Inclusive education

Inclusive education is when all students, regardless of any challenges they may have, are placed in age-appropriate general education classes that are in their own neighborhood schools to receive high-quality instruction, interventions, and supports that enable them to meet success in the core curriculum .

The school and classroom operate on the premise that students with disabilities are as fundamentally competent as students without disabilities. Therefore, all students can be full participants in their classrooms and in the local school community. Much of the movement is related to legislation that students receive their education in the least restrictive environment (LRE). This means they are with their peers without disabilities to the maximum degree possible, with general education the placement of first choice for all students

Successful inclusive education happens primarily through accepting, understanding, and attending to student differences and diversity, which can include physical, cognitive, academic, social, and emotional. This is not to say that students never need to spend time out of regular education classes, because sometimes they do for a very particular purpose — for instance, for speech or occupational therapy. But the goal is this should be the exception.

The driving principle is to make all students feel welcomed, appropriately challenged, and supported in their efforts. It’s also critically important that the adults are supported, too. This includes the regular education teacher and the special education teacher, as well as all other staff and faculty who are key stakeholders — and that also includes parents.

Need and Importance of Inclusive Education

Inclusive education (when practiced well) is very important because: All children are able to be part of their community and develop a sense of belonging and become better prepared for life in the community as children and adults. It provides better opportunities for learning.

There have been efforts internationally to include children with disabilities in the educational mainstream. In order to achieve truly inclusive education, we need to think about and incorporate children with special needs into regular schools. Especially**, because these kids face some sort of barriers to learning and participation in the classroom.** As general education classrooms include more and more diverse students, teachers realize the value of **accepting each student as unique.** In effective inclusive programs, teachers adapt activities to include all students, even though their individual goals may be different. We have learned that inclusive education is a better way to help all students succeed. Researches show that most students learn and perform better when exposed to the richness of the general education curriculum. The growing body of research has shown that **children do better academically when in inclusive settings and Inclusion provides opportunities to develop relationships**.Some of **the benefits include**: friendships, social skills, personal principles, comfort level with people who have special needs, and caring classroom environments. The most important function of friendships is to make people feel cared for, loved, and safe. In an inclusive educational setting, low-achieving students are able to get extra help even though they did not qualify for special education. Classmates of students with disabilities also experience growth in social cognition, often can become more aware of the needs of others in inclusive classrooms. An interesting side effect is that these parents report that they also feel more comfortable with people with special needs because of their children‟s experiences. Students with disabilities can create long-lasting friendships that would not be otherwise possible, and these friendships can give them the skills to navigate social relationships later on in life.

**Challenges to implement Inclusive Education in India In India** the number of the disabled people is so large, their problems so complex, available resources so scarce and social attitudes so damaging. The road to achieving inclusive education is a long and varied one, on which challenges and opportunities will arise. India is a multi-lingual, multi-cultural, multi-religious country, and its people are stratified along sharp socio-economic and caste lines. With an estimated 1,210 million people, India is the world's second most populated country after China. It has 17 percent of the global population and 20 percent of the world's out-of-school children. The aim of inclusion is to bring support to the students.

. There could be many challenges for educating children with disabilities in regular classrooms. These challenges could emanate from scarcity of adequate human and material resources, negative attitudes of teachers and community, non-disabled peers and their parents. Although the Government of India has attempted to create policies that are inclusive for people with disabilities, their implementation efforts have not resulted in an inclusive system of education. Moreover, the number of students dropping out of school is getting higher, especially in poverty-stricken areas. Students are forced to leave school due to their parents' poor economic condition, and to work to help their parents make ends meets. This leads to the growing number of child laborers, which in turn leads to physical and psychological disabilities. There are particular challenges around negative attitudes and behaviour, on the part of both teachers and parents, in relation to the ability of disabled children to learn. Another serious challenge is the fact that most disabled people are still excluded from equal access to mainstream education. Large class sizes present another challenge for the implementation of inclusive education in the Indian context. Das, Kuyini and Desai (2013) examined the current skill levels of regular primary and secondary school teachers in Delhi, India in order to teach students with disabilities in inclusive education settings. They reported that nearly 70% of the regular school teachers had neither received training in special education nor had any experience teaching students with disabilities. Further, 87% of the teachers did not have access to support services in their classrooms. According to Sixth AllIndia Educational Survey (NCERT, 1998) about20 million out of India's 200 million school-aged children (6–14 years) require special needs education. While the national average for gross enrolment in school is over 90 per cent, less than five per cent of children with disabilities are in schools. Acceptance by peers provides a much greater challenge for children with disabilities. Children with disabilities are

