

Teacher Management in Inclusive Education

A Study Report

Consultant: National Centre for Special Education

(NASEC)

(2007)

Findings and Recommendations

5.1 Major Findings

Based on the analysis of information in the previous chapter, major findings of the study were derived and are presented below under key headings such as teacher training curriculum, teacher training, roles

of GOs and NGOs, gaps between policy provision and implementation practice and problems interfaced by the teachers.

a) Teacher Training Curriculum

- Majority (57.1%) of trainers from Educational Training Centers, reported that teacher training courses (pre-service and in-service) have included some of the contents of inclusive education covering areas such as Braille, sign language, child rights, human rights, non-violence, equal education for all, special needs children and their behavior and culture.
- As reported by Head teachers of special schools, of the trainings they received, sign language training, intellectual disability training, orientation and management training for Head teachers were useful for them, whereas, Head teachers of integrated schools reported conflict management, school improvement plan, management training as the useful contents.
- Head teachers of inclusive schools were found to state that school management, supervision, maintaining relationship among students, teachers and parents, management training for HT, child psychology, child's home environment, and group formation were useful content of primary teacher training and understanding of special needs children, girls' education of inclusive education training.
- As reported by Head teachers, teachers and trainers, more useful methods included in teacher training courses were individualized education planning, group formation, participatory methods, problem solving and construction and use of instructional materials.
- With respect to the contents of primary teacher training curricula, ETC trainers stated that the curricula did not include adequate contents to address the needs of inclusive education teachers.
- As reported by teachers of special schools, different provisions were made for the delivery of instruction for special needs children such as formation of groups based on diverse background of the students, inclusion of vocational courses along with academic courses, use of scribes for blind students for examinations, appointment of teachers from various background, use of varieties of instructional materials.
- A considerable number (42.8%) of ETC trainers stated that Teacher Training Curriculum did not adequately focus on individualized education planning and DAG children. Similarly, a considerable number (30.0%) of teachers opined that school curricula were inadequately framed to meet the individual needs and differences of special needs students.
- As reported by students, inclusive schools have favorable arrangements for meeting individual needs such as hostel facilities, scholarship, resource classes, classroom arrangement and classroom furniture for special needs children.
- Special school teachers reported their practices of IEP, especially for primary grades, interaction with guardians before admission, identification of level of severity of disability through observation, interview and clinical tests, understating of areas of interests of children through using educational materials, play materials, music and vocational activities, and formation of groups based on severity of disability rather than grades, subjects and their age.
- Teachers' role in solving individual problems of disadvantaged children was less visible since the teachers' seldomly asked students about their personal and individual problems and the students were not provided with any help to solve their problems.
- According to Head teachers and trainers, major contents on gender issues in teacher training curricula included concepts of equal rights and women rights, gender balance, gender equality and

gender equity, equal treatment and equal opportunities, various nature of gender discrimination, measures to increase gender parities and importance of girl education, community education and female teachers.

- Although gender related concepts such as co-education, girls' education, situation of gender discrimination, needs of removing gender disparities, role of women in socio-cultural and economic activities, etc were reported to have been included in the school curricula, a considerable number (40.0%) of teachers reported that the school level curricula did not address gender issues adequately.
- As reported by students of special and integrated schools (42.9%), appropriate conditions from gender perspective in schools were lacking as indicated by no separate toilets for girls and practices of teasing and the bullying the girls.
- As more than two thirds of the trainers and majority (57.1%) of the Head teachers' opined that Teacher Training Curriculum included less than twenty-five percent of the issues of disabled children, it was found that the curriculum did not adequately address the concerns of disabled students which resulted in poorly trained teachers in the area of special needs education.
- Although disability related contents such as child rights, equal treatment, non-discrimination for people with disabilities (PWDs), encouragement for PWDs for their education, role of community for special needs children's education and prevention of disabilities, etc. were reported to have been included in school curricula, a considerable number of teachers (40.0%) reported the inadequacy of disability issues in the school curricula.
- Majority (71.4%) of students from both integrated and inclusive schools disclosed that they were punished by their teachers. However, majority of the students from inclusive, integrated and special schools reported that teachers' behavior toward them was fairly good.

