

Dis-Educate

CBR and Inclusive education

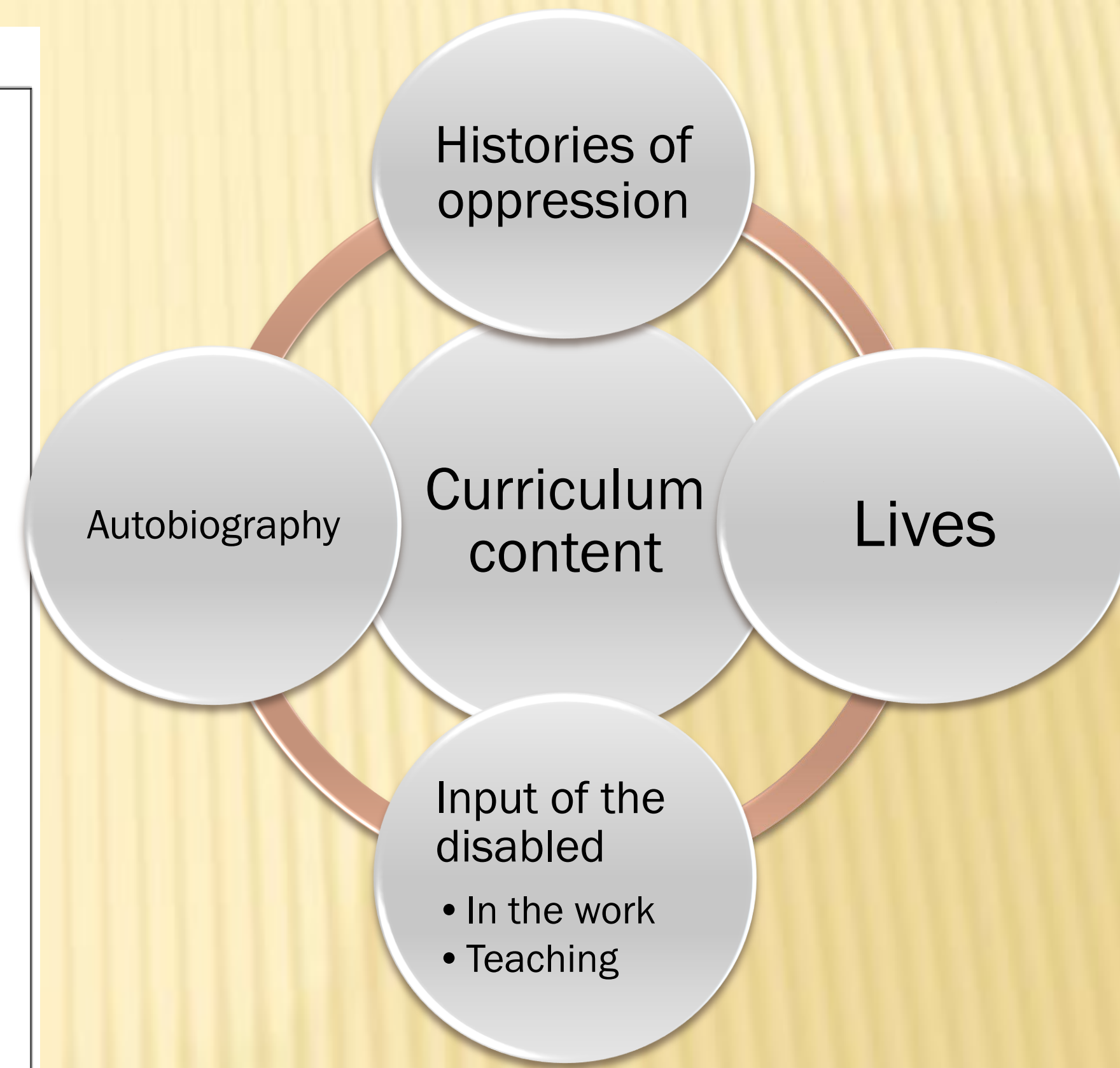
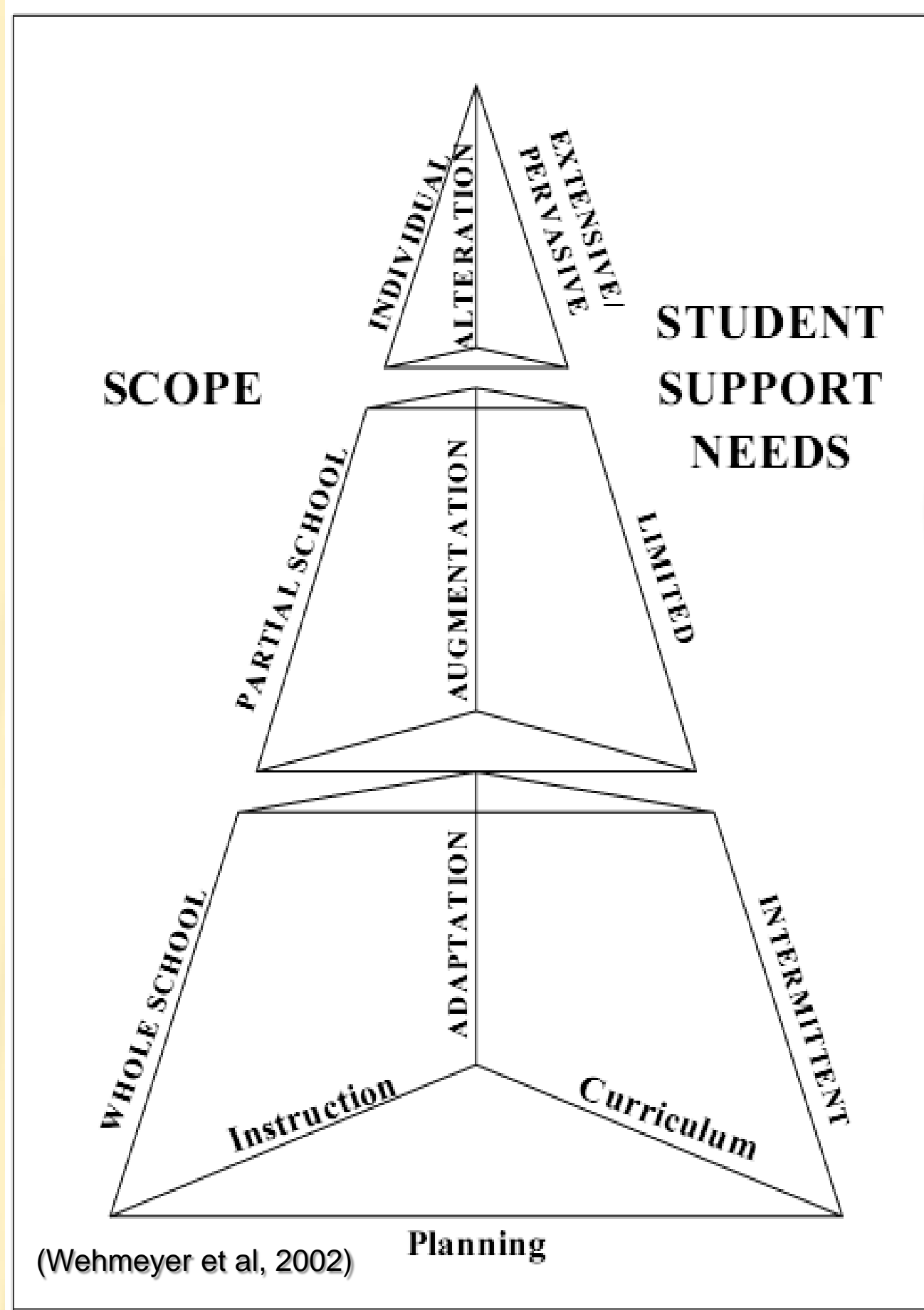
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BACKGROUND

Disabled children have found their ways to schools and education. "The universal right to education is firmly established in international instruments that have global endorsement". "Community-based rehabilitation (CBR) focuses on enhancing the quality of life for people with disabilities and their families, meeting basic needs and ensuring inclusion and participation". In education CBR goal is to make education inclusive at all levels, and to facilitate access to education people with disabilities. (community-based rehabilitation: CBR guidelines Education component, 2010:1).

