various strategies or use new techniques in order to ensure that your school is inclusive. Further, for ensuring that schools and classrooms become inclusive, you need to have access to resources and support. Let us discuss the same with an example. Amit is a student of class eight and has difficulty in seeing due to low vision. Unless the teaching-learning materials are clear, bigger and bright; he would not benefit from the classroom teaching. Things that would help him include: (a) well lighted classroom; (b) assigning a seat in the front row; (c) providing materials in enlarged fonts through a photocopier or a printer; (d) facilitating the child to have a tab/laptop so that he uses the provided contents or teacher made PPTs by enlarging them as per his needs. The list can be further expanded to have more resources and support. Many resources/support what you would propose for Amit can be made available in the classroom. Don't you think such support would benefit all children in the classroom-shifting from a dark to a well-lighted room or from a dull blackboard to a whiteboard or a smart board and so on? You need to note that resourcing your school would help everyone; therefore, why wouldn't you make the effort to improve overall teaching-learning conditions of your school? However, there can be some additional resources or support needed for children having diverse learning needs. Salma needs extra time from the teacher as she finds it difficult to catch all information because of her hearing loss; and Tudu Murmu needs extra attention from the teacher as he has difficulty in understanding Hindi or English since his mother tongue is different. But the case is different with Suni. Her pen (stylus) for writing in Braille is broken since the last two days; her teacher Mrs. Malti is worried where to get another one. Fortunately, she contacted a local school for the blind and they have assured that they will give her a stylus by the evening. Hence Mrs. Malti has requested John to make notes for Suni by using a carbon paper so that her parents can help her at home to revise the content. In the latter examples, resources and support were provided through contacts, collaboration and cooperation to help all students in the classroom.

Hence resources for inclusion are not only highly desired, but essential. Resources can be procured through your school’s fund; or shared if available in your locality through collaboration or procured from government or non-government organizations free of cost or nominal cost. Support is also some kind of resource- either you provide yourself, or take help from a specialist or you can involve parents or even volunteers can be of good support. In this Unit, we would discuss how to arrange resources and support for facilitating inclusion in our schools and classrooms. Based on this, you can map possible resources for any school and plan accordingly to find and use resources for inclusion.

8.2 OBJECTIVES

After going through this Unit, you will be able to:

- Understand the need of various resources for supporting inclusion in the school and classrooms;
- Develop the skills for facilitating and mobilizing resources for your school and classroom;
- Appreciate the need of collaborating with various professionals and agencies for support and resources to facilitate inclusion;
- Develop skills to involve parents and community members efficiently for supporting students with diverse needs;
- Find the process of getting support from various government agencies to facilitate inclusion in your school and classrooms.

8.3 RESOURCES FOR INCLUSIVE PRACTICES

Resources are keys to a system whether it is educational, health or any other system. Don’t you need classrooms, libraries, play grounds, laboratories as well as staff to run a school? Presence of good resources can be one of the factors that lead to the success of a school. Resources are not only the physical infrastructure, teaching-learning materials or technology; but also the staff, teachers, head of the school and other professionals and consultants who contribute to quality education of the students. When we talk about resources for inclusive practices, it indicates all such common resources besides some additional resources which are required to provide equal opportunity and quality education to all students including those with diverse needs.

Activity 1

In section 8.1 of this Unit, we have discussed about a student i.e. Amit who has low vision. What are the resources that would help Amit?

- (A) Important common resources that would help not only Amit, but all students:
- (i)

- (ii)
- (iii)
- (iv)
- (v)

(B) Important resources that would help Amit as well as other students with different diverse needs:

- (i)
- (ii)
- (iii)
- (iv)
- (v)

(C) Important resources that would help only Amit and other students with similar needs:

- (i)
- (ii)
- (iii)
- (iv)
- (v)

When we talk about resources to promote inclusive practices, we cannot ignore the common resources. For example, internet can be a resource. Having internet and using it for classroom learning can be beneficial to all students including Salma who has hearing loss and prefers to watch YouTube videos to clarify her concepts. Use of models by the teachers not only helps students like Salma, but also students with other sensory disabilities or specific learning disabilities as well as students without disabilities. Hence resourcing the school well, irrespective of the types of students facilitates learning of all students and silently helps the students with diverse needs. Let's discuss some of these common resources.