often an easy target for being teased and bullied by their non-disabled peers. A large number of children with disabilities live in families with income significantly below the poverty level. Most of school personnel in India are not trained to design and implement educational programs for students with disabilities in regular schools. Most teacher training programs in India do not have a unit on disability studies (Myreddi& Narayan, 2000). The majority of schools in India are poorly designed and few are equipped to meet the unique needs of students with disabilities. It is also worth noting that there are challenges around procuring and resourcing for assistive devices. Despite various efforts for inclusive education in India, about 94% of children with disabilities didn‟t receive any educational services. Over and above some of these challenges that India shares with other developing countries are some distinctive features that will make the implementation of educational reform particularly difficult. The commitment of the Government of India to Universalisation of Elementary Education (UEE) cannot be fully achieved without taking care of special educational needs of the physically and mentally challenged children. Inclusion is becoming a cant and doing the rounds in education circles but there are still a lot of cobwebs surrounding it. Few measures for implementing Inclusive Education Inclusive education helps the disabled child to develop a sense of pride in their work because they actually fill like they accomplished something. We know that Albert Einstein was learning disabled but still managed to become the greatest mind of the 20th century. Educating children with disabilities alongside their non-disabled peers is considered one of the better ways to provide education to the population in India (Shah, 2005, Shah et al., 2014).The Government of India needs to bridge the gaps in their education system to build a strong system of inclusive education in the country.

Measures for better implementation of Inclusive Education in India.

1. The Right to Education (RTE) must apply to all citizens of India. State and central Governments as well as all the other social actors should recognize the importance of a broadened concept of inclusive education that addresses the diverse needs of all learners. 2. A policy of inclusion needs to be implemented in all schools and throughout Indian education system (NCF, 2005). Schools need to become centers that prepare children for life and ensure that all children, especially the differently abled children from marginalized sections, and children in difficult circumstances get the maximum benefit of this critical area of education.

3. The preparation of teachers for rural special education programmes should be planned differently, as the aim of these programmes would be to integrate disabled persons in their own environment and community. 4. As a system, inclusive education should be flexible. Its flexibility must be reflected in the methods and materials used to give these children the widest possible access to the regular curriculum. 5. A school-based support team should develop strategies for the whole school to meet the needs of learners with special educational needs. This team should also be a resource for teachers experiencing problems in their classrooms. 6. The school has the primary responsibility for helping children learn alongside their typically developing peers. An inclusive school must enable education structures, systems and methodologies to meet the needs of all children, particularly those who face the greatest barriers to achieving their right to education. 7. Parents have a right to be involved in all decision-making concerning their child. They should be seen as partners in the education process. Where there is such co-operation, parents have been found to be very important resources for the teachers and the schools. 8. Bringing special children into mainstream requires adjustments that schools need to make in advance. Transport facilities should be altered, so that these children can move around with relative ease. Architecturally, there should be ramps and wheelchair access constructed in service areas such as toilets. 9. Student-oriented components, such as medical and educational assessment, books and stationery, uniforms, transport allowance, reader allowance and stipend for girls, support services, assistive devices, boarding the lodging facility, therapeutic services, teaching learning materials, etc should provide according to need of the students. 10. Differently abled children should be treated equally as the normal children and instead of looking them in sympathy their talents and abilities should be recognised for their self-respect and welfare of the society. 11. Necessary school supplies such as audio learning or textbooks in Braille should be made available. Suitable modification to examination system may be required, so as to eliminate pure mathematical and logical assessments.