b) Teacher training

- Majority of teachers teaching in integrated and inclusive schools (75.4% and 63% respectively) were found to have been trained in general courses provided by NCED indicating that training on inclusive education is a much sought necessity.
- It was found from the school survey that all the teachers in special deaf school were found to have sign language training, 66.6 percent teachers in special blind school had training in Braille script, 33.3 percent in low vision and 22.2 percent orientation and mobility. Only a few number of teachers of special school of intellectually disabled and physically disabled were found to have relevant trainings.
- In each integrated school, only the resource teacher had special education training. However, a teacher, on an average, was found to have been trained on inclusive / special education in each inclusive school.
- More than forty-five percent of teachers of special schools did not have teaching license whereas in integrated and inclusive schools, more than ninety five percent teachers had their teaching license.
- All of the Head teachers of sample schools had general training. Only three out of four Head teachers of special schools had special training and three out of seven Head teachers of inclusive schools had inclusive training.

- More than Ninety percent of representatives of NGOs stated that the responsibility of management of training to teachers for inclusive education should be governmental responsibility together with SMCs and community.

c) Roles of GOs and NGOs

- Most (85.7%) of the representatives of NGOs opined that SMCs, local NGOs, VDCs, guardians and Head teachers be involved in the selection process of teachers for inclusive education.
- As reported by majority of Head teachers, the teachers' quota was not flexible to reflect students' teacher ratio on the needs of the school. According to them, the government of Nepal did not provide any support to the teachers appointed by SMCs neither the local government such as VDCs/DDCs/MDCs did provide any support for teacher management, especially in special and inclusive schools.
- The role of NGOs in teacher management in inclusive education was of three types: advocacy role, financial role and managerial role.
- As reported by Head teachers, mobilization of resources through NGOs for management of teachers in inclusive education was poor, especially in integrated and inclusive schools.

d) Gaps between policy provision and implementation practice

- Teacher recruitment policy was of varying nature among special, integrated and inclusive schools as the teachers of special schools under Special Education Council whereas in integrated and inclusive schools, the teachers were under Department of Education.
- Clear cut rules and regulations for the recruitment of teachers in special school, were not visible on one hand and poor coordination between SMCs and DEOs in the appointing teachers in special schools was noticeable.
- Differences exist in teacher training for special, integrated and inclusive schools, and lack of responsible body to provide trainings to teachers and Head teachers of special schools was noticeable.
- Major differences in facilities among special, integrated and inclusive schools, were found in the provision of pension, gratuity and medical facilities to teachers, except those from special schools. Moreover, teachers in special schools were devoid of additional allowances which the resource and inclusive teachers were provided.
- Highest pupil teacher ratio of all types of schools was in lower secondary level of inclusive schools (80:1). Thus, gaps between policy provision and implementation existed in lower secondary level in inclusive and integrated schools and secondary level in integrated schools in the form of huge student teacher ratio.
- Social Studies teachers were in the highest number among five compulsory subjects i.e. English, Math, Science, Nepali and Social Studies, in all types of schools against the much demanded teachers in Science in all types of schools, reflecting gap between policy provision and its implementation .
- There were teachers with higher qualifications than required entry in all types of schools: 47.9 percent, 38.5 percent, and 28.1 percent in inclusive, integrated and special schools respectively, though they were not duly recognized, promoted and managed in terms of their qualification.

- Though the number of female teachers in primary schools of all type was found encouraging, the number of female teachers in inclusive schools was found the lowest among special, integrated and inclusive schools.
- Of the teachers, twenty-one percent Head teachers were females, about twenty-eight percent Janajati Head teachers and none of the Head teachers belonged to Dalit groups in all sample schools indicating the exclusion of Dalit groups in terms of their share (around 13%) to the national population.
- Around one-third (33.9%) teachers with disabilities were found working in special schools, around six percent (6.2%) teachers with disabilities in integrated schools and less than one percent (0.8%) teachers with disabilities in inclusive schools.
- A total of 26.88 percent primary students in special schools, 17.47 percent in inclusive schools and 1.4 percent in integrated schools could not be taught through their first languages for communication purpose by any of their primary teachers.
- District Assessment Coordinators (DACs) as reported by district education personnel, developed profiles of special needs children, maintained database of inclusive education, distributed support materials to students with disabilities, and identified institutions serving special needs children. However, as reported by DACs, their major problems included lack of skills and knowledge on the part of DACs, low level of participation of assessment committee members and lack of database on special needs children, problems of survey due to movements and lack of equipment to do the correct assessment of children with disabilities.

