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AGDISTIS

'AGDISTIS'- EMOTIONAL INTELLIGENCE AND INTERVENTION IN NON-NORMATIVE BEHAVIOUR AND GENDER BULLYING



Training Pills

CREATING AN INCLUSIVE SCHOOL ENVIRONMENT



PROJECT NUMBER: 2022-1-ES01-KA220-SCH-000087432



Istituto d'Istruzione Superiore
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INDEPCIE



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Module overview

Inclusive education is an education system that **includes all students**, and welcomes and supports them to learn, whoever they are and whatever their abilities or requirements. This means making sure that teaching and the curriculum, school buildings, classrooms, play areas, transport and toilets are appropriate for all children at all levels. Inclusive education means all children learn together in the same schools. No-one should be excluded (UNICEF,2017). Every child has a right to inclusive education, including children with non-normative gender behaviors. Schools and education settings have a responsibility to ensure that all children and young people in their care feel safe and supported to reach their potential and be the best version of themselves.

Achieving **gender equality** in and through education is essential for inclusive education and inclusive societies. It is key to the achievement of United Nations 2030 Agenda for Sustainable Development and in particular Sustainable Development Goal (SDG) 4 on ensuring the right the inclusive and equitable quality education and lifelong learning and SDG 5 on gender equality. In any country's context, this means ensuring all learners have equal access to all levels of education, equal educational pathways and equal opportunities to apply the outcomes of their education (UNESCO, 2023)

This module “**Creating Inclusive School Environment**” consists of four theoretical topics exploring strategies for building inclusive school cultures, promoting peer support, and engaging stakeholders in creating supportive environments for non-normative gender students. The purpose of this module is to provide an introduction for educators on how to create gender inclusive classrooms for students with a variety of gender identities. It is important for all staff members to recognize and respect students regardless of their gender identify in order to foster learning and social emotional development. All students should feel comfortable expressing their gender identity and should always feel safe at school among their teachers and peers.

Objectives of the module:

- To give general information about inclusive education and its importance
- To present strategies to create a school environment of support and normalize gender diversity
- To present suggestions to use inclusive language to affirm diversity in the classroom
- To provide information about the roles of stakeholders of inclusive education

1

WHAT IS INCLUSIVE EDUCATION?

Inclusive education is an understanding that requires each student's access to education in line with their learning and developmental characteristics, interests and needs, their participation in educational environments and processes to support the professionals related to them in this direction.

Inclusive education has been defined by different researchers at different times with various characteristics. The definitions highlight different aspects. Some of these are as follows:

BALLARD, 1995: Inclusive education is defined as "education with special needs" in general education schools. It is not about "special" teachers who meet the needs of special "children".

KURTH & GROSS, 2014: A system in which it is a requirement that a student has access to all the support and services he/she needs to participate fully in general education activities and curriculum.

HODKINSON, 2020: Inclusive education is a structure built on the coexistence of all children in general education classrooms without "ifs" and "buts".

GRAHAM, 2020: It is a fundamental human right and a systematic reform process in education that aims to eliminate barriers and enable all students to participate in learning experiences and learning environments with their peers of the same age.

Considering the features emphasized in the definitions, a reaction to the concept of **inclusive education** that was associated only with children with special needs in the 1990s, and a structure and system dimensions in which all students are included and develop a sense of belonging came to the fore in the 2000s.

Inequality in education remains a matter of concern for all countries, yet discrimination continues to permeate schools and educational systems. To bridge this gap, it is critical to sensitize teachers and education administrators about the importance of **inclusive education**.



1. WHAT IS INCLUSIVE EDUCATION?

An inclusive, **learning-friendly environment** welcomes, nurtures, and educates all children regardless of their gender, physical, intellectual, social, emotional, linguistic, or other characteristics. They may be disabled or gifted children, street or working children, children of remote or nomadic peoples, children from linguistic, ethnic or cultural minorities, or children from other disadvantaged or children with non-normative gender behaviors. Inclusive education is about the full participation and achievement of all learners.