Examples of Some Common Resources

Resources	Characteristics	Common Benefits	Specific Benefits
Classroom	Spacious	Beneficial for all students. It is more helpful while dividing the whole group and doing small group activities	Helps student who uses wheelchair and even mobility of students who are blind
	Well lighted	Beneficial for all students as it reduces stress on eyes as well as improves attention	Helps students with low vision. Also helps students with hearing loss who are largely dependent on speech (lips) reading and facial expression

Strategies for Creating Inclusive Classrooms

Resources	Characteristics	Common Benefits	Specific Benefits
	Whiteboard/ Smart board/LCD Projector	Beneficial for all students. Smart board combines technology for better learning by all	Helps students with low vision, those with intellectual and specific learning disabilities as there is variety and multi-sensorial input
	Reducing background noise by fitting of rubber pads on furniture and replacing fans with AC	Silent classroom improves attention and concentration of the students	Helps hearing aid user for better listening; also helps students who have attention related difficulty and those with specific learning disabilities if they have auditory figure ground difficulties
Library	Besides text/ reference books; there are many simple illustrative books/manuals with interactive CDs/Software	Beneficial for all students. It improves students' engagement with learning and provides multiple means of representation of contents.	Helps students having learning and intellectual disabilities, also beneficial for deaf and hard of hearing students.
Activity Rooms	Facilities for learning activities related to vocational, art and craft, music, computer application.	Beneficial for all students to develop their interests.	The students with diverse needs may use as alternative to any subject that is very difficult as well as enjoy school life.
Technology integrated learning facilities	Computer based hardware, software and internet	Beneficial for accelerated and blended learning in all students	The students with diverse needs would compensate their sensory, perceptual and intellectual limitations while learning with the rest.
Counseling Cell	Counselor to help students for academic and personal difficulties	Beneficial for all students	The students with diverse needs would receive regular support and motivation

While planning the resources for the school we must keep students with diverse needs in mind. So that without any additional cost, the school can meet the special needs of diverse learners. Students with mild or moderate disabilities may not need additional resources other than continuous support by the teachers, staff, peers and parents.

Activity 2

What are the other common resources that you think would support all students and how?

- (i)
- (ii)
- (iii)
- (iv)
- (v)

What are the other resources the school may require to meet out the needs of diverse learners? It is always good that a school keeps these resources in hand before the need arises. This makes the school inclusive and makes the school ready to welcome any student at any time. These resources may be diverse types and are discussed here.

Resources to Make School Inclusive

Resources	Purpose	Outcome
Training facilities for the teachers/Heads of schools	The teachers may need in-service training facilities to equip themselves to meet the demands of the inclusive classroom. The training facility may be in-house, out-sourcing, Open Distance Learning (ODL) or Massive Open Online Course (MOOCS). Example: Training on how to use Universal Design for Learning (UDL) and Differentiated Instruction (DI) in the inclusive classroom, how to make school accessible	School authority and teachers are sensitive and responsible towards inclusive practices.
Services of other Professionals	Services of Special educators may be required when the child has to be trained for using Braille, Sign language or related specific services. Services of other rehabilitation professionals such as audiologists, speech pathologists, psychologists, physiotherapists, occupational therapists may be required. The current educational system with the help of Sarva Shikshya Abhiyan (SSA) and Inclusive Education for Disabled at Secondary Stage (IEDSS) subsumed under (Rashtriya Madhyamik Shiksha Abhiya (RMSA) has arrangements for such services.	Support to classroom teachers so that they handle the diverse needs effectively with guidance from other professionals.
Assistive Technology	Computer software and hardware, such as voice recognition programs, screen readers, and screen enlargement applications, help people with mobility and sensory impairments as well as those intellectual and specific learning disabilities. Use computer technology-cognitive assistance, including computer or electrical assistive devices, can help students function following brain injury.	Improves confidence in teachers and removes barriers and enhances student's access to learning.
Consultation for Procuring & Using Assistive Devices	Students with low vision and blindness would require magnifying devices, Braille, Abacus and other assistive equipment. Students with physical disabilities having affected movement can be guided to use mobility aids, such as wheelchairs, walkers, crutches, prosthetic devices, and orthotic devices, to enhance their mobility. Cochlear implants and hearing aids also improve hearing ability in students with hearing problems.	School empowers its students as they compensate limitations in their functioning.
Resource Room/ Centre	The cell/centre that manages all the above activities to make the school resourceful. The cell/centre may have space to coordinate the activities, engages volunteers/parents, handle the specialized equipment, teaching learning materials if any.	Succeeds in inclusive practices.

