Stakeholders Perspectives regarding promotion of Inclusive Education in Relation to Social Integration and Inclusive Society in West Bengal

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Abstract

Despite great progress made towards the Education for All and Millennium Development Goals (MDGs) demonstrated by increased number of enrollments in schools, children with disabilities are still combating educational exclusion. Inclusive educations are an educational system in which children with and without disabilities learn together. The Aim and Objective is to explore the perceptions of stakeholders regarding inclusive education and identify gaps in their perceptions in West Bengal.

Supporters explained their views in terms of participation, role of teachers, role of parents, benefits of inclusion, resources, awareness, level of education, equality and non discrimination. Non supporters explain their opinions in terms of financial instability, transport, parents selfish attitude, social stigma, psychological issue, initial training, limitation in selection of subjects and similar community. Inclusion implementation could show better results at stage of higher education. Financial instability and access to regular schools is main barrier to inclusion in West Bengal. But mean while they believe that inclusion represents equity and non discrimination among Children With Special Needs (C.W.S.N.).

Keywords: C.W.S.N., Inclusion, Stakeholders

Introduction

Inclusive Education is a strategy to make education universalized irrespective of any Disability within the learner and to maintain equity in the society. It emphasizes that Children With Special Needs (C.W.S.N.) can be included in general school system without any demarcation and differentiation. Without a segregating them into the boundaries of special school, provisions can be made for a C.W.S.N. who can also get opportunity to learn with other general students having equal quality and facilities. However, for achieving success in inclusive education in West Bengal there lie several obstacles and challenges. Many problems such as, lack of well educated teachers, curriculum, resources, good infrastructural facilities, awareness, positive attitude, plans, policies are creating hurdles for extending the concept of inclusive education in West Bengal.

Education is the fundamental right of each child irrespective of his / her caste, religion or special need. All students, irrespective of their sex, race, color, ethnic or social origin, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability I......have the right to have equal opportunity in education (Bhargava, 2013) [1] and to be considered as being an integral part of the learning community, In this respect inclusion of such marginalized students effectively in mainstream is the demand in present scenario and in this process role of Stakeholders is crucial.

The World Summit for Social Development, held in March 1995, established the concept of social integration to create an inclusive society, 'a society for all', as one of the key goals of social development. The Copenhagen Declaration and Programme of Action, a key outcome of the Summit, pledged to make the eradication of

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[1] Bhargava, M. (2013). *Guide to Child Laws.* New Delhi: Kamal Publishers.

poverty, full employment and social integration overriding objectives of development. Member states made a commitment1 to promote social integration through fostering inclusive societies that are stable, safe, just and tolerant, and respect diversity, equality of opportunity and participation of all people, including disadvantaged and vulnerable groups and persons.

While there is no single agreed understanding of the key terminology social integration, social inclusion, social cohesion and social participation, the following definitions are used in this paper.

Social Integration

Social Integration is understood as a dynamic and principled process of promoting the values, relations and institutions that enable all people to participate in social, economic, cultural and political life on the basis of equality of rights, equity and dignity. It is the process in which societies engage in order to foster societies that are stable, safe and just – societies that are based on the promotion and protection of all human rights, as well as respect for and value of dignity of each individual, diversity, pluralism, tolerance, non-discrimination, non-violence, equality of opportunity, solidarity, security, and participation of all people, including disadvantaged and vulnerable groups and persons.

Social Inclusion

Social Inclusion is understood as a process by which efforts are made to ensure equal opportunities for all, regardless of their background, so that they can achieve their full potential in life. It is a multi-dimensional process aimed at creating conditions which enable full and active participation of every member of the society in all aspects of life, including civic, social, economic, and political activities, as well as participation in decision making processes. In Part II of the publication, social inclusion is understood as the process by which societies combat poverty and social exclusion

Social Exclusion

Social Exclusion is understood as the condition (barriers and process) that impede social inclusion. Social exclusion is a process through which individuals or groups are wholly or partially excluded from fully participating in all aspects of life of the society, in which they live, on the grounds of their social identities, such as age, gender, race, ethnicity, culture or language, and/or physical, economic, social disadvantages. Social exclusion may mean the lack of voice, lack of recognition, or lack of capacity for active participation. It may also mean exclusion from decent work, assets, land, opportunities, access to social services and/or political representation.