12. Teachers‟ attitudes towards inclusive education could be formed and developed in the context of an educational system which can provide some specific conditions in order to have a good practice in this field.

13. Families with children without disabilities should develop relationships with families with children with disabilities and be able to make a contribution.

14. In-service training programmes of two to three weeks' duration for general educators and special educators in all the disabilities and in specific areas of disability should arrange to effectively teach children with disabilities.

15. Those schools that are committed to taking in children with special needs, then teachers must attend workshops in order to be adjusted to the child's needs.

16. Periodic evaluation of the training programmes and constant updating to meet the challenges of changing trends in special education should be part of the planning of teacher preparation.

17. Inclusion should not be the sole responsibility of the specific class teacher. Everybody should be involved and take responsibility. Training for teachers should be sustained and ongoing. It should most importantly focus on attitudinal change.

18. The reform of the curriculum should be made in parallel with a proper training for teachers regarding their knowledge of inclusion and its principles. The curriculum for each of the above programmes should be carefully developed by an expert group which includes practising special teachers.

**GLOBALISATION: MEANINGAND APPROACHES**

Globalization during last two decades has been called as the most talked about

phenomenon. However, what exactly needs to be included under the term

globalization is deeply contested. It is a multi-dimensional phenomenon, involving

diverse activities and interactions including the economic, political, technological,

cultural and environmental.

**Meaning**

Anthony Giddens sees Globalisation as, “The intensification of world-wide social

relations which link distant localities in such a way that local happenings are shaped

by events occurring many miles away and vice-versa”.

**Features:**

The term has been usedexpansively to include an enormous range **of features** of contemporary life. Five ofthem can be considered as crucial to its understanding:

**Stretched Social Relation**s

Globalization involves cultural, economic and political **networks of relations spread**

**across the world**, denser than in any previous periods. Globalization is manifest in the rapid flow of information, capital and goods. Mobile phones, satellite television and internet,which are based on these flows, do not respect the spatial frameworks that bound communication hitherto.

**Increasing Interpenetration**

Under globalization cultures and societies that were hitherto distinct come face to

face with one another and **get interwoven into the ways of social life of others.**

Differences of language, food, dress and beliefs become constitutive of social makeup.

**Global Infrastructure**

They are formal and informal institutional arrangements in the economic, political

and cultural domains that facilitate networking and flows. Their reach transcends the

bounds of nation-state. They facilitate the functioning of a global market. They embody

codes and regulations holding transnational interactions in place.

**Global governance.**

**They provide the mechanisms of global governance.**

**Reformulation of Social Relations**

Under globalization, relations, between social classes are brought sharply to focus

on a global scale. In the earlier phases of capitalism, class relations were primarily

defined within the vortex of the nation-state. Globalisation brings about a dense

interaction between dominant classes and regions outstripping national cleavages. It

throws up new social strata and factions both at the national and global levels. It

reformulates inequalities and existing unevenness in economic and power relations.

Characteristics

The above five-fold features inform the following **characteristics of the globalizing**

world.

a) It is an inter-connected world: It is connected on account of modes of

simultaneous communication to any part of the world. It is also a connected

world on account of the problems that confront humanity as a whole. Problems

such as global climatic changes, the depletion of the ozone layer, drugs, terrorism,

pollution of the oceans etc. are beyond the scope of any particular nationstate.

b) Distant actions in one corner of the globe have rapid and significant

repercussions in other parts. For instance, the East Asian Crisis of 1997-1998

on the New York Stock Market or Nasdaq on Bombay Stock Market etc.

c) There is the emergence of global social strata sharing certain common cultural

features. For instance: English language, Blue Jeans, Sweat Shirts, etc. These

features increasingly penetrate national cultures and may attempt to bring about

levels of homogenization of modes of living, thought and interactions.