Education is an action or process of gaining information. It results from the interaction between the Educator the Learner and the Curriculum. Accessibility for education within the CBR was mainly concerned about the environmental and physical barriers, assistive technologies and attitudes. The curriculum plays an important role in constructing disability as the abnormal "Other" (Clark, 2002. Erevelles, 2005. King, 2009). CBR activists need to challenge and to criticize the curriculum theory and content to ensure inclusive education.

Multilevel Focus for Gaining Access to the General Curriculum



INCLUSIVE CURRICULUM

To "[dismantle] the 'normalizing' ideologies", challenge the "very logic on which schools are based" and to criticize the curriculum theory (Erevelles, 2005: 436)

To make comprehensive changes in curriculum content and to focus on the following:

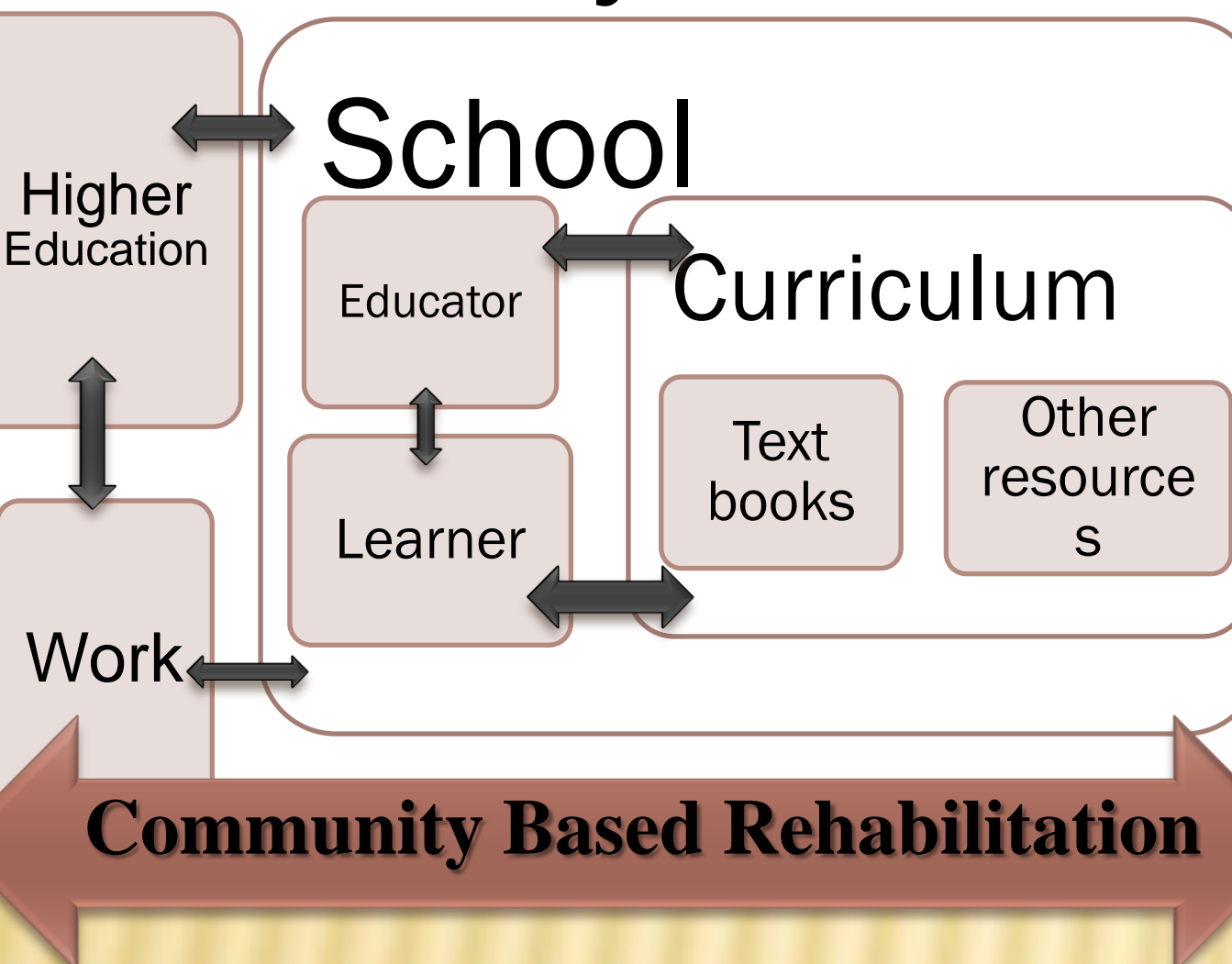
- The experiences of oppression of the disabled.
- The lives histories and cultures of disability (authorship/agency/subjectivity).
- The contributions of peoples with disability in life, academia and to professional worlds.
- People with disability should design and implement curricula about themselves.
- Incorporating faculty and student autobiography into the curriculum.
- Experience of learner with disability must be incorporated (Clark, 2002)