Social Cohesion

Social Cohesion refers to the elements that bring and hold people together in society. In a socially cohesive society all individuals and groups have a sense of belonging, participation, inclusion, recognition and legitimacy. Social cohesive societies are not necessarily demographically homogenous. Rather, by respecting diversity, they harness the potential residing in their societal diversity (in terms of ideas, opinions, skills, etc.). Therefore, they are less prone to slip into destructive patterns of tension and conflict when different interests collide.

Social Participation

Social Participation is understood as the act of engaging in society's activities. It refers to the possibility to influence decisions and have access to decision-making processes. Social participation creates mutual trust among individuals, which forms the basis for shared responsibilities towards the community and society.

What is inclusive education?

The World Declaration on Education for All, adopted in Jomtien, Thailand (1990), sets out an overall vision: Universalizing access to Education for All (EFA) Children, youth and adults, and promoting equity. This means being proactive in identifying the barriers that many encounter in accessing educational opportunities and identifying the resources needed to overcome those barriers.

Inclusive education is a process of strengthening the capacity of the education system to reach out to all learners and can thus be understood as a key strategy to achieve EFA. As an overall principle, it should guide all education policies and practices, starting from the fact that education is a basic human right and the foundation for a more just and equal society. The major impetus for inclusive education was given at the World Conference on Special Needs Education: Access and Quality, held in Salamanca, Spain, June 1994. More than 300 participants representing 92 governments and 25 international organizations considered the fundamental policy shifts required to promote the approach of inclusive education, thereby enabling schools to serve all children, particularly those with special educational needs.

Although the immediate focus of the Salamanca Conference was on special needs education, its conclusion was that: 'Special needs education – an issue of equal concern to countries of the North and of the South – cannot advance in isolation. It has to form part of an overall educational strategy and, indeed, of new social and economic policies. It calls

for major reform of the ordinary school'. (UNESCO, 1994)[2]

Inclusion and quality are reciprocal
In order to realize the right to education as outlined above, the EFA movement is increasingly concerned with linking inclusive education with quality education. While there is no single universally accepted definition of quality education, most conceptual frameworks incorporate two important components – the cognitive development of the learner on the one hand and the role of education in promoting values and attitudes of responsible citizenship and/or creative and emotional development on the other. In reference to the quality of basic education, the World Declaration on Education for All (1990) was emphatic about the necessity of providing education for all children, youth and adults that is responsive to their needs and relevant to their lives, thus paving the way for a concept of quality expressed in terms of needs-based criteria. The World Declaration further stipulated that these needs consist of both basic learning tools and basic learning content required by all human beings to be able to survive, develop their full capacities, live and work in dignity, participate fully in development, improve the quality of their lives, make informed decisions and continue learning. (UNESCO, Learning Counts: An Overview of Approaches and Indicators for Measuring and Enhancing Quality Learning in EFA-FTI Countries, 2008)[3].

Who are the stakeholders for disability inclusion?
In order to include the perspectives of persons with disabilities throughout the Education system it is crucial to understand and involve the stakeholders concerned. From national to local government, and from private to public spheres, stakeholders for disability inclusion include the following:

Government: At national and local level
Government Departments and Ministries Disability issues should concern all government departments and ministries. Till now in many countries the leading ministry is often the Ministry of Health and/or the Ministry of Social Affairs. Technically, the Ministry of Health focuses more generally on staff involved in healthcare and rehabilitation services (physiotherapists, doctors, surgeons), while rehabilitation and social services (like rehabilitation centres and community based rehabilitation services) are under the responsibility of the Ministry of Social Affairs. However, when we consider promoting the inclusion of persons with disabilities in society it is clear that other Ministries are also concerned, such as education, employment, woman's affairs, transport, finance, planning, etc.

National Disability Councils (NDCs)
Some countries have councils or committees focusing on disability issues. These mixed commissions are usually composed of NGOs, Disabled People Organisations and governmental bodies.

Disabled Peoples Organisations (DPOs)
The main characteristic of DPOs is that the leadership are persons with disabilities who set up an organisation representing the interests and demands of its members. DPOs have a mandate to represent the perspectives of persons with disabilities.

Disability service providers
They are agencies such development NGOs, faith based organisations, DPOs or private companies which provide services for persons with disability. They can provide specialized services (e.g.: rehabilitation services and fitting of prosthetics) or inclusive services (e.g., livelihood or health services which are accessible to people with disabilities).