To make all resources available, initially the school has to take lots of pain. However, once it is built up, then it would not be difficult to maintain them. Therefore, the Head and motivated teachers can lead the school with their leadership towards creating resources for inclusion. The school's mission and vision need to be cherished with inclusion as the school's policy and practice.

Check Your Progress 1

Note: a) Write your answer in the space given below.

b) Compare your answer with those given at the end of the Unit

1. Do you think that resources for inclusion would require huge funds?

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2. What would be the impact of resourcing inclusion on students without diverse needs?

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8.4 BECOMING A RESOURCEFUL TEACHER

You can be a change maker for ensuring inclusive practices in your school and classrooms. Do not wait for the school to make provision for you to start working for inclusion. Know that inclusive education is not a program that can be handled by one classroom teacher. It requires a system of support from the principal to the teacher, bus driver, lunch supervisor and recess monitor. Parents can face many challenges when seeking an education for their child with disabilities in a school. Here, you can play an important role. You have to advocate for inclusion: motivate your colleagues to join with you, pursue the issue with the principal or if required you along with your colleagues can request the school management. To do that you need to be resourceful.

To become a leader in ensuring inclusion in your school, you need to undertake the following tasks:

- Take training on various issues related to inclusive practices in schools;
- Develop contacts with experts for regular guidance;
- Visit organizations/schools which support education of children with diverse needs;
- For gaining some hands-on training, volunteer with them;
- Update yourself with the latest acts and policies supporting inclusion in education;
- Support and advocate for inclusive practices in your school.

Each of the above steps would educate you and make you resourceful to lead your school towards inclusion. Do not expect that an expert and/or a special educator would come and help the school to become inclusive. There is a global shortage of teachers, particularly of teachers who are sufficiently trained and motivated to include children with special needs in regular schools. Yet such inclusion is vital for achieving “Education for All” goals and bringing the millions of currently excluded children into education. In order to develop the skills, experience and confidence to include all children, teachers need to learn about and practice inclusive education during pre-service and in-service training, and they need to be given opportunities for continuing professional development throughout their careers. Policy-makers and trainers responsible for developing and delivering teacher training and for recruiting teachers need to understand inclusive education and its importance in any drive for educational improvement. They need to grasp the concept of inclusive education as a twin-track approach which can improve the quality of education for all, and yet provide specialized support where needed, for children with disabilities. Every teacher needs to learn about inclusive education, from day one of their training. This should be achieved by embedding inclusion, rights and equality throughout all training and not simply covering these issues through standalone courses. Every teacher also needs opportunities for inclusive education practicum during their training, and to feel supported (for instance by specialists) to continue trying new ideas throughout their employment. There needs to be an effective balance of theoretical and practical learning for teachers at pre-service and in-service stages. Inclusive education training and continuous professional development need to be designed and delivered with inputs from diverse stakeholders, in particular community members and professionals with disabilities, to give a stronger sense of reality to teachers’ learning experiences. The teaching workforce needs to be more diverse, and targeted efforts are needed to ensure that people with disabilities can also be trained as teachers, find work and be supported in their jobs.

Reflect Yourself

Think about your school where you studied. After you successfully complete this Programme, you may become a teacher in a school; what are the steps you think can be taken up by you to make the school inclusive. Think and write your ideas below:

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8.5 RESOURCE MOBILIZATION

Resource mobilization is the process of getting resource from a resource provider, and using different mechanisms to implement the organization’s work for achieving the pre-determined organizational goals. It deals with acquiring the needed resources in a timely, cost effective manner. Resource mobilization depends on

having the right type of resource, at the right time, at right price with making right use of acquired resources thus ensuring optimum utilization of the same. Indeed, moving towards an inclusive school model can be viewed as one way of attracting additional resources. As discussed earlier, partnerships with community organizations with a focus on promoting inclusion can result in the acquisition of additional human and material resources. These can be used to the benefit of all students. For ensuring inclusive practices in a school, resource mobilization is a must which would ultimately resolve the problem of funding inclusion process. In Section 8.3, of this Unit we have discussed that to make all resources available, initially the school has to take considerable effort. But understanding the strategy of resource mobilization would open the way to resourcing inclusion.

