

**INTERDISCIPLINARY
PERSPECTIVES ON SPECIAL
AND INCLUSIVE EDUCATION
IN A VOLATILE, UNCERTAIN,
COMPLEX & AMBIGUOUS
(VUCA) WORLD**

Edited by Pennee Narot
and Narong Kiettikunwong
Series Editor Chris Forlin

INTERNATIONAL PERSPECTIVES
ON INCLUSIVE EDUCATION

VOLUME 20

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EDUCATION VOLUME 20

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SERIES EDITOR PREFACE

The adoption internationally of inclusive practice as the most equitable and all-encompassing approach to education and its relation to compliance with various international Declarations and Conventions underpins the importance of this series for people working at all levels of education and schooling in both developed and less developed countries. There is little doubt that inclusive education is complex and diverse and that there are enormous disparities in understanding and application at both inter- and intra-country levels. A broad perspective on inclusive education throughout this series is taken, encompassing a wide range of contemporary viewpoints, ideas and research for enabling the development of more inclusive schools, education systems and communities.

Volumes in this series on *International Perspectives on Inclusive Education* contribute to the academic and professional discourse by providing a collection of philosophies and practices that can be reviewed by considering local, contextual and cultural situations to assist governments, educators, peripatetic staff and other professionals to provide the best education for all children. Each volume in the series focuses on a key aspect of inclusive education and provides critical chapters by contributing leaders in the field who discuss theoretical positions, quality research and impacts on school and classroom practice. Different volumes address issues relating to the diversity of student need within heterogeneous classrooms and the preparation of teachers and other staff to work in inclusive schools. Systemic changes and practice in schools encompass a wide perspective of learners to provide ideas on reframing education to ensure that it is inclusive of all. Evidence-based research practices underpin a plethora of suggestions for decision-makers and practitioners, incorporating current ways of thinking about and implementing inclusive education.

While many barriers have been identified that may potentially constrain the implementation of effective inclusive practices, this series aims to identify such key concerns and offer practical and best practice approaches to overcoming them. Adopting a thematic approach for each volume, readers will be able to quickly locate a collection of research and practice related to a topic of interest. By transforming schools into inclusive communities of practice all children can have the opportunity to access and participate in quality and equitable education to enable them to obtain the skills to become contributory global citizens. This series, therefore, is highly recommended to support education decision-makers, practitioners, researchers and academics who have a professional interest in the

inclusion of children and youth who are potentially marginalised in inclusive schools and classrooms.

Volume 22 on *Interdisciplinary Perspectives on Special and Inclusive Education in a Volatile, Uncertain, Complex and Ambiguous (VUCA) World* considers an international perspective on the many changes that are occurring that impact directly on education. Such major changes are challenging for all systems, but as can be seen by the discussions in the chapters in this volume, these are even more challenging when aiming to provide effective teaching and learning for children and youth with special and diverse needs and disabilities.

The inclusion movement which has grasped a more equitable and sustainable approach to education over the past decades has now been faced with potential derailment due to the outcomes of many global VUCA complications. The writing of this volume has also been affected by the VUCA situation, and in particular the challenges caused by the COVID-19 pandemic. The authors, nonetheless, have embraced this opportunity to reflect in very meaningful ways on how inclusion can continue to be realised in practical, justifiable and sustainable ways over the next decade.

To achieve the proposed education goals for Education 2030 (UNESCO), that ensure inclusive and equitable quality education for all learners, will require some dramatic systemic changes. Acknowledging the current situation and identifying the indicators that can measure a country's progress towards improved inclusive education provides a strong foundation for planning avenues to address this. By critiquing practice across a range of country systems, chapters in this volume provide a selection of innovative approaches to overcome the VUCA challenges they face. The authors also provide constructive approaches that will maintain the inclusive momentum in a realistic way.

As all systems are working towards overcoming the VUCA challenges, I highly recommend this volume as essential reading for considering ways to establish equitable and sustainable inclusive education. This current volume makes a significant, pertinent and realistic contribution to the international dialogue about the way forward when dealing with such complicated and far-reaching global issues. It will make an excellent addition to the *International Perspectives on Inclusive Education* series.

Chris Forlin
Series Editor

VOLUME INTRODUCTION

In the post-modern world and in the midst of an unprecedented, severe geopolitical polarisation and decoupled capitalist economy, every country is struggling to create a development paradigm within the scope of its own context, be it in politics, public administration, economy, society and education. The complexities in the management of education in this era have changed drastically, especially in a direction towards manifesting excellence of education through the learning paradigm, which is deemed appropriate for the future achievement of learners, as opposed to the conventional instructional paradigm. This movement will help drive nation-states to be more prosperous in all aspects because an improvement in education will induce empowerment of the people in the nation; they will be able to react more intelligently in a volatile society and be more likely to be determined to develop ‘improvement’ in society through their knowledge. Despite this clear perception of how the mainstream education management in the twenty-first century should be reformulated, contrastingly a massive movement in the status quo, a substantial shift in special and inclusive education will continue to be stagnant.