d) Globalisation encapsulates the entire range of social relations. It has its impact

on every facet of life. However, the momentum of these relations may not

move at a uniform pace.

e) Under globalization power relations come to be articulated increasingly at the

global level. New organizations come to be established for the purpose.

f) Development of communication technology undermines the authority of the

nation-state and poses a threat to its sovereignty.

g) It connects localities with the world bypassing national boundaries.

h) Sometimes individuals and smaller institutions in control of a front-line technology

can challenge the power of global organizations by forming alliances. There

grows up a new entrepreneurship around such knowledge based industry.

i) The prevailing pattern of globalization has widened economic inequalities and

has worsened the lot of the impoverished. It has threatened the existence of

local cultures.

j) Globalization also brings new opportunities. It widens tremendously the range

of choices available to people. It breaks down such geographic barriers as

town and countryside and metropolis and periphery to access resources and

information. One can live locally while being tune with the global context.

k) It is the integration of the global financial markets that often remains the hallmark

of globalization. It involves new forms of financial transactions, assisted by new

modes of communications. It has led to the weakening of the national stock

markets and tremendous growth in cross border tranactions in equities,

international bank lending, international bond markets etc.

l) It involves a struggle to dominate global markets and centralization of power in

a few organizations. The rise of the Multinational Corporations (MNCs) and

the new role that the International Menetary Fund (IMF), the World Bank and

the World Trade Organisation (WTO) have come to play bear witness to it.

m) The process of Globalisation has hitherto been accompanied by a strong dose

of Americanisation manifest in such symbols as ‘Coca-Cola’ and ‘Macdonald’

and has reinforced its influence over the other regions of the world.

9.3.1 Apprehensions Regarding Globalization as a Trend

Globalization as a trend in education is yet to take shape in a full fledged manner.

Nevertheless with the approval of the Foreign Education Providers (FEP) Bill, by

the Union Cabinet there are certain apprehensions. What are they? Let us discuss

some of them.

 Undermining Local Needs: Education is mainly for fulfilling the local needs

and addressing the local concerns. Hence there are apprehensions as to the

curriculum prepared by those unaware of the local needs.

 One-way Traffic from the Western World to the Third World Countries:

It is alleged that globalization, will lead to postcolonial imperialism of the

developing world i.e. there could be colonization of education of developing

countries. This is because educational services from the developed countries

are expected to enjoy a steady growth in the coming years and inflow of foreign

students into developing countries will not match the heavy outflow of student

population to the western world. This is because many developing nations are

still way behind when it comes to competing with the western countries. Hence

agreements like GATS might not work in their favour. In the field of education,

the major players engaged in providing cross border education, belong mainly

to the western World due to their better resources and infrastructure. They

being the technological haves are in a better position to offer ODL to the

developing countries in the digitally divided world.

 Cultural Homogenization : Globalization is equated by some with

westernization as western thoughts and culture through their educational services

could submerge local culture. There could be thus cultural imperialism, which

could make the future generations of the recipient countries westernized and

ignorant of their cultural heritage. Even if there is no cultural hegemony of west,

there could be homogenization of cultures with loss of local cultural richness

and linguistic diversity.

 Commercialization of Education: It is alleged that third world countries are

urged by the several developed nations to open up their field of education

primarily because of the large number of aspirants for higher education that

provides a huge market.

 Commodification of Education: Education has all along been considered to

be sacred service, to inspire learners, shape their minds and thus educate them.

But there are apprehensions regarding the form in which it could be provided

by entrepreneurs providing distance education. Distance education delivered

sans support services and human touch could resemble prepackaged

commodities delivered at home, anytime, anywhere. This would make students,

consumers and teachers workers engaged in production process.

The Knowledge Commission has recommended the entry of foreign education

providers. But it is being expressed that there should be a level playing ground for

foreign and domestic providers of education and foreign services should be subject

to regulations to safeguard quality and prevent the entry of poor quality services and

fly by night operators.

