



## WELSmain 2021 - Abstracts

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### R2 Inclusion, Equity and Equality in Education I

Dr. Shnaoli Chakraborty Acharya, West Bengal State University, India

Title: Excursion into Student-diversity: Realities and Practices of Inclusive Teaching in West Bengal State University

Inclusive education has become a priority world over. While duly acknowledging the importance of higher education in the emerging knowledge economy, one should also realise that envisioning a just and democratic society presupposes an equitable higher education system. Promoting educational opportunities to all, irrespective of gender, caste or socio-economic foundation, has been identified by UNESCO in their 2030 Agenda. In the Sustainable Development Goal (SDGs) 4, that is, "Quality Education", all-inclusive and equitable quality education has been recognized as the precondition for a sustainable society. India being a highly populous country in the world is having a wide range of student diversity. Here, students belonging to different religions and the lower castes, and those from poor families, from rural areas, and speaking minority languages co-exist with students belonging to high castes, urban areas, and rich families. There are differences in dialects, culture and ability to afford the expenses of books and digital devices as well. The Right of Children to Free and Compulsory Education (RTE) Act, 2009 in Indian Constitution is cognisant of the frameworks for «inclusive» education. With the passage of the Rights of Persons with Disabilities Act in 2016, «inclusive education» became a statutory guarantee. Importantly, Section 31 of this Act guarantees that children with benchmark disabilities - defined as someone with not more than 40% of a specified disability - have a right to free education in neighbourhood schools. On the bright side, the NEP 2020 is willing to deploy a greater focus to issues of gender parity through inclusion of transgender children and the «gender inclusion fund». But in reality, the teaching learning practices are still unable to address learning requirements of diverse student body. In order to overcome emerging learning crisis, attention is required to develop and promote inclusive class room and teaching learning practices and empathetic teaching community. This necessitates a revisit and revision of the ongoing pedagogical methods and tools and proper orientation of teachers to the changing class room environment. The present article tries to explore the newer policy perspectives of National Education Policy 2020 regarding inclusionary framework and the probable way-outs for its implementation in reality. In the light of these recommendations, it also highlights the promising and innovative practices of Education department, West Bengal State University, with regard to sensitizing the value of inclusive attitude among teachers.



Dr. Donnie Adams and Tan King Lok, University of Malaya Kuala Lumpur, Malaysia

Title: Mirror-mirror on the wall, is Inclusive School Leadership in Malaysia possible at all?

Recent inclusive education policies have increased schools' accountability for the inclusion of students with special education needs into mainstream schools. As school systems strive to support students with special education needs, school leadership is critical to ensure these students have access to the general education classroom and to important social, emotional and academic opportunities. However, there has been a persistent lack of scholarly literature that addresses the ways in which school principals are engaged in this process. This research draws on recent empirical evidence related to inclusive school leadership in Malaysia, providing an insight into Malaysia's efforts in developing an inclusive school education system. The research also highlights specific policies and organizational conditions for inclusive schools that may be applied in other parts of the world.



Ioanna Georgiadou, University of Thessaly Volos, Greece

Title: Issues of service quality in vocational education for students with disability (PhD)

The purpose of this study was to investigate the quality of vocational education services provided to students with disabilities by special vocational education in Greece. In particular, the present study approached conceptually and functionally the concept of service quality of special vocational education and examined its level based on the perceptions of students with intellectual disabilities as service recipients. The Special Vocational Education Service Quality Scale was used. Sample consisted of 131 students with intellectual disabilities, aged 16 to 35 years ( $M = 20.95$ ) -70 men (53.43%) and 61 women (46.57%) - who attended 20 special vocational education schools. The research methodology was based on the principles of the participatory model, with the students with intellectual disabilities actively involved in the instrument's construction. The methodological design involved two phases. In the first phase, the research tool was developed through literature review, focus groups, individual interviews and pilot study. The second phase involved data collection via individual structured interviews, and statistical analyses for the examination of the reliability and structural validity of the instrument. The Special Vocational Education Service Quality Scale shows very good reliability and satisfactory structural validity. Results supported a structure of five factors, namely: Responsiveness, Surroundings, Personalization, Training and Facilities adequacy. The quality of the special vocational education services was rated as medium to high, with lower rates in Training. The findings highlight the need to implement work-skills development programs and quality monitoring policies in the vocational education provided to students with disability.



Sonia Clementina Schaefer, Humboldt Universität zu Berlin, Germany

Title: Shaping inclusion in times of digital education: teachers' experience in Berlin schools/  
Erfahrungen von Lehrpersonen mit Digitalisierung und der Ermöglichung von Teilhabe im Unterricht  
(PhD)

It has often been stated that Germany presents a comparative delay in its efforts to update its school system in terms of digitalisation. Still, it has long been on the top of the agenda, and fostered in the form of an extensive funding policy. Furthermore, the process of digitalisation in schools has been drastically boosted through the school closing measures taken during 2020 and 2021 to mitigate the COVID-19-pandemic effects. The sum of these events has significantly increased the relevance of researching digitalisation in schools, especially how teachers deal with the fast changing pace of demands and expectations placed on them and their profession, without neglecting already established demands such as ensuring inclusion and participation for all students. As teachers strive to adapt to the characteristics and conditions of digital education, the challenges and opportunities they face might tell us a lot about the way we understand education in general. For my doctoral thesis I conduct narrative interviews with teachers at secondary schools in Berlin, asking them about their experience related to teaching in the context of digitalisation and how they shape and understand inclusion. I will present first interpretive findings and - through the methodological lense of the praxeological sociology of knowledge and the documentary method - offer these case insights to contribute to the discussion around professionalization in the context of digitalization.