The resources may be available within the community, local and government organizations, with NGOs and volunteers; but we need to learn how to mobilize them towards developing inclusive practices in your school.



Figure: Resource Mobilization for Inclusion

‘Partnership’ is a relationship created through an expressed or implied commitment between or among two or more parties who join together to achieve common goals. It is achieved best when the common goals are better achieved together than separately and tangible benefit to all partners. It is important to be aware that effective fundraising takes place with good governance over partnership. ‘Collaboration’ is an open and inclusive process, a tool to engage a broad array of diverse entities to come together to find solutions for any issue/problem. Partnership and collaboration are solutions for mobilizing resources when the problem is huge and beyond the capacity of an organization or group to handle.

Success Story: Rotary Club Supported the School towards Inclusion

Mrs. Aarti Sharma teaches in a school. One day she saw a poster on a road that the local Rotary Club was going to distribute free of cost ‘Aids and Appliances (Assistive Devices)’ to persons with disabilities. After coming to the school, she checked with such students if anyone was in need of assistive devices. Except Rajesh, she found everyone had devices in working condition. She contacted the parents of Rajesh and asked them to be in touch with the Rotary Club for getting a pair of hearing aids.

Later an idea came to her mind. She met the members of the Rotary Club and asked them to support her school. She requested them to support her students in repairing and maintenance of assistive devices on a regular basis. Collaboration started with Rotary Club and they tied up with an agency that repairs and maintains assistive devices. On the Annual day, the School did not forget to felicitate members of the Rotary Club for their support.

Collaboration can be with the clubs or village Panchayats or any corporate houses or banks that are always inclined to support for the social cause. In addition, the government has made it mandatory that all corporate houses/companies make budget allocation for spending on Corporate Social Responsibility (CSR). Hence all companies look for effective ways of spending on social causes. Hence schools must find the ways to contact them and get required support for inclusive practices. There can be partnerships. A teacher training institute or a rehabilitation centre or an NGO can support your school for mutual benefit.

Success Story: Partnership Facilitated Inclusion

Modern Teacher Training Institute (MTTI) was looking for schools for practice teaching and internship of its student teachers. They were specifically looking for such schools where inclusive practices exist. During a visit of faculty from MTTI for their purpose, Vidya Bharati School put up a proposal for a partnership. The School authorities said that they would agree to provide their campus to the student teachers of MTTI on a condition that MTTI shall provide training and support to the school teachers in inclusive education. As it was beneficial to both, a partnership was built up and now the school is doing well in implementing inclusive practices in their teaching-learning process.

What did you understand from this Section? Hope you would appreciate the advantage of 'Resource Mobilization' for adequately resourcing inclusion process in a school. Therefore, collaborations and partnerships have a great role to play. We shall discuss in detail about possible collaboration and partnership in support of inclusive practices in schools.

Activity 3

Make a list of organizations/agencies/associations in your locality/district which can be contacted for support of inclusive education in a school:

Type	Organizations/Agencies/Associations/ Expert/Individuals	Purpose
Collaboration		
Partnership		

8.6 COLLABORATING WITH OTHER PROFESSIONALS

To promote inclusive practices in schools, you know that it requires a high quality of service, well-trained teachers, support personnel and material resources. You are also well aware that collaboration and partnership by the school are at the heart of inclusive education. A responsible school promotes cooperative relationships, not only within the school but also between the school and the whole community. Inclusive education is diverse and often involves a range of various service professionals, approaches and working methods. At the same time, support structures that promote inclusive education are coordinated both within and between various sectors (such as education, health, social services) and teams of support personnel. In addition, holistically considering students' needs, such support structures should promote an interdisciplinary approach that integrates the knowledge and perspectives of various areas of professional expertise.