In the inclusive education approach, **diversity** is considered as "normal" rather than a problem and diversity is emphasized. An inclusive school provides an environment based on fairness, where all members have rights and responsibilities and all students have the opportunity to benefit similarly from the education provided both within and outside the school environment.



The **diversity** of classroom is not related to disabilities but have importance in inclusion for the academic and social learning experience i.e. the linguistic, the cultural diversity and sexual diversity. Without classifying the average students they come to classrooms with their unique abilities, interests, and needs.

In inclusive settings, the main focus is to include each and every one by understanding, respecting and taking care of cultural, social and individual diversities; that ensure providing equal access to quality education for all and close coordination. The vision of inclusion is the base for the development of an **inclusive society** where aims for including all the members to participate in an optimal and active manner to contribute in a democracy (Mathopa, 2007). In order to meet the diverse needs of learners, and the education system needs to be inclusive.

1. WHAT IS INCLUSIVE EDUCATION?

Principles of Inclusive Education

- Putting inclusive values into action,
- Giving equal importance to every person's life,
- Supporting everyone to feel a sense of belonging,
- Ensuring children's participation in learning and teaching,
- Reducing exclusion, discrimination and obstacles to participation in learning,
- Developing cultures, policies and practices to promote diversity and equal respect for all,
- Utilizing inclusive practice to benefit broadly from teaching processes,
- Treating differences between children and adults as a resource for learning,
- Recognizing children's right to receive locally based, high quality education,
- Improving schools for children as well as employees and families,
- Highlighting the value of creating a positive school environment, as well as achievements,
- Promoting positive relationships between schools, their values and their immediate environment,
- Recognizing that inclusive education is a sign of inclusion in society



1. WHAT IS INCLUSIVE EDUCATION?

Why is inclusive education important?

Inclusive education is an approach that can **benefit** students, families and society when it is provided on an infrastructure that can support all students, with the professional development of teachers in this direction.

Schools and education systems that exclude children and young people with non-normative gender behaviors or any other differences can leave them in a cycle of exclusivity and inequality that extends throughout adulthood.

Inclusive education has many benefits for schools, teachers and for both students with non-normative gender behaviors and the wider student cohort:

- It ensures that children with different developmental characteristics and learning needs coexist in learning environments, respect others and become valuable members of society.
- Highlights children's strengths.
- It prevents discriminatory approaches that may arise from discriminatory educational environments.
- It aims to benefit all children who come to school, regardless of differences between children.
- It supports the development and academic success of all children.
- It enables the development of children's social relationships and interactions in environments outside the family.
- Makes civic engagement, employment and community life inclusive.
- It ensures the participation of all children in social life.



1. WHAT IS INCLUSIVE EDUCATION?

Inclusive education requires:

- Non-discrimination
- Best interests of the children
- Right of the child to be heard
- Protection from violence and abuse
- Opportunity for life within the community

Inclusive education promotes:

- Participation in public life
- Exercise of legal capacity
- Work and employment
- Adequate standard of living



2

STRATEGIES OF INCLUSIVE EDUCATION

Creating schools that nurture academic achievement, provide physical and emotional safety and welcome all students are common goals for all educators. As educators, one can create gender-expansive environments that affirm all children by reducing gender role stereotyping and allowing them to express their interests and find confidence in their strengths.

Structural Approaches

School-based or district-wide steps that help create a foundation for gender inclusive practices.

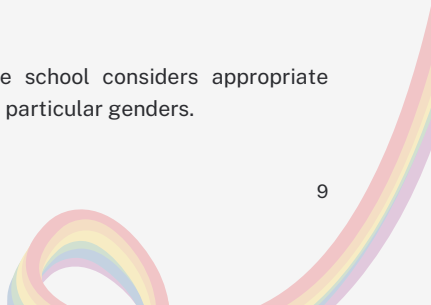
Professional Development for Staff

- Educate staff to understand the complexities of gender as well as specific methods to stop gender based harassment, bullying and hurtful teasing.
- Provide training for all school personnel – from teachers, aides and counselors to administrative staff, bus drivers, recess aides, and cafeteria workers.