e) Major problems faced by teachers

- The major problems faced by teachers were lack of materials and equipment, inadequate training and lack of training on inclusive education, inadequate professional development of teachers, relationship teachers students, with, head teachers, SMC members, guardians and community people, inadequate and less qualitative physical infra-structure, lack of coordination and leadership in school management, lack of support and facilities to teachers, ill prepared classroom delivery and low participation of students.
- Special school teachers suffered from problems such as lack of trainings and professional development opportunity, lack of healthy human relationship environment in schools, and lack of commitment of guardians.
- Integrated / resource class teachers faced different problems such as a high number of students lack of support services and inadequate stationeries where as the inclusive teachers faced lack of materials and equipment and no or little skill in diversity management in the classroom as problem.
- The problem of teaching and learning in standard Nepali language appeared as a case of students whose first language was other than Nepali, in both type of integrated and inclusive schools.
- With respect to the use of language, majority (71.4%) of students in FGDs reported that their teachers never used their first language such as Newari, Maithili and Tamang in their classes.
- The nature of problems felt by teachers in teaching the excluded groups was different from group to group: the girls were irregular, over age to their grades, and suffered from shyness; the Daltis were also irregular, lacked stationeries and suffered from low performance in class work and home work; the Janajatis had different language and remained absent in schools, especially in working season and children in poverty and other excluded children lacked textbooks in time and

stationeries, and mid day meal, and they were also irregular, less interested in study and their vulnerability to drop out from the school in early primary grades was high.

- All of the students from special and integrated schools reported that their friends behaved well with them in their schools but some students of inclusive schools complained that their friends did not behave them with a sense of respect and love.

f) Ways for fighting exclusion

- Integrated/ resource class education program was favored to prepare special needs children for transition purpose from home to school by providing them with basic/pre-requisite learning skills and to provide support to their problems of learning.
- Inclusive education program was favored for the promotion of rights based education to special needs children and to increase their freedom, dignity, respect and confidence level.
- For making inclusive education more effective, teacher recruitment, teacher training, classroom management, school management, provision of reward and punishment, monitoring and evaluation mechanism, involvement of local bodies and awareness/ orientation programs for guardians of the excluded children are to be in place.

g) Cases with good and poor teacher management

- Janata Namuna Higher Secondary School (JNHSS), Biratnagar had opened the door to mainstream education to the deaf children by setting inclusionary environment to address the needs of deaf children.
- Conducive learning environment was created in JNHSS along the spirit of inclusion by making the support system available to both regular teachers and resource teachers, and to deaf students in the school.
- The Head teacher's role in the management and motivation of all regular teachers towards inclusive education for deaf students and coordination with teaching force, SMC and CBR Biratnagar was very effective setting an example of inclusion in the school.
- Management of resource classes for preparatory and transition purpose up to grade three and for supportive activities to deaf children for upper grades in an inclusive way in JNHSS stands as a good practice in the context of teacher management for inclusive education.
- The blind teachers without training in inclusive education were not preferred by the school to work as resource teacher, on the one hand and there was a tendency of trained resource teachers to escape from teaching the blind children in an inclusive classroom, on the other.
- The existing practice of not ensuring the promotion of the resource teachers by the government has frustrated them for their performance.
- Teachers teaching general (non-blind) students do not prefer teaching blind children and the
- Teachers (resource teachers) teaching blind children do not prefer teaching the non-blind children.