International Organizations, Multilateral and Bilateral Donors
These bodies often play multiple roles. They often provide data and general guidance (ex: WHO, UNFPA, World Bank, DFID), they may also grant funds and promote disability -inclusive - development (World Bank, DFID, Finnish Cooperation, etc.) Certain UN agencies also have very specific mandates in the field of disability. UN DESA and the OHCHR together comprise the UN Convention Secretariat, and are an excellent source of information on the UNCRPD. UNICEF has recently developed its own policy paper on promoting the rights of children with disabilities. The WHO Disability and Rehabilitation Unit is mandated to

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[2] UNESCO. (1994). *Th e Salamanca Statement and Framework for Action on Special Needs Education.* Paris: UNESCO/Ministry of Education.

[3] UNESCO. (2008). *Learning Counts: An Overview of Approaches and Indicators for Measuring and Enhancing Quality Learning in EFA-FTI Countries.* Paris: UNESCO.

implement the World Health Assembly Resolution on Disability including prevention, management and rehabilitation.

All principles that apply in terms of stakeholder participation also should be applied to the stakeholders for disability inclusion.

The UN Convention on the Rights of Persons with Disabilities (CRPD) recognizes the role of families in promoting the right of people with disabilities: "Convinced that the family is the natural and fundamental group unit of society and is entitled to protection by society and the state, and that persons with disabilities and their family members should receive the necessary protection and assistance to enable families to contribute towards the full and equal enjoyment of the rights of persons with disabilities". The CRPD contains a policy and legal framework that emphasizes the significance of involving families in support of inclusive dynamics both in schools and communities. It is Article 4(3) that emphasizes the need to "consult and actively involve people with disabilities, including children, through their representative organizations". This provision clearly extends to education.

Where to Start

Strategies and opportunities for involving parents and communities in support of inclusive education should be identified locally and developed within existing programmes and taking advantage of existing capacities and assets.

However, being aware of the most effective entry points and successful experiences worldwide can help build a suitable foundation for effective partnerships with families, communities and social organizations and networks. These are examples of entry points based on existing experiences:

- **Policy-making:**

The disability sector (disabled people's organizations, international agencies and networks) have longstanding experience in engaging in partnerships and alliances in the pursuit of their rights. Inclusion International explored the role that parents of children with disabilities have played in countries where education authorities have not yet addressed the issue of inclusive education and provided a number of recommendations for working with parent organizations to advance policies:

Identify schools that are willing to move forward and are interested in staff development.

Establish links and partnerships with ministries of education and local authorities.

Organize information seminars and training workshops to introduce new thinking and practices.

Facilitate school-based staff development, monitoring, support, evaluation and dissemination.

Engage with educational authorities on policy development in support of inclusive education.

- **The role of extended families:**

In unplanned or de facto inclusive education, the lack of disability services in place and the lack of educational plans for students with disabilities require the guardians' direct involvement in education. Students from families of low socio-economic status might lack knowledge of community resources that would make the student more successful in school. But who are the most frequent guardians of children with disabilities in rural, agricultural areas of less developed countries? In such contexts, the extended family is often responsible for child-raising. Grandparents, for instance, are frequently better advocates for their grandchildren with disabilities than biological parents because they are likely to be responsible for raising the children at the rural homestead while the parents may be working in the cities in order to support the family. Through ongoing collaboration with the school, the extended family member will achieve a greater appreciation of their child's disability and future potential and of alternative interventions.

- **Advising curriculum adaptations and teaching methods:**

Families of children with disabilities can often provide useful advice for curriculum adaptations and teaching methods, as they often know best what the functional limitations as well as strengths of their children are. This practice is not uncommon in early childhood education, when family involvement tends to be greater.

By giving parents a say in this and taking into account their priorities for instruction, it is more likely that skills learned at school are also applied in the home. When activities that are specifically

designed for a child with special needs are based on the family's concerns and priorities, they are more likely to be appropriate within the cultural context of each family.

At the same time, some curriculum adaptations will be beneficial to children who, despite not having a disability, might have some special education needs. This is why it is always better for parent aides in the classrooms to be considered as available teacher support rather than assigned to individual students.