**Impact of Globalization on Education**

The education in India is at a crossroads. Its liberal and secular character and content,

carefully nourished during the last fifty years, despite several vicissitudes, is now

undergoing fundamental transformation.

**Trends in Global Education which affects the quality of education such as:**

 Dilution and trivialization of the aims of education

 Fragmentation and compartmentalization of education

 Alienation of knowledge from social ethos

 Restriction of access through commercialization, privatization and competitive

screening

 Parallelization or hierarchical layering of school systems

 Homogenization of socio- cultural diversities through increasing centralization

The children of the poor and socially disadvantaged have been denied English medium

school education. The rapid growth of the software development and electronic

Commercialization of Education

Commercialization of education may be liberally defined as a process of private ownership and management of educational institutions whereby investments are made with the motive of earning profits Today India has the largest student population in the world of 315 million. Today, education was viewed as an instrument of personal development of individuals to have a better standard of living and an instrument of production and economic growth; and thereby ensuring the economic well-being of people and societies. The traditional function of dissemination of knowledge is under threat. From the concept of a ‘knowledge society’, the thrust has shifted to ‘economized knowledge’ making knowledge a valuable commodity subject to commercial transactions. T

The commercialization of education, carried out by global corporations, is the practice of altering or disrupting the teaching and learning process in schools from kindergarten through college, by introducing advertising and other commercial activities in order to increase profit.

Generally speaking, the level at which education is converted from services to businesses nowadays is a growing concern for the society. ... Of course, education is way too much commercialized nowadays. Higher institutions nowadays see imparting knowledge as a means for economics ends(returns)

It is a well known fact that rich farmers, traders, contractors and other moneyed

people today prefer to invest in the field of professional education because of the

promises of heavy returns. In many of these institutions teachers are compensated

inadequately, hired and fired at will, those without proper qualifications are recruited

and money is extorted from the students on various pretexts. **Education is thus old**

**and the students become the customers**. In the recent past, provision for providing

teacher education through the correspondence mode was especially misused and

the process was akin to **selling degrees**. These malpractices take a heavy toll on the

quality. There is presently a ban on the charging capitation fees by private institutions

and profiteering of any sort is also unacceptable. The generation of surplus funds by

these institutions is allowed but on the condition that it would be rolled back i.e.

**applied for the upgradation and development of the organization.**

Many private educational institutions **charge hefty fees** while students do not get the

full value for their money. This is because they compromise on infrastructure and

faculty and may devise commercially profitable procedures such as **mass admission**

without ensuring the requisite facilities/services for imparting sound .

Such educational institutions are thus mainly **for minting money.**

The private institutions today outnumber the government institutions in many areas.

Therefore lowering of standards by these institutions will adversely affect the concerned

area. It has been rightly pointed out by Mukhopadhyay (2000) that the biggest

challenge for the private sector and the biggest reason for it to enter the field of

education are not merely to deal with the huge number of aspirants but mainly to

provide quality education. It is quite natural that the expectation from the private

sector is more.

PRIVATIZATION AND COMMERCIALIZATION IN EDUCATION PRESENTS:-

In the form of facilities,

In the form of equipped infrastructure,

In the form of sanitation and hygiene,

In the form of wide network of railways and roads,

In the form of improved communication,

In the form of means of transport and the answer would be privatization and commercialization in each and every arena of life, be it communication industry, real estate, transport department, pharmaceutical and health industry or the education industry.

Therefore, its highly beneficial to privatize the education system. The tech-oriented buildings, the facilities to the stakeholders ( teachers, students, parents and other staff ), the health and hygiene facilities, food courts in the campus, the green zone, playing stations for kids, entertainment zone, physical fitness court, areas for music and dance etc. all this account into the improved educational phenomenon in India.

Privatization no doubt, demands hundred percent of the individual’s attention, interest and efforts but do result in exploitation to some extent.

1. The perks may or may not be according to the norms not equivalent to the labour expected from the faculty. The indirect slaves are introduced into the market taking undue advantage of the increasing unemployment.