An important role in supporting inclusive education is therefore played by teamwork, exchange of experiences, and partnership with various professionals. To solve the problem, collaboration is typically carried out between teachers and other support professionals. They meet to solve specific problems, usually concerning a student or a group of students, focusing on classroom-based interventions thus increasing the students' chances for success. The successful realization of this task implies the availability of the professional support of various experts to help teachers, parents and students, thus ensuring a range of support and services that provide all students with genuine access to education. Assistance might involve interactions between classroom teachers and speech and language specialists, school psychologists, specialists in visual and auditory impairment, special educators or other professionals.

Depending on the diverse needs or challenges arising out of disability, the school may need to avail guidance from various professionals some of whom are mentioned above. These professionals may be available in a local hospital, rehabilitation centre or in a special school. However, school principals and parents may express uncertainty and confusion regarding the teaching-learning practice at regular schools and special schools. Staff at special schools may be anxious that students develop their skills and knowledge at inclusive schools. Their main concern is that inclusive school teachers may not have experience and 'are often uninformed about the needs of different children with diverse needs and how to work with them'. Despite the differences, professionals at special schools can be of help for teachers to solve their problems. The teachers must ensure that the professional support should always facilitate inclusion and contribute to the development of the student.

You must note that the elements of collaborative practice are: responsibility, accountability, coordination, communication, cooperation, assertiveness, autonomy and mutual trust and respect. This means that true collaboration is demonstrated only in teams in which the goal is clearly established, decision making is shared, and all of the members feel that they are respected and that their contributions are valued.

Activity 4

Visit the website of Rehabilitation Council of India and make a list of several types of professionals working for education, training and rehabilitation of persons with disabilities.

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8.7 COLLABORATING WITH OTHER INSTITUTIONS

There are governments as well as non-government organizations (NGOs) that can be contacted for collaboration to support persons with disabilities in India. Institutions under government mostly function under Department of Empowerment of Persons with Disabilities (Ministry of Social Justice and Empowerment). More than 5000 special schools also exist in the country which are mostly managed by NGOs. The government has established several national institutes as apex bodies to focus on specific disabilities. The list of such institutes is given here in a box. You can find out the URLs of these institutes and their regional centers from internet and find out the kind of activities they undertake.

List of National Institutes

1. National Institute for Empowerment of Persons with Visual Disability, Dehradun
2. Ali Yaver Jung National Institute for Speech and Hearing Disability, Mumbai
3. National Institute for Empowerment of Persons with Orthopedic Disability, Kolkata
4. Pandit Deen Dayal Upadhyay Institute for Empowerment of Persons with Physical Disability, New Delhi
5. Swami Vivekanand National Institute of Rehabilitation, Training and Research, Cuttack
6. National Institute for Empowerment of Persons with Intellectual Disability, Secunderabad
7. National Institute for Empowerment of Persons with Multiple Disability, Chennai
8. Indian Sign Language Research and Training Centre, New Delhi

To overcome the lack of adequate facilities for rehabilitation of persons with disabilities, the Ministry of Social Justice & Empowerment has set up several Composite Regional Centres for Persons with Disabilities at Srinagar (J&K), Sundernagar (Himachal Pradesh), Lucknow (U.P.), Bhopal (M.P.), Guwahati (Assam), Patna (Bihar), Ahmedabad (Gujarat) and Kozhikode (Kerala) and other places in various parts of India to provide both preventive and promotional aspects of rehabilitation like education, health, employment and vocational training, research and human resource development and rehabilitation of persons with disabilities. There are also District Rehabilitation Centers (DRCs) and you can find out whether you have a DRC in your district. You must visit the website of the Ministry of Social Justice and Empowerment to know more about all these centers that are established throughout India (www.disabilityaffairs.gov.in).

Organizations like National Council for Education, Research and Training (NCERT) at New Delhi or State Council for Education, Research and Training (SCERT) at state levels promote inclusive education. The schools can contact them for support. Ministry of Human Resource Development (MHRD) under Rashtriya Madhyamik Shikshya Abhiyan (RMSA) and the Scheme of Inclusive Education for Disabled at Secondary Stage (IEDSS) also supports inclusive practices in the secondary schools.