Working with NGOs to strengthen the demand for inclusive education: Civil-society organizations can play a key role in creating greater demand and capacity for inclusive education. Families of children with disabilities need training, support and empowerment to overcome the 'special education paradigm' and play an active role in promoting their children´s right to education. Civil-society organizations can play an important part in achieving this goal and developing a critical mass that creates awareness and advocates for inclusion. By organizing seminars, trainings and disseminating information, NGOs can support parents and children with:

Information on their legal rights - both the commitments governments have made under international law, as well as national legislation and regulations.

- o Information on what services are available and how to access them.
- o Information on where and how decisions affecting their education are made, and how to advocate, lobby and influence local and national political agendas.
- o Support to report and respond to violations of their rights using social media to challenge prejudice and discrimination.
- o Online resource centres making research and evidence available to support advocacy initiatives.
- **Using the web:**

- o Spaces for family and community participation are changing. Increasingly, there are opportunities for families to be involved and informed about inclusive education through the internet. As families and schools become more connected, schools can:
- o Create a school website or a blog and provide regular information on activities and news. It is very important that school websites comply with accessibility standards. (For a guide to digital accessibility , 2018)[4]
- o Collect suggestions by inviting families to send their comments and feedback.
- o Create forums and discussion groups for parents to exchange ideas with others.
- o Circulate a newsletter.

- **Supporting inclusion beyond the school:**
Very often we see that despite the inclusion of children with disabilities in regular classes and the adaptations and efforts made by schools, teachers and children to facilitate inclusion, children with disabilities are still not included in leisure activities, are not invited to their non-disabled peers' birthday parties or do not participate in out-of-school play dates. (Parentsforinclusion.org/, 2018)[5]

- **Disability Inclusion as a Building Block of Child-Friendly Schools:**
Existing programmes and practices that are institutionalized in many regions and countries can supplement or provide a foundation for inclusive initiatives and leverage with on-going partnerships with parents and community. Children with physical disabilities, in particular, were unable to access school buildings and grounds. Child-Friendly Schools (CFS) is UNICEF's approach to promote, support and implement child - centred, inclusive, protective and participatory schools. It was formerly referred to as Child Friendly Schools. (Child Friendly schools, 2018)[6]

- **Community-Based Rehabilitation (CBR):**
It is focuses on enhancing the quality of life for people with disabilities and their families; meeting

[4] *For a guide to digital accessibility* . (2018, January 05). Retrieved January 05, 2018, from http://www.w3.org/WAI/intro/accessibility.php: http://www.w3.org/WAI/intro/accessibility.

[5] *Parentsforinclusion.org/*. (2018, January 05). Retrieved January 05, 2018, from

http://www.parentsforinclusion.org/: http://www.parentsforinclusion.org/

[6] *Child Friendly schools*. (2018, January 05). Retrieved January 05, 2018, from http://www.unicef.org/cfs/index_19.htm.: http://www.unicef.org/cfs/index_19.htm.

basic needs; and ensuring inclusion and participation. It is a multi-sectoral strategy that empowers persons with disabilities to access and benefit from education, employment, health and social services. CBR is implemented through the combined efforts of people with disabilities, their families and communities, and relevant government and non-government health, education, vocational, social and other services. It aims to enhance and use existing knowledge, skills and resources in the community. Its focus is the inclusion of people with disabilities, but ideally it is a community strategy that promotes inclusion for all. (Disability and Rehabilitation, 2018)[7]

Projects of education of children with disabilities in West Bengal
- o There are some projects educations of children with disabilities in West Bengal:
- o Project for Integrated Education Development (PIED).
- o Integrated Education for the Disabled Children (IEDC).
- o District Primary Education Project (DPEP).

- o District Rehabilitation Centre and National Programme for Rehabilitation for Persons with Disability (NPRPD).
- o UN Support to primary education : Community School Programme.
- o Sarva Shiksha Abhiyan (SSA) (Movement to Educate All).
- o Inclusive Education of the Disabled at Secondary Stage (IEDSS).