CURRICULUM and DISABILITY

- Curriculum is broader than the text book. It can include all educational resources.
- A multi-level model/approach "involves 3 levels of action 3 levels of the scope of instruction and 3 levels of curriculum modifications" (Wehmeyer et al, 2002: 224).
- It is proposed as "decision-making model to enable [educators] to make curriculum decisions pertaining to the educational program of [learners with disability] that takes into account both the general curriculum and a [learner's] unique learning needs" (Wehmeyer et al, 2002:223)
- Resistance to multicultural curriculum transformation has long been assumed. The problem is that few know how to go about doing it. (Clark, 2002:37)
- "Although ... curriculum studies have examined many contexts of curriculum theory, they have been **silent on disability**. This silence is worthy of study" (Erevelles, 2005: 421). It is clearly that disability lives outside the focus when curriculum content is addressed; an area which was not clear in CBR objectives.

- Disabled is already constructed not only as an **Other** but also "constituted as the **subject-of-lack**" (Erevelles, 2005:429). Another concept explained here; Invisibility which does not mean to be hid the disabled, which considered to an uncomfortable experience, but it was explained as simply because people refuse to see the disabled, rather they see only the surroundings (Erevelles, 2005:429).

Community



CBR and INCLUSIVE EDUCATION

The goal of CBR is to enable People with disabilities access education and learning, leading to fulfilment of potential, a sense of dignity, self-worth, and effective participation in society (higher education/work).

The role of CBR is to make education inclusive at all levels, and to facilitate access to education. Inclusive education focuses on changing the system to fit the student rather than changing the student to fit the system. Education is not limited to schools as there are more formal and non-formal ways of education worldwide (community-based rehabilitation: CBR guidelines Education component, 2010)

CONCLUSIONS

CBR programs played an important role in facilitating accessibility of Learner with disability to education. Inclusive education is one of the goals of CBR and focuses on changing the system to fit the learner. This shift in understanding towards inclusive education is required of CBR programmes, which in the past have tended to work at a more individual level. Current curriculum contributed to the contracting of disability as Other and deviation from Normal. CBR programs, workers and activities have a leading role in creating an inclusive curriculum.

The multi-level model and the inclusive curriculum proposed model are tools for CBR workers to facilitate their role.

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