Scheme of Inclusive Education for Disabled at Secondary Stage (IEDSS)

Overview: The Scheme of Inclusive Education for Disabled at Secondary Stage (IEDSS) has been launched from the year 2009-10. This Scheme replaces the earlier scheme of Integrated Education for Disabled Children (IEDC) and provides assistance for inclusive education of disabled in classes IX-XII. This scheme is subsumed under Rashtriya Madhyamik Shiksha Abhiyan (RMSA) from 2013.

Aims: To enable all students with disabilities to pursue further four years of secondary schooling after completing eight years of elementary schooling in an inclusive and enabling environment.

Objectives: The scheme covers all children studying at the secondary stage in Government, local body and Government-aided schools, with one or more disabilities. Girls with disabilities receive special focus to help them gain access to secondary schools, as also information and guidance for developing their potential. Setting up of Model inclusive schools in every state is envisaged under the scheme.

Components: Student-oriented components, such as medical and educational assessment, books and stationery, uniforms, transport allowance, reader allowance, stipend for girls, support services, assistive devices, boarding and lodging facility, therapeutic services and teaching learning materials. Other components include appointment of special educators, allowances for general teachers for teaching such children, teacher training, orientation of school administrators, establishment of resource room and providing barrier free environment.

Implementing Agency: The School Education Department of the State Governments/Union Territory (UT) Administrations is the implementing

agencies. They may involve NGOs having experience in the field of education of the persons with disabilities in the implementation of the scheme.

Financial Assistance: Cent percent Central assistance for all items covered in the scheme. The State governments are only required to make provisions for scholarship of Rs. 600/- per disabled child per annum.

For more details visit: <http://mhrd.gov.in/iedss>

The schools can collaborate with such institutions for: (i) training of teachers, (ii) professional support, (iii) Aids and appliances- assistive devices, (iv) guidance for school to initiate and/or improve inclusive practices. For training of human resources in inclusive education, you can find out details on various training institutes from Rehabilitation Council of India (www.rehabcouncil.nic.in).

Check Your Progress II

Note: a) Write your answer in the space given below.

b) Compare your answer with those given at the end of the Unit

3. What are the functions of Composite Rehabilitation Centres (CRC)?

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4. List the national level institutions that support education and training of children with hearing impairment and additional disabilities.

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8.8 PARENTS AND COMMUNITY AS RESOURCES

Engaging parents and the community is not a new concept. Involving them is an important principle of quality, both in and out of the classroom. It is even more relevant in the case of inclusive education, which is much broader than formal education and should not be restricted to the four walls of a classroom. Parents' collaboration is not only of benefit for children but also there are possible gains for all parties, for instance:

- Parents increase interaction with their children, become more responsive and sensitive to their needs and more confident in their parenting skills.
- Educators acquire a better understanding of families' culture and diversity, feel more comfortable at work and improve their morale.

- Schools, by involving parents and the community, tend to establish better reputations in the community.

Creating a climate and sustaining a culture of collaboration is a challenge for schools. But it is the one that pays large dividends through time. The first step for families to become involved in a collaborative way with schools is to promote a social and educational atmosphere where parents and partners feel welcomed, respected, trusted, heard and needed. Cultural factors and traditions strongly influence the relationship between schools and the community. In many places throughout the globe, schools are the centre of community life and are used to encourage and achieve social participation. The levels of family involvement in children's education might vary in accordance with the participation opportunities that the education system makes available to them. In the case of children with disabilities, the willingness of a family to engage in collaboration might be influenced by the type of disability, as well as the family's socio-economic status and the nature of the parent-child relationship.

UNESCO (2001) has introduced a detailed list of possible 'parent engagement' options aimed at making the experience a two-way-relationship:

Families as activists: Frequently, families – particularly those organized into networks or associations – play a lead role in moving education systems towards more inclusive approaches and policies. Some of the actions in which parent groups can have an impact are identifying schools that are willing to move forward, establishing links and partnerships with education authorities in support of inclusive education, organizing seminars and workshops to introduce new thinking and new practice, and supporting teacher development.

Families as contributors to inclusive education: Under this option, the role of parents is emphasized in supporting inclusion in the family and children's learning and development at home. The main idea is that families and communities should reinforce inclusive and learning experiences.

Schools, families and the community as partners: There are many opportunities for partnerships and collaboration, from exchanging information to family members supporting learning at home.