This volume, *Interdisciplinary Perspectives on Special and Inclusive Education in a VUCA World*, in the series on *International Perspectives on Inclusive Education*, addresses ‘outside-the-box’ disruptive thinking to the pertinent challenges in special and inclusive education from diverse interdisciplinary points of view in an unconventional way; the goal is to contrive the most probable combinations of variations for change in the status quo for special and inclusive education and compare them with current practice.

Each chapter offers new ideas to develop the path for innovation and readiness to cope with the changing world; interdisciplinary perspectives are expected to be models for coping with such circumstances. Readers will benefit from the insights and samples demonstrated in this volume which are based on various points of view from scholars in different disciplines, and are intended to help shape how special needs students, teachers and all the managerial components as a whole adapt to sustain and maintain inclusion in education in a VUCA world.

This particular volume focuses on building the foundations of a realistic, rational view of the basic assumptions and knowledge on which special education should rest. The book presents themes covering three major areas:

- (1) An analysis and empirical examination of the basic concept of special education, a discussion of specific exceptionalities, and constructive responses to common criticisms of special education including the challenges of educational reform after the principles of the Salamanca Statement are addressed.

- (2) An overview of the inclusive education movement towards the VUCA world, including cases from selected countries based on its implementation and the experiences of experts in the field.
- (3) The introduction of a model and apparatus developed through analysis of the possibility for managing inclusive education in the changing world. The volume also sheds some light on how the interplay of digital learning and the specially designed classroom can have a pivotal role in elevating the learning experience and outcomes of special educational needs students from different categories and backgrounds.

Pennee Narot
Narong Kiettikunwong
Volume Editors

FOREWORD

Policy documents from the OECD and UNESCO have stressed the need to prepare students for what has been termed a VUCA (volatile, uncertain, complex, ambiguous) world. The COVID-19 pandemic is an extreme case of a VUCA event that grants the opportunity to examine whether special and inclusive education is fully prepared for these complex situations. It brings together multi-disciplinary experts to produce a body of knowledge on how special and inclusive education must be re-shaped for the upcoming ambiguous future in a remarkable mission.

Each chapter offers clear strategies and models of practical implications to develop the path for innovation and be ready to cope with the changing world. Interdisciplinary perspectives are expected to be a model for coping with such circumstances. Readers should benefit from the insights and samples demonstrated in this book, based on various points of view from scholars in different disciplines, to help shape how special students, teachers, and all the managerial components as a whole should adapt to sustain and maintain inclusion in education in the circumstances of a VUCA world.

Interdisciplinary Perspective on Special and Inclusive Education in a VUCA World provides various ideas and experiences about how inclusive education can be organised. The analysis and investigation from case studies and document analysis are presented by international knowledgeable scholars who are from interdisciplinary fields to share their visions on education and inclusive education in the new era. The readers would gain a worldview of how inclusive education has been implemented along with the concepts, knowledge and guidelines for the future management of inclusive education.

This particular book focuses on building the foundation of a realistic, rational view of the basic assumptions and knowledge on which special education should rest. The book presents themes covering three major areas:

- (1) The analysis and empirical examination of the basic concept of special education, a discussion of specific exceptionalities and constructive responses to common criticisms of special education including the challenges of educational reform after the stipulation of the Salamanca Statement are addressed.
- (2) Overview of inclusive education movement towards the VUCA world: cases from selected countries.
- (3) Introduction of model and a thorough analysis of the possibility of including instruments and a framework for managing inclusive education in the changing world.

The book interweaves critical analysis, outlining the practical framework of models and the illustrations of lesson learnt of how future inclusive education action should proceed at different levels in society to ensure full entitlement of inclusive education in the VUCA world.

Pennee Narot
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Volume Editors

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It has taken over a year to develop this book. The success of the book comes from the support of various parties, in particular The Emerald Editorial Team led by Dheebika Veerasamy to whom we are most thankful. The book also benefits greatly from our contributors who are capable scholars from different fields; engineering, business management, law, linguistics, education; institutions; and geographical areas; they also served as first draft reviewers, and we appreciate their time and effort. Finally, we are indebted to Chris Forlin, the Series Editor of *International Perspective on Inclusive Education*, who helped and encouraged us to proceed and responded in a timely fashion to our obstacles and reviews.

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THE NEW NOTION OF SALAMANCA: IDENTIFYING THE WAY AHEAD FOR GENUINE INCLUSION

Pennee Narot and Narong Kiettikunwong

ABSTRACT

The educational systems of countries around the world have attempted to move towards a more inclusive approach. While the passage to inclusive schools can be justified from various viewpoints, as enshrined in the 1948 Universal Declaration of Human Rights