Policies / Administrative Regulations

- Ensure anti-bullying policies are enumerated and specifically name groups that are more frequently targeted for harassment. Make sure these policies include actual or perceived gender identity and sexual orientation. Naming it, helps stop it.
- Provide access to gender neutral restroom/facilities with options for privacy that do not stigmatize any students.
- Allow children to use the restroom that aligns with their gender identity.
- Have policies in place regarding gender inclusion.
- Have policies and procedures in place regarding challenges to books or curricula.
- Reframe dress codes to describe what the school considers appropriate clothing without assigning clothing options to particular genders.



2. STRATEGIES OF INCLUSIVE EDUCATION

Student Records and Student Information Systems

- Review parent/guardian forms allowing them to specify their relationship to the child regardless of gender.
- Allow families to specify a child's gender marker, preferred name and pronoun.
- Review forms used in your school that include children's names or pronouns such as attendance records or class lists to ensure accurate names and gender are used.
- Ensure privacy for transgender students. Clarify who has access to records.

Relational Approaches

Individual interactions and communications can reinforce the school's commitment to gender inclusion.

Inclusive Messages

- Develop classroom messages that emphasize “All children can...”
- Use inclusive phrases to address your class – students, children or scholars.
- Group students in ways that do not rely on gender – table groups, letters in their names, colors of their clothes...
- Be a role model! Give examples of how you or people you know like to do things outside of gender stereotypes. Model gender diversity in your own manner of expression.

Individualized Attention

- Let students know that you see their strengths and that you can appreciate their unique qualities.
- Encourage students to find activities that they enjoy and that respect their interests. This helps children develop social connections.
- Honor the name and the pronouns that a student uses.



2. STRATEGIES OF INCLUSIVE EDUCATION

Stopping Gender-Based Bullying and Teasing

- Interrupt student comments based on gender stereotypes.
- Stop hurtful teasing and bullying based on gender put-downs.
- Ensure there is good supervision of hallways, playgrounds, and cafeterias to increase a sense of safety.



Ensuring Good Communication with Parents and Caregivers

- Be ready to support families with gender expansive children. Help parents/guardians see their child's strengths – academic, artistic, athletic, dramatic or interpersonal.
- Hold an evening event for parents and caregivers in your school community to help people understand the importance and complexity of gender for children.
- With families, share ways to talk about gender that are affirming, inclusive, and developmentally appropriate.

Instructional Approaches

Some ideas to integrate gender inclusion in your planned curriculum.

Lesson Plans

- Use lesson plans that help students see, appreciate and understand one another as individuals.
- Use lesson plans that help children identify gender stereotyping and limits such as examining popular culture, advertising, picture books or toys for children.
- Discuss and practice ways students can stop gender stereotyping and put-downs in school.
- Teach ways for students to be an ally and stick up for one another.
- Integrate gender topics into the curriculum through story problems, writing prompts, readings, art assignments or music.



2. STRATEGIES OF INCLUSIVE EDUCATION

Classroom Activities

- Read books that encourage discussion of gender assumptions and that challenge gender stereotypes and limits.
- Provide role models through books – biographies or fictional – that show a wide range of occupations and achievements for all genders.
- Invite guest speakers who expand the vision of ways to achieve and thrive that are gender-expansive. (Welcoming Schools)



How can schools make best use of inclusive education practices?

- Draw on your own knowledge and expertise of your students and your local context.
- Start small – developing inclusive practice is a process that takes time. Start with strategies that are easily adaptable to your situation. Aim to make incremental, but sustainable, steps.
- Identify some quick wins, as this can be a powerful way of making small changes that can have a big impact.
- Prioritise professional development in inclusive teaching and learning.
- Implement policies that address inclusive education, and work collaboratively across the school to ensure that colleagues are fully supported in providing a joined-up approach.
- Evaluate impact so that effective interventions can be scaled up and reproduced in different contexts.

2. STRATEGIES OF INCLUSIVE EDUCATION

How can teachers make best use of inclusive education practices?