2. Moreover, the class of teachers now-a-days are not who are extraordinarily talented, full of knowledge and multi-tasker.

But this too is not a fault of todays youth entering into the profession of teaching.

1. Simple, because the Govt. aided or Govt.recognised schools are not funded by Govt. for the facilities and advantages like Pvt.institutions or even if the grant is sanctioned but the work is not done upto the mark due to corrupt officials in-between.

2. Secondly the teachers in Govt. Schools too are not ready to give their extra, not taking pains to impart skills, don’t want to bring the change by changing themselves first by changing their carefree attitude,and due to lack of motivation, they are not able to justify with the so-called noble profession, or due to the peer pressure, corrupt system, the surroundings etc., they have got adapted to the same.And all of this is resulting into the youth with no values, lack of skills and no overall development of the personality.

And the problem is in quality and not in quantity. Students are getting poorer in either of the languages-the mother tongue or universal language, in mathematical calculation sand misconceptions of History etc. Therefore, to some extent privatization remove these hurdles by hiring good fleet of professionals. However, some of the organisations themselves are busy in focusing on infrastructure and attendance of students.

The need is to understand the ticking of demographic time bombin the educational system, to think, to plan and to act in right direction by having the mix of both private and govt.provided education in the form of fusion where, every govt. aided or govt. school would undergo a drastic change under private firms but the control should remain in the hands of govt. to look for free and necessary education provision to all till the age of Svarichevsky Mikhail this means, the rural school’s condition would improve, the students would get more exposure and interactive learning will start.

Similarly, commercialization too is beneficial to some extent where right and optimum publicity bear good results but the commercialization-cum-business orientation stands nowhere where the teachers look for profit first then the advantage and benefits of the students. Teachers are flourishing into the tution centres, coaching the children for the sake of extra finances. This is also true that teachers then don’t justify with the classroom http://teaching.To them, to go into the class is a mere job of delivering the lecture and that too for their own advantage in return. But the major shortcoming of the system of privatization and commercialization lies with the mushrooming up of the schools at every nook and corner of the city.

In actual, education today has lost its real charm and significance .Every other person whosoever wants to expand his/her business arena, joins the academicians’ class of new ventures in the form of educational institutes like schools or colleges but to a maximum extent to earn the profits, to have **the benefits in income tax etc**. Moreover, commercialization has modified the year-by-year norms of competitive exams, Either the pattern of examination system or the criteria of minimum eligibility changes where, sometimes, the jobs too are created but all of a sudden after the completion of the whole procedure, the vacancies are stand http://cancelled.No doubt, the future of Indian youth is at stake where the greater in-depth analysis of the system is required, there should be the emphasis on the vocational education and imparting skills to prepare children for future challenges and make them self stand.However, all this would become possible only when the things are going to be settled at the ground level, with the changes in laws, constitution and charter needs to be implemented.

Challenges Of Multicultural Education

Every person not connected with schooling may think that there is nothing difficult in teacher’s job. This thought is a huge mistake as the number of challenges teachers face every new lesson is incredibly big and this happens in the classrooms where teachers and students speak the same language and understand each other perfectly.

Only imagine how many difficulties a teacher should overcome then if his students are from different countries, with opposite religious views and diverse educational background. However, there are thousands of such multicultural classes working on a daily basis and teachers have to overcome dozens of challenges to achieve the educational goals. Let’s see what these challenges are and how to cope with problems with multicultural education.

Multicultural education: definition, goals and problems

The educational process is known as multicultural if there are two or more students in one classroom have come from other countries or were raised in different customs and traditions.

Its main goal is to provide equal opportunities for school learning to students of different gender, race, social class, coming from different cultures and ethnic groups.

There are also some more specific goals of multicultural education:

Promote cultural democracy in the society and schools in particular;

Improve academic achievements of all students;

Develop skills, attitudes, and knowledge necessary for functioning in the community;

Gain cultural competency etc.

It goes without saying that these goals are very important for all members of society but it is a fact that it will take years to achieve them with all those challenges faced by teachers in the multicultural classrooms.

