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THE ROLE OF INCLUSIVE EDUCATION IN OVERCOMING STIGMAS

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ABSTRACT

The world is riddled with behavioral barriers in the form of negative social norms, myths, beliefs, stigma and bias based on fear and misinformation about people with disabilities. This inaccurate knowledge influences the behavior of the global community in the prospect of creating an inclusive society in which all people with or without disabilities can flourish and exercise their rights. But this is especially pronounced in relation to that very socially excluded group of people: children with disabilities. Disability implies several stigmas that are the basis for the exclusion of a child from society and school. The attitude towards children with disabilities, as well as the lack of resources to accommodate them, constitute the problems they face in accessing education. Persistent false and negative beliefs about how a child was injured are based on cultural, religious and historical beliefs about disability. Religious stigma has not been challenged because of unwavering convictions as a result of the unquestioned authority of the religious leadership over the cause of disability. Stigma and discrimination against children with disabilities are profound. Three key factors were found that influence the depth of stigma of individual children with disabilities: gender, impairment, and severity of impairment. There is resistance at all levels of society to include children with disabilities. The language used to describe children with disabilities, for example, referring to the child as being "unteachable"

because he or she is hard of hearing, is a long-standing bias, and false beliefs create attitudes based on fear and resistance to change. Families face stigma based on shame that they did something wrong because they have a child with a disability. The shame and stigmatization of a disabled child persists today and, despite a variety of specific contexts, hinders inclusive education throughout the Middle East and Central and South Asia. In most cases, it is the stigma of disability generated by the lack of awareness of people, that creates obstacles to the full socialization of disabled people, in some way "isolates" them from a full-fledged social life. Since stigma is a tool of society and culture, then getting rid of stigma is possible by changing social institutions through inclusion. Inclusion is a term used to describe the learning process for children with special needs. Inclusion is the process of real inclusion of people with disabilities in active social life, which is equally necessary for all members of society. Inclusive education recognizes that all children are individuals with different learning needs, but most importantly in communication. Inclusive education seeks to develop an approach to teaching and interpersonal communication for children with special needs that is more flexible to meet the different needs of students. Inclusion as a principle of organizing education is a socio-pedagogical phenomenon. Accordingly, inclusion is not aimed at changing or correcting an individual child, but at adapting the educational and social environment to the capabilities of this child.

KEYWORDS: *Inclusive Education, Stigma, Disability, Child, Discrimination, Education, Learning, Disabled People, Social Acceptance.*

INTRODUCTION

The need to tackle the challenges of our time and move towards education that is more inclusive is non-negotiable - inaction is unacceptable.(AudreyAzoulay Director-General of UNESCO)

There are more than 150 million children with disabilities in 93 countries, many of whom are psychologically challenged, while the lack of inclusive physical education is a serious obstacle. According to the World Health Organization and the World Bank, in some countries, "disability and stigma barriers double children's chances of never going to school" Start less than 10 percent of children with disabilities across Africa in Bangladesh, only 30 percent of people with disabilities complete primary school. This figure is typical not only for backward countries but also for developing countries. In developing countries, families with children with disabilities are poorer than others and have very poor access to public education. Lack of necessary conditions (inclusive education) for the education of children with disabilities has a negative impact not only on the quality of life of individuals and their families, but also on the economy of the country. Research by the International Labor Organization has shown that countries lose 3% to 7% of their GDP as a result of the exclusion of people with disabilities from the labor market. Education helps persons with disabilities to have greater access to employment, health care and other services and to raise awareness of their rights.

The concept of "stigma" (translated from the Greek - sign, spot, label, and stamp) appeared in ancient times, labels were placed on the necks, legs, or bodies to indicate a defect, an abnormality, or a "shame." The basic meaning of the stigma was "Avoid this man!". Nowadays,

stigma is a word that often causes people to have low self-esteem and less valued by others, in other words, stigmas are used to denigrate, discredit, discriminate and look down on people. B. Schaefer and B. Schluder describe the stigma as "the poor public acceptance of people with any defect or defect". Thus, stigma is a concept based on discrimination, which discredits a person in front of others, gives him low human status, and causes him to be rejected by people. Belarusian scientist, doctor of psychological sciences, professor V.A. Yanchuk describes the stigma as "an extremely unusual and morally unclean phenomenon - ridicule, bullying, humiliation, and beating someone's personality". The unusualness of stigmatization, according to the researcher, is, on the one hand, its causes. stigma creates a relationship with a social group (or its individual representatives) and secondly, it casts a shadow over all personal characteristics other than a person's stigma due to the reaction of people who do not notice or deliberately participate in the mockery of a person. Stigmas contain minimal information about a person or social group, drawing attention to its differences from others, which makes knowledge about a person unnecessary.