Present Status of Inclusive Education in West Bengal
West Bengal has a large system of education. There are 67,507 Primary Schools, 14,999 Upper Primary / High / Higher Secondary Schools and 14,027 Private Schools in the state, about 50 Special Teacher Education Institutions for preparing Special Teachers / Special Educators in primary / elementary, secondary and higher secondary schools. Out of about 2,65,031 identified C.W.S.N.in the state nearly 1,346 Special Educators working under Sarva Siksha Mission (S.S.M.) are teaching at the primary / elementary, secondary and higher secondary level. (2013, Paschim Banga Sarva Siksha Mission Annual Report 2012 - 2013, 2014)[8]

Table -1. Disabled Population by Sex and Residence India and West Bengal : 2011 (TOTAL)

Residence	India / West Bengal					
	India			West Bengal		
	Males	Females	Total	Males	Females	Total
Rural	1,04,08,168	82,23,753	1,86,31,921	7,68,621	6,00,321	13,68,942
Urban	45,78,034	36,00,602	81,78,636	3,58,560	2,89,904	6,48,464
Total	1,49,86,202	1,18,24,355	2,68,10,557	11,27,181	8,90,225	20,17,406

(CENSUS OF INDIA, 2013)[9]

Table 1 depicts the Disabled Population by Sex and Residence India and West Bengal : 2011. As per the Census 2011, In India out of the 121 Cr population, 2.68 Cr persons are 'disabled' which is 2.21% of the total population. Among the disabled population 56% (1.5 Cr) are males and 44% (1.18 Cr) are females. In the total population, the male and female population is 51% and 49% respectively. Majority (69%) of the disabled population resided

in rural areas (1.86 Cr disabled persons in rural areas and 0.81 Cr in urban areas). In the case of total population also, 69% are from rural areas while the remaining 31% resided in urban areas. The percentage of disabled population among males and females are 2.41% and 2.01% respectively. At all India level as well as disaggregated by various social groups, the proportion of disabled in the corresponding

[7] *Disability and Rehabilitation*. (2018, January 05). Retrieved January 05, 2018, from http://www.who.int/disabilities/cbr/en/: http://www.who.int/disabilities/cbr/en/

[8] (2014). *Paschim Banga Sarva Siksha Mission Annual Report 2012-2013.* Kolkata: Paschim Banga Sarva Siksha Mission.

[9] CENSUS OF INDIA, D. O. (2013). *DATA ON DISABILITY, C-Series, Table C-20, Census of India 2011.* New Delhi: The Registrar General & Census Commissioner, India.

population is higher for males than females. During 2001 – 2011, an increase in the number of disabled persons was observed both in rural and urban areas and also among males and females. The share of disabled persons in the total population, as well as in the male and female population also increased during this period.

Table - 2. Decadal Change in Disabled Population by Sex and Residence, India, 2001-11

Decadal Change in Disabled Population by Sex and Residence, India, 2001-11						
Residence	Absolute Increase			Percentage Decadal Growth		
	Males	Females	Persons	Males	Females	Persons
Rural	9,97,983	12,45,556	22,43,539	10.6	17.8	13.7
Urban	13,82,584	12,77,665	26,60,249	43.3	55	48.2
Total	23,80,567	25,23,221	49,03,788	18.9	27.1	22.4

(CENSUS OF INDIA, DATA ON DISABILITY, C-Series, Tables C-20, C-20SC and C-20ST, Census of India 2011, 2013)[10]

The percentage of disabled to the total population increased from 2.13% in 2001 to 2.21% in 2011. In rural areas, the increase was from 2.21% in 2001 to 2.24% in 2011 whereas, in urban areas, it increased from 1.93% to 2.17% during this period. The same trend was observed among males and females during this period. The percentage decadal change in disabled population during 2001 - 2011 is 22.4, where as for the total population, the percentage decadal change is 17.8%.

Table - 3. Total number of Disabled Population in India and West Bengal by Age Group and Sex Wise 2011

Total number of Disabled Population in India and West Bengal by Age Group and Sex Wise 2011						
Age-group	Total number of disabled persons in India			Total number of disabled persons in Wet Bengal		
	Males	Females	Persons	Males	Females	Persons
Age Not Stated	76,155	61,635	1,37,790	1,665	1,337	3,002
0-4	6,90,351	6,00,981	12,91,332	43,841	38,650	82,491
5-9	10,81,598	8,73,941	19,55,539	72,742	59,296	1,32,038
10-19	26,10,174	20,05,876	46,16,050	1,85,773	1,48,240	3,34,013
20-29	24,18,974	17,70,865	41,89,839	1,81,629	1,37,574	3,19,203
30-39	21,12,791	15,22,931	36,35,722	1,61,631	1,19,970	2,81,601
40-49	18,51,640	12,64,011	31,15,651	1,62,907	1,14,209	2,77,116
50-59	14,30,762	10,61,667	24,92,429	1,29,857	92,193	2,22,050
60-69	13,94,306	12,63,373	26,57,679	1,03,419	89,384	1,92,803
70-79	8,84,872	8,84,498	17,69,370	57,575	58,102	1,15,677
80-89	3,37,170	3,86,415	7,23,585	20,229	22,833	43,062
90+	97,409	1,28,162	2,25,571	5,913	8,437	14,350
Total	1,49,86,202	1,18,24,355	2,68,10,557	11,27,181	8,90,225	20,17,406