- Keep the big picture in mind by having a clear narrative, as this will help students to make links; most students struggle with the links between information rather than the concepts or ideas themselves. Showing where a topic fits in with the bigger picture of a subject can provide vital context.
- Manage the environment. While it is not always possible to alter the environment, it can be useful for both teachers and students to be aware of how the environment may affect learning (e.g. lighting, noise and seating).
- Where possible, incorporate learning activities and assessments that are flexible and offer choice in terms of how a student can demonstrate their learning (e.g. a group or individual task, a poster, presentation or essay).
- Avoid information overload by breaking down information and tasks into smaller, more manageable steps. Use bullet points, space on the page and bold text to make information accessible.
- Provide clear and explicit instructions about 'how' to approach a task or learning activity, rather than just focusing on 'what' is being learnt.
- Back up verbal instructions with written ones as this will support working memory for students.
- Balance interaction between listening and doing so that students have the opportunity to apply new knowledge, practise new skills and reinforce their learning.
- Use visual prompts to break up text, reinforce new learning and support working memory.



Inclusive language is language that is **respectful** and promotes the **acceptance** and **value** of all people. It is language which is free from words, phrases or tones that demean, insult, exclude, stereotype, infantilise or trivialise people on the basis of their membership of a certain group or because of a particular attribute.

Using words and phrases without thoughtful consideration can lead to exclusion, hurt feelings, and unfair treatment. Without carefully reflecting on our language choices, we run the risk of reinforcing negative stereotypes, perpetuating power imbalances and societal injustices. This can have negative consequences, such as dissatisfied students, higher dropout rates, complaints, and negative impacts on mental health and impact on teaching teams and collaboration needed for inclusive settings to thrive.



Language is powerful. It can help people feel valued and included or dismissed and excluded. It can destigmatise, enable respectful relationships, and build trust (UCL, 2023). Using inclusive language in the classroom is important for cultivating a welcoming and motivating classroom environment where students perceive that their different identities, knowledge and skills are respected and valued by their instructor and peers.

Being intentional about the use of inclusive language in the classroom has implications for students' learning — helping them develop cognitive and affective attitudes, skills and knowledge (e.g. critical thinking and empathy), improving quality in student engagement during classroom activities (e.g. discussions and group projects), as well as building rapport with the instructor and other students.

3. INCLUSIVE LANGUAGE

We need to practice empathy and consider the impact of the words and phrases we use on the experience of others. Everyone has different individual personal preferences about language and identity. Language is always evolving and changing. This means there are no definitive rules but understanding some key principles will help you adopt an inclusive approach on a day to day basis.

DO NOT USE LANGUAGE THAT:



Reinforces stereotypes or derogatory terms.

Patronises or trivialises groups of people.

Excludes certain groups of people. For example, assuming the white population is the norm.

Causes discomfort or offence. For example, avoid words such as 'elderly', 'aged', and 'senior' and use more neutral language such as 'older people'.

Groups together all people within a certain category. For example, the disabled, the Muslims, the single mothers, BAME Communities.

Consists unnecessary gender references, e.g. the male nurse or the woman doctor, unless it is appropriate for the context.

Makes an assumption about someone's gender based on their name or physical features.

Consists gender references in a demeaning or trivialising way, e.g., 'throw like a girl'.



3. INCLUSIVE LANGUAGE

DO USE LANGUAGE THAT:



Acknowledges diversity and conveys respect to all people.

Proactively includes welcoming words, phrases and expressions.

Challenges conscious and unconscious biases. For example, avoid masculine pronouns or nouns for mixed-gender groups, or defaulting to 'he/him' when a person's gender is unknown or unclear.

Avoids assumptions that may exclude people. For example, use carer, guardian, parent, caregiver to avoid assumptions about biological parents.

Respects people's privacy to share information about themselves if and when they feel comfortable doing so.

Recognises the individual lived experiences within groups, especially when referring to generalisations (for example when discussing data), noting there will be exceptions to the rules.

Use inclusive phrases to address the entire class (e.g. students, children, scholars) rather than "boys and girls" or "ladies and gentlemen"

When grouping students avoid grouping by gender- create groups by favorite color, tables, height, color of shoes, etc.