MATERIALS

How does stigma harm people?

 • leads to self-hatred, i.e. the person believes in the label, and this belief creates self-shame;

 • reduces a person's social status and dignity;

 • Severe depression, along with feelings of hopelessness, creates a sense of humiliation and shame. Feelings of insecurity hurt and he begins to be afraid of everyone and everything.

 • influences the behavior of the abused person and leads to self-discrimination;

 • creates a feeling of insecurity and caution, a person does not really know what others think, but his own weakness, lack of self-confidence alienates him from those around him;

 • causes the stigmatized person to evaluate small errors or random errors by linking them directly to the stigma;

 • Reduces the sense of control over the world around you, learns, agrees with everything, leads to a loss of confidence in a just world.

One of the most effective ways to overcome stigma is inclusion (creating equal opportunities for all everywhere), which requires the introduction and development of inclusive education. Inclusion aims to increase learning opportunities for all and ensure equal quality education. Inclusive education occurs when children with or without disabilities participate and study together in the same classroom. Currently, many countries do not have special education programs for students with special needs, mentally, physically, socially and emotionally backward.

When a disabled child attends classes with non-disabled peers, all barriers between them, including the stigma barrier, are broken. At present, not all students with special needs are able to study at selected educational institutions. They communicate only with their peers, who are also children with special needs. This eventually leads to the formation of stigmas between people. Even university students are rarely given the opportunity to interact with students as usual. In a sense, this separates them from a large part of society, which considers them

incapable of work, and leads to an increase in stigmas. Participation in inclusion includes core values that develop friendships and relationships. if an inclusion policy is implemented, students with special needs will be able to participate in all activities. Students with special needs need to be in a normal learning environment, interacting with normal students so that they can test themselves in the tasks that ordinary students face. It gives them hope and they overcome their self-pity. Get rid of the stigma Inclusive education creates an environment where children with special needs are accepted into society, some people in the community are still "unaware of the problems of people with special needs because they rarely have the opportunity to talk to them. If students with special needs receive education in the same conditions as ordinary students, they will be accepted and ordinary students will increase public awareness about them.

RESULT AND DISCUSSION

Educational opportunities depend on identity, environment and abilities. With the exception of high-income countries in Europe and North America, for every 100 richest young people who graduate from high school, only 18 are among the poorest graduates. In no less than 27 countries, mostly in sub-Saharan Africa, almost no girl from a poor rural family is receiving full secondary education. The mechanisms of discrimination, stereotyping and stigma are similar for all students at risk of exclusion. A definition of inclusive education has been developed in 68% of countries, but only 57% of these definitions cover several marginalized groups at once. Despite the progress made, many countries still do not collect, provide and use data on those who find themselves in the position of the excluded. Since 2015, 41% of countries, representing 13% of the world's population, have not conducted a household survey to obtain and publish disaggregated data on key education indicators; the regions with the least coverage are North Africa and West Asia. Recent data from 14 countries using the Washington Group's short questionnaire on disability indicate that children with disabilities make up 15% of the out-of-school population. Millions have been denied the opportunity to learn. Although enrollment has increased by 25 percentage points in middle-income countries over the past 15 years, only three quarters of 15-year-olds continue to attend school. Only half of them acquire basic knowledge, and this indicator remained unchanged for the specified period. In addition, many assessments overestimate the level of student skills: in a regional assessment in 15 Latin American countries, three-quarters of students were found to be proficient in reading, who answered no better than a random guess to multiple-choice questions. One of the main obstacles to inclusive education is the lack of conviction that it is real and necessary. In 2018, one in three teachers in 43 high-income and upper-middle-income countries reported that they do not adjust their teaching to reflect the cultural diversity of their students. Some countries are on the road to inclusiveness, but segregation is still widespread. For students with disabilities, 25% of countries (but more than 40% of countries in Asia and Latin America and the Caribbean) provide for segregated education, 10% for the integration of people with disabilities and 17% for inclusive education; in the rest of the countries a combination of segregation and coeducation is envisaged in one form or another. In OECD countries, more than 66% of all immigrant students go to schools where at least half of the students are immigrants. Funding should be targeted to those most in need. In 32 OECD countries, socio-economically disadvantaged schools and classrooms are more likely to have less qualified teachers. In Latin America, the average length of education has increased by 0.5-1.5 years since the 1990s as a result of conditional cash transfers. One in four countries has some kind of affirmative action program designed to help marginalized people