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[10] CENSUS OF INDIA, D. O. (2013). *DATA ON DISABILITY, C-Series, Table C-20, Census of India 2011.* New Delhi: The Registrar General & Census Commissioner, India.

(CENSUS OF INDIA, C-Series, Table C-20, Census of India 2011, 2013)[11]

Recommendation

Some additional advice may serve as useful guidelines for Stakeholders to nurturing effective inclusion:

- ✓ NGOs may undertake and stimulate action research to identify new techniques and methodologies for providing C.W.S.N. unimpeded access to subjects like Mathematics, Science and Geography for which special facilities in regular schools are rarely available.
- ✓ Monitoring programmes on inclusive education and the special scheme of assistance to children with disabilities to ensure that the interests of children receive due attention.
- ✓ Stakeholders may take the lead in cooperation with special educators from inclusive settings to widen the range of integrated sports and recreational activities for C.W.S.N.
- ✓ Private sectors are encouraged to help Stakeholders to implement inclusion.
- ✓ Stakeholders may motivate and provide necessary specialist advice to the concerned scientific community and technology institutions across the country for undertaking necessary research and development activities for prototype development and large scale production of various technological devices, including low vision devices of various types.
- ✓ A vigorous awareness campaign may be launched in different districts to identify and detect visually challenged children at the earliest possible opportunity. The services of panchayat leaders/officials, health workers and ICDS functionaries may be utilized for the purpose.
- ✓ Stakeholders also need to tap more effectively the resources of organizations like National Institute of Open Schools for reaching out to visually challenged learners, currently outside the existing organized services, so that the out- of-

school C.W.S.N. population could be suitably benefited.
- ✓ Government should allocate certain amount budget through government annual budget to enable NGOs to carry-out inclusion programme.

Conclusion

In his influential work on educational change, (M.Fullan, 1993)[12] highlights the complexity of the change process from a phenomenological perspective - stakeholder-driven and influenced, not straightforward, and a long-term journey or process of conflict, rather than a blueprint. Seen in this long-term, slightly chaotic, light, the sporadic implementation of inclusive education may be one step on this lengthy journey during which stakeholders learn from mistakes and adapt their plans and practices accordingly. The teacher education focus of some government programmes is perhaps going in the right direction. However, the apparently slight regard for content and methodology of the courses, which do not reconceptualize IE or address attitudes towards disability, demonstrates the need for further change in this context. Also, teachers are not the only stakeholders involved. Students, parents, administrators and local government officials are affected too, all of whom will see any innovation or new concept in a different light. However, the reconceptualization of IE as whole school issue appears to be essential if IE is to be more than physical relocation of children with disabilities in a mainstream classroom.

This suggests that the twin-track approach advocated by DFID (2000) may be a constructive way forward for the inclusion of children with disabilities in the West Bengal education system. While some programmes could focus specifically on educational provision for children with disabilities, others could mainstream disability alongside gender and other exclusionary dimensions such as poverty. This would ensure the inclusion of all in programmes intended to widen the impact of institutional systems such as education. With the development of much-needed research into the

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[11] CENSUS OF INDIA, D. O. (2013). *DATA ON DISABILITY, C-Series, Table C-20, Census of India 2011.* New Delhi: The Registrar General & Census Commissioner, India.

[12] M.Fullan. (1993). *Change Forces: Probing the Depths of Educational Reform.* London: Falmer .

inclusive education discourse and the implementation and outcomes of IE policy, reconceptualization of inclusive education as a whole school quality issue for all children may be able to grow alongside this merging of agendas. Thus, EFA and the Fundamental Right to education for all children as declared by the 86th Constitutional amendment in 2002 may be fulfilled in the long-term through the improved implementation of inclusive education.

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