Demonstrate it's okay to do things outside the gender norm- give examples of how you or people like to do things outside of gender stereotypes

Respect the name/pronouns that a student uses



3. INCLUSIVE LANGUAGE



School staff members should address students by the name and pronoun that corresponds to their gender identity

Maintain confidentiality of the student's transgender status

When not legally required to use a student's legal name or sex assigned at birth on school records and other documents, staff members should use the name and gender preferred by the student (Illinois School Psychologists Association, 2017).

How you can incorporate inclusive language in your classroom

It is important to remember that language is constantly **evolving**. What counts as “inclusive” will vary from person to person and will change over time. The five principles below are a foundation of an inclusive mindset. The strategies and examples outlined are not the only way these principles can be enacted in the classroom, but provide a starting point.

1: Be mindful of individual differences.

We use two main forms of reference for people who identify within or experience some social identities, such as (dis)ability, race, or ethnicity: person-first and identity-first. It is important not to make assumptions about how an individual experiences a particular identity, or what might make someone feel marginalized. And no two people experience identity categories in the same way, it can be helpful to ask what language a person prefers or uses. Where someone might be more comfortable with person-first language (such as “a person with autism”), another may use identity-first language (perhaps they prefer “autistic person”). If you're ever unsure what language to use, just ask — and if not in a situation to ask, choose language that prioritizes and affirms peoples' humanity.



3. INCLUSIVE LANGUAGE

2: Interrogate disciplinary norms.

Introducing students to disciplinary content, developing their knowledge and competence in the subject matter, often takes priority in the classroom. It is important to remember, however, that as instructors we are also helping students develop an academic identity within a discipline. Part of this responsibility includes interrogating the norms and practices of our field by asking ourselves, who is being harmed by the common terms in our field? are these terms perpetuating stereotypes and reproducing structures of marginalization?

Asking these questions—and encouraging students to do so as well—helps us identify where our fields are using outdated language that may not reflect contemporary society. Be transparent with students about the answers; explain why you are or are not choosing to use certain language present in primary sources or other disciplinary content.



3: Refer to students by their chosen name and pronouns with correct pronunciation.

Names are an essential part of our identity, and using a student’s chosen name and proper pronunciation is a simple way to cultivate belonging in the classroom. Using students’ chosen pronouns is also a significant way to cultivate belonging for students who may be transgender, non-binary, or gender non-conforming. Switching to gender-inclusive language, such as “folks” or “everyone” instead of “ladies and gentlemen” and “you guys” likewise communicates that students’ gender identities will be respected. Respect and value students’ identities by using their name, pronouns, and pronunciation as they’ve shared it and set the expectation that students will use each other’s names and pronouns as well.

Be mindful, however, that gender expression can be a vulnerable topic for many students depending on where they are in their personal journey and may not be comfortable using their pronouns publicly. Invite students to share their pronouns if they are comfortable doing so. Research shows that students respond positively even to the attempt of using chosen names and pronouns, so don’t be afraid of alienating students by making a mistake. And when you do, correct yourself, apologize, and move on. If students mispronounce a name or misgender a classmate, ask the affected student privately how they would like you to respond.



3. INCLUSIVE LANGUAGE

4: Set clear expectations and boundaries.

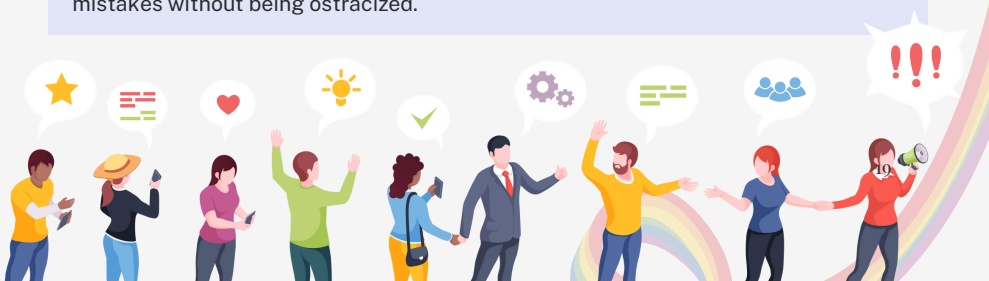
Adopting inclusive language is a first step toward cultivating an inclusive environment that supports students' academic and social development. But as instructors, we also set the tone for other classroom interactions. Communicating the expectation that the classroom will be respectful, mindful of difference and potential harm, begins with the syllabus. Consider incorporating policies that signal this intention to students, such as anti-trolling policies for online courses or a civility clause for classroom discussion, into your syllabus.