Unlike customary classrooms, issues in multicultural education make the teaching and learning process a real trial for both teachers and students. All that happens due to the challenges faced by a teacher and influencing the learners.

Language barrier

The main thing that differs multicultural classrooms from ordinary ones is a language barrier. Coming from different countries and even city districts children can speak the same language but never understand each other. This might be the influence of parents, environment, dialects etc.

However, the situations when students do not know the language of studying happen even more often. Young people get into the environment where a teacher speaks a foreign language they do not understand at all and their task is not only to understand what a teacher says but also gain new knowledge – twice harder than in customary classrooms.

Domination of different learning styles

Despite the fact that students may differ in race, religion or family background, these young people can also absorb information in a variety of ways. They can be accustomed to other teaching approaches, methods, ways of material presenting so it will take time to get used to everything new.

A teacher should offer his students all the learning styles (auditory, visual, tactile etc.) for learners to grasp information better. Moreover, it is necessary to consider cognitive styles of particular concern like field-dependent and field-independent cognition, reflectivity and impulsivity, tolerance and intolerance for ambiguity.

multiculrutal classroom

The cultural difference can also be noticed in the poorly formed speaker-listener relationships and diverse patterns of cooperation and competition. As a result, students might not know how to behave when a teacher is speaking, have no idea of group or pair work, will not understand the rules of games introduced.

One more important aspect is a prevalence of visual learning materials. As students can hardly understand the language, images can be more effective in acquiring new knowledge.

Non-verbal behavior

Sometimes it is much easier to understand a foreign language than a body language of another ethnic group. If a teacher is not aware of the non-verbal behaviors characteristic of the society where his students are from, that might bring about a variety of troubles and difficulty of right interpretation. Such customary non-verbal behaviors as raised hands, eye contact, head nods can have a completely different meaning in another country let alone any other body signs.

Presenting one topic from different perspectives

You may say that every teacher should present a topic from different prospective independent on the pupils’ nationality in the classroom. Of course, it would be great but a restricted number of school lessons does not always provide this opportunity.

In multicultural classes the situation is different. It especially concerns history lessons as some events can be defined by different populations as opposite ones. For example, some movements should be called not only an expansion of one country but also the displacement of another nation.

A teacher should be very careful in his formulations and expressions not to offend feelings of some students. Moreover, he should not try to persuade in the unquestioned truth of his words and views as it may result in a struggle or disappointment among students.

History should be presented as accurately as possible. There is no need to downplay any negative aspects but a task of the teacher is to avoid stereotypes and offer evidence from the primary sources to sound objective.

Diversity of extracurricular activities

As children from other cultures have appeared in the classroom that differs from theirs it means that they should also get accustomed to new traditions, a way of life, relationships in this new society. In most cases, it is teacher’s job to show and tell about that. It is usually done in different extracurricular activities. Whether it is a holiday or some important date children should learn about it.

Teaching communication skills

Apart from difficulties in using a foreign language students may feel shy or unable to express their viewpoint because of the horror not to be understood. In some Muslim countries, boys will avoid socializing with girls while in the new environment it is an absolutely normal experience.

Teachers should encourage students to discuss different issues, speak up their mind on a variety of topics and promote a pleasant atmosphere in the classroom.

Constant work with parents

Every teacher should understand how a student feels in an absolutely new environment and communication with his parents can be helpful in that. It is important to understand how a child has been raised from the childhood, what traditions influenced his view of the world or what is absolutely inadmissible for him. This knowledge will help teachers to build their lessons more effectively and help students to find their place in the classroom.

Conclusion

Many people wonder ‘why is multicultural education important’ but there are many reasons to implement it in modern schools. Today, borders between countries become less and less noticeable as more states are happy to welcome citizens of other countries on their territory. So when a child comes to a new classroom this experience appears very useful both for him and his new classmates. The last ones learn to be tolerant, patient and open to new information, while a child learns to survive in an absolutely different environment and this experience is incredibly important.