gain access to higher education. Teachers, teaching materials, and learning environments often fail to take into account the benefits of diversity. About 25% of teachers in 48 education systems report an urgent need to improve skills in teaching students with special needs. Sign language is recognized as an official language in only 41 countries around the world. In Europe, 23 out of 49 countries do not pay specific attention to sexual orientation and gender identity issues in their curricula. Commitment to Sustainable Development Goal 4 (SDGs - Sustainable Development Goals (SDGs)) 4- Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all) concerning the provision of inclusive and fair.

• Broaden understanding of inclusive education: Education systems that honor diversity and believe in everyone's worth, potential and right to be treated with dignity empower each student to acquire not only the basic knowledge, but also the broader range of skills the world needs to build sustainable societies ... This is not about creating an inclusive education department. It is about ensuring that no one is discriminated against and stigma, that all reasonable measures are taken to meet different needs, so that work is done towards gender equality.

• Provide targeted funding for those on the sidelines: inclusion is impossible if millions of people do not have access to education. Providing general funding to create an inclusive learning environment for all students, as well as targeted funding to reach the most disadvantaged as quickly as possible. Appropriate work with a student immediately after entering school can significantly reduce stigmatization against disabilities and the impact of academic performance on learning.

• Sharing experiences and resources: this is the only way to ensure a sustainable transition to inclusiveness. In many ways, achieving inclusiveness is a management challenge. The human and material resources required to address diversity issues are very limited.

• Conduct constructive consultation with communities and parents: Inclusion cannot be imposed from above. In formulating policies for inclusive education, governments must provide an equal opportunity for communities to voice their preferences.

• Apply "universal design": through inclusive systems, ensure that the potential of each student is realized. All children must learn from the same flexible, relevant and accessible curriculum that recognizes diversity and meets the needs of different learners. Languages spoken and written, as well as images in textbooks, should reflect the realities of all students, while avoiding stereotypes. Assessment should be formative and allow students to demonstrate their learning in a variety of ways. To ensure that school infrastructure does not create obstacles for anyone, enormous technological potential must be used.

• Ensure careful and respectful data collection on and in support of inclusiveness: avoid stigmatizing labels. Education ministries should work with other departments and statistical agencies to consistently collect population-wide data to understand the magnitude of marginalized groups. With regard to disability, priority should be given to the Washington Group Concise Disability Questionnaire and the Child Functioning Module. Administrative systems should aim to collect data for aid planning and budgeting in support of the provision of inclusive education services, as well as data on experience. However, the pursuit of detailed and reliable data should not override the well-being of every student.

• Learn from your peers: The transition to inclusive education is not easy. Inclusiveness is the rejection of discrimination and prejudice and the transition to a future that can be adapted to different contexts and realities. Neither the pace nor the specific direction of this transition can be predetermined, but much can be learned by sharing experiences through networks, national forums and regional and global platforms that bring teachers together.

CONCLUSION

Social acceptance of children with developmental disabilities is enhanced by small-group learning that is characteristic of inclusive classes. Children "cross" the disability line of another student by working with him on an assignment in a small group. Gradually, ordinary children begin to realize that they have a lot in common with children with disabilities. In an inclusive classroom, ordinary or gifted children learn to respect and value their classmates with disabilities, to see what lies behind the line of disability or giftedness, and to distinguish social stigmas. Through partnerships between children with disabilities and children without disabilities in school and community entertainment, stigma, stereotyping, discrimination and exclusion can just as easily be prevented. Careful planning and organization of inclusive education can enhance academic achievement, social and emotional development, self-esteem and peer acceptance. Through respect and acceptance of the individuality of each of them, the formation of a personality takes place, which has its own educational trajectory. At the same time, students at school are in a team, learn to interact with each other, build relationships, together with the teacher to creatively solve educational problems. It is safe to say that inclusive education will help prevent stigma and explain that all children can learn - just need to create the right conditions for their learning.

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