You can also invite students to contribute to these policies and co-create community guidelines for how they want to engage in the classroom. In addition to setting these guidelines, it is equally important to communicate what happens when they are violated. How will incivility be handled? Ask for students to provide input on how you and they should respond to tension or harm, both in the moment and after.

5: Acknowledge intent, but own your impact.

It is possible to cause harm with language that unconsciously communicates bias against historically marginalized groups. Every instructor will likely encounter microaggressions, microinsults, or microinvalidations and stereotypes at some point in their classroom. It is important to have a plan for how to respond when these moments happen, and to acknowledge and take responsibility when you yourself use language that causes unintentional harm. A key element of this mindset is recognizing the difference between intent and impact. While you or a student may not have intended to cause harm, the reality remains that someone may be harmed by our language.

In classroom discussions, helping students realize when their words might have been harmful to someone else and providing ways for them to reflect on different perspectives is an effective way to build critical thinking skills and empathy. Similarly, if you as the instructor are responsible, model for students how to apologize and learn from the experience. This will communicate to students that the classroom environment is a place where people can make and learn from mistakes without being ostracized.



4 STAKEHOLDERS

Inclusive Education works on the philosophy of ‘togetherness in education’. This brings to all children into the same classroom regardless of their strengths and weaknesses. To make this happen we need to have the involvement of stakeholders. A Stakeholder in inclusive education means any person who has a stake or personal interest in the school activities and work for the welfare of all the students and the school. The term stakeholders can be defined as a person, organization or group that has a concern or interest concern in an organization. The organization's objectives, policies and actions can affect stakeholders to a great extent. With regard to the process of education, the concept of stakeholders includes parents, teachers, school administrators, government and NGO's.

Teacher as a stakeholder in inclusive education:

The teacher has a key role as a stakeholder in the Inclusive Education Setting. Her main duty is to create a classroom environment favourable for all students to achieve their academic and behavioural goal. The Teacher should be knowledgeable of the fact that the children learn by imitating both the teachers and parents. He should be aware of the individual needs of the children.



There is a lot of effect on students by the activities and the actions of the teachers. This positive or negative impact is mainly on physical, moral, emotional, mental and psychological development.

The children learn from concrete to abstract, known to unknown, general to specific, simple to complex, concrete to abstract, and practical to theoretical. The teacher's participation in curriculum planning and development is the first role that a teacher has to play.

The second role which the teacher has to play is to engage actively in the teaching and learning process. While participating in the teaching and learning process, the teacher should keep an eye on the individual needs of the children.

He should supply the necessary information to educational authorities and parents. He should make aware of the parents of the children about their progress. He should participate in the monitoring, assessment and evaluation of inclusive education in schools.



4. STAKEHOLDERS

Some of the specific roles of teachers in inclusive education are:

- Identify each student's needs and abilities
- Identify and use appropriate teaching techniques
- Maintain a record of students' progress
- Take active role in delivering the instruction – (teaching & learning)
- Promote cooperative and collaborative learning in classroom
- Make sure of participation of parents in the educational programme
- Promote positive relationship among students
- Create a classroom environment accessible for all students.

Parents as a stakeholder:

Parents are the first teachers and they play an important role in the education of their children. Parental involvement in education is one predictor of students' success in career. Parent - teacher association is an important aspect to determine the effectiveness of inclusive education.

In inclusive settings, the parents are considered as the most important stakeholders. The primary responsibility of the parents is to ensure that their children must complete their schooling as per their expectations.