Families supporting other families: This is particularly advised in the case of parents of children with disabilities who live in poverty, isolated communities, or have culturally or linguistically diverse backgrounds. In this case the support of parents of children with disabilities who are in a better social or educational position can be extremely valuable.

Family and community involvement in school governance and management: Includes the participation of families in decision making and in supporting aspects of daily management of activities.

Recent research shows that empowering families and enabling them to participate in decision making is an effective contribution to the process of change in the context of education. Instead of 'involving' families, or proposing specific tasks or set roles for parents, the idea of 'engagement' seeks the active participation of parents within the process of improving education for all. Collaboration must be both constructive and efficient and this is more likely to happen when all parties feel comfortable in the process, the distinct roles are agreed and understood, and information is provided regularly in an open and democratic

way. Bear in mind also the need to provide regular opportunities for all participants to clarify their expectations, understand the complexities of the process (accomplishments as well as disappointments and drawbacks) and discuss how to strengthen positive practice as well as how to improve the quality of the collaborative process.

8.9 LET US SUM UP

Schools with useful resources not only promote inclusive education but also benefit all students. But to support children with diverse needs, the school may need additional resources. These resources for inclusion are not only highly desired, but essential. Resources can be procured through your school's fund; or shared if available in your locality through collaboration and partnership; or availed from government or non-government organizations. The school management and teachers need to develop required skills to make them resourceful for support of inclusion. Getting and managing resources for support of inclusion are challenging tasks and require the intensive engagement of the school and its teachers.

For ensuring inclusive practices in a school, resource mobilization is a must which would ultimately resolve the problem of funding the inclusion process. Resource mobilization is the process of getting resource from the resource provider, using different mechanisms, to implement the organization's work for achieving the pre-determined organizational goals. It deals with acquiring the needed resources in a timely, cost effective manner. Resource mobilization depends upon having the right type of resource, at the right time, at right price with making right use of acquired resources thus ensuring optimum utilization of the same. Developing collaboration and partnership is a must if the school wishes to adequately resource it self for the benefit of students with diverse needs. The collaboration can be made with government as well as non-government organizations. Parents and the community are two important resources for a school. Involving them is an important principle of quality, both in and out of the classroom.

8.10 UNIT END EXERCISES

1. "Improving general resources of a school would facilitate inclusive education". Discuss the role of the school in the light of aforesaid statement.
2. What do you understand by 'resource mobilization'? What are the steps a school can take for resourcing inclusive practices? Describe with suitable examples.
3. Why is professional collaboration important for inclusive education? Make a list of professional bodies and institutions that can be contacted for professional collaboration.
4. How would a school utilize parents and community as resources for inclusive education? Discuss.

8.11 ANSWERS TO CHECK YOUR PROGRESS

1. Not always. If school manages to have useful resources meant for all students- that would benefit students having diverse needs. Therefore, while planning resources school must take care of needs of all students including students with special needs.
2. Most of the resources meant for students with diverse needs can be used by all students; for example, ramp or a well-lighted classroom which might be considered for children with low vision.
3. It provides both preventive and promotional aspects of rehabilitation like education, health, employment and vocational training, research and manpower development, rehabilitation for persons with disabilities, etc.
4. Ali Yavar Jung National Institute for Speech and Hearing Disability, Mumbai; Indian Sign Language Research and Training Centre, New Delhi and National Institute for Empowerment of Persons with Multiple Disabilities (Deaf-blind).

8.12 REFERENCES AND WEB RESOURCES

1. UNESCO (2001). Open File on Inclusive Education
2. UNICEF (2014). **Conceptualizing Inclusive Education and contextualizing** it within the Mission, Webinar 1 – Companion Technical Booklet

National Institutes and CRCs: <http://disabilityaffairs.gov.in/content/page/nationals-institutes-and-crcs.php>

Parent, Family and Community Participation in Inclusive Education: http://www.inclusive-education.org/sites/default/files/uploads/booklets/IE_Webinar_Booklet_13.pdf

Education Resource Mobilization and Use in Developing Countries: <http://www.resultsfordevelopment.org/sites/resultsfordevelopment.org/files/resources/R4D%20Working%20Paper%20-%20Education%20Mobilization.pdf>