5.2 Key recommendations

Based on the findings of the study, a set of recommendations for teacher management in inclusive education are derived. The key recommendations are presented below:

- As variation was noticed in recruiting teachers for special and integrated / inclusive schools, one single policy of recruiting teachers for all these schools should be made to bring uniformity in teacher service conditions and tenure.
- To avoid the potential failure of inclusive education in a crowded classroom, standard pupils teacher ratio (25:1) should be fixed and maintained by the government, especially in primary, lower secondary and secondary schools.
- To make teacher management effective to ensure effective in order learning of students, stress should be laid on regularity of the teachers and students, fixed time table, disciplinary rules, regular exercise / practice in the classroom and participatory delivery of instruction.
- Though majority of trainers from ETCs seemed to be informed about some aspects of inclusive education in teacher training courses, it is recommended that teacher training courses should be revised and adequate content coverage of inclusive education on priority basis should be there in the training curriculum.
- Regular orientation workshop to Resource Teachers/Sports teachers on unified sports and orientation workshop to *Aayas* and resource teachers on taking care of personal hygiene of such children be organized to deliver the services effectively.
- Awareness programs should be launched on regular basis and orientation of the parents towards the need and importance of education for their children with special needs should be organized regularly.
- Similarly, as one or two teachers in inclusive and integrated schools were trained on inclusive / special needs education, all the teachers of such schools should be trained in inclusive education to make it truly meaningful.
- Life skills and human relations trainings should be provided to all inclusive / integrated and special school teachers in order to enable them to create appropriate learning environment for the delivery of the intended learning experience.
- Since a negligible number (5.3%) of special school teachers were trained in general courses of NCED, it is strongly recommended that the basic teacher training of NCED should be provided to all special school teachers under teacher management system.
- Networking of NGOs, CBOs and local government should be promoted for collecting resources, providing scholarship, mobilizing local community people and monitoring the implementation of inclusive education through the inclusive teachers.
- To address the problems of excluded children from diverse background; teachers should be given training on diversity management through NCED training with necessary support services to the students.
- Since school curricula are reported to be inadequate to address the individual needs of special needs children, they should be adapted to meet their needs by including IEP component both in teacher training and school curricula, gender parity and conducive learning environment of the school.
- Training in areas like child rights, rights-based approaches to education non-violent classroom practices is needed to sustain child friendly learning environment in inclusive education in the schools as a part of inclusive teacher management.

- Inclusive education training should be provided to all Head teachers of inclusive and integrated schools to motivate them to work as facilitators and managers of inclusive education.
- Mandatory policy should be declared by the government to specify the roles and responsibilities of VDCs/MDCs and DDCs requiring them to work in the field of inclusive education.
- Full authority to SMCs is given in placing teachers in inclusive schools by involving local government body, concerned NGOs and the special needs groups in school affairs and making SMCs accountable to teacher management for inclusive education.
- Priority be given to persons with disabilities, local language group, women, local people, Dalits, persons with training in special education, Janajati, persons with experience in teaching special needs children, conflict 'victim' persons and persons with long teaching experience for working and/ or appointing them as teachers of inclusive education.
- Teachers' recruitment should be based on qualification, training, commitment, and subject wise expertise and provision of teacher aides be there to cater the needs of students especially in pre-primary and primary grades.
- Teachers' management for inclusive education can be made more effective by rewarding effective teachers, managing leave facilities for teachers and administrative staff, and managing extra-facilities or allowances to teachers for conducting classes for weak and disadvantaged students and ensuring a system to pay the teachers based on the completion of tasks.
- Include IE component in all teacher training packages prepared by the DOE, NCED and other relevant organizations.
- Needed are support services, teacher aides, project managing personnel, substitute/ alternate teacher to each resource class school, separate resource rooms for special needs children for tuition and other support activities and adequate number of care takers, adequate classroom facilities, in the school for the successful management of teachers in inclusive education.
- Monitoring and evaluation of teachers' performance should be linked to students' learning outcome, thus making them accountable to students' progress.
- An assistant resource teacher should be deployed in the resource class of inclusive school and the teachers should be assigned the job of teaching both the disabled and non-disabled children in general classes.
- The DEO is suggested to treat special schools as aided community schools by providing educational materials, sports materials, and stationery expenses, at least, at par with other community schools
- Suggested are increment of allowance and facilities based on the performance and extra responsibility of the teachers and arrangement of pension, gratuity and medical facilities for them at par with their civil service counterparts.
- Develop a continuous supportive mechanism in the DEO office/ RC with necessary materials and aids to motivate and encourage both the HT and inclusive teacher to work towards the realization of inclusive education.
- To motivate and sustain the interest of resource teachers toward inclusive education, they should be given extra-consideration for their promotion and tenure.