The parents should always be held responsible for taking care of their children. The participation of the parents in inclusive education settings should be ensured. Therefore, it becomes the utmost duty of the parents that they should offer good care, warmth, love & affection and protection to their children. The participation of parents must be there in the planning of education for their children.



4. STAKEHOLDERS

Some of the specific roles of parents in inclusive education are:

- Develop confidence in their child with non-normative gender behavior
- Responsible to act on the communications received from the school
- Attend Parent- teacher Association meetings
- Discuss their expectations about their child to the class teacher
- Be fully aware of the Rights of the child to have an Inclusive Education



School Administrators as a stakeholder:

School administrators are a group of individuals having a significant role in making policies and procedures and setting educational aims and standards.

To make inclusion a success the school administrators are an important component. Among the administrators we have the head of the school administration viz the principal or the school headmasters.

School principal is the key person to facilitate systematic changes and adapt inclusion policy for the school system. He is an educational leader and responsible to guide teachers and other institutional staffs towards the goal of a truly inclusive school.

Some of the specific roles of principal in inclusive education are:

- Plan and implement government policies and programmes that facilitate learning
- Ensure a non-discriminatory environment in the school



4. STAKEHOLDERS

- Arrange in-service programme for teachers
- Take appropriate decisions in instructional issues
- Promote healthy peer relationship



- Organize school resources for effective implementation of inclusive education
- Provide administrative support for quality professional development of teachers



NGOs as a stakeholder:

An NGO means a private voluntary organization working independently to achieve a common goal. NGOs interact closely with the community and bring out desirable changes in the community. Each NGO plays a significant role in facilitating inclusive education through different activities. Working with NGOs is the key step for strengthening the demand for inclusive education. Civil-society organizations can play a major key role in creating greater demand and capacity for inclusive education.

Families of children with non-normative behaviors may need support and empowerment. Civil-society organizations can play an important part in achieving this goal and developing a critical mass that creates awareness and advocates for inclusion. NGO's can support both the children and parents by organizing various training programs, seminars and disseminating the necessary information. The NGO's should also be aware of advocating and influencing the local and national political agendas. They should also be able to support and report to the various violations with regard to their rights by using social media. They should also make the evidence available online through various online resource centers.

4. STAKEHOLDERS

Some of the specific roles of NGOs in inclusive education are:

- Advocate the rights of all children
- Approach Government Ministries to adapt successful strategies
- Liaising with local community and the Government Ministries
- Develop projects and conduct researches in the area of inclusion
- Organizing training programmes for parents and local governing bodies
- Sensitize the need for inclusive education



Government as a stakeholder:

Government is the prime agency responsible for implementing inclusive education policy in the country. Ministry of Education plan policies and programmes about inclusive education and implement these policies through the state government. Effective implementation necessitates good networking with other ministries.

Some of the specific roles of governments in inclusive education are:

- Make new policies and reform the existing policies based on the needs of the community
- Provide guidelines to school administrators to implement Inclusive Education Policy
- Provide financial assistance to schools or NGOs working on inclusion
- Conduct and promote research in the area of Inclusive Education
- Develop Teacher Training Programmes for upgrading skills in Inclusive Education



REMARKS AND CONCLUSION

Education settings are diverse communities that reflect wider society and are places where children and young people learn about valuing and respecting themselves and others. Children and young people spend a great deal of time in these settings and should feel able to be themselves. Education systems that promote gender equality and inclusion and embrace diversity enable all to learn and help build peaceful, just, prosperous and inclusive societies.

In inclusive settings, the main focus is to include each and every one by understanding, respecting and taking care of cultural, social and individual diversities; that ensure providing equal access to quality education for all and close coordination. In order to meet diverse needs of learners, and the education system needs to be inclusive.

Remember!

- *Access to education is a human right
- *Inclusive education benefits all children
- *Inclusive education breaks the cycle of discrimination
- *The earlier inclusive education begins,
the better the outcomes for learners
- *Teachers have a crucial role
- *Inclusive education will help the world achieve SDG 4
- *Inclusive education can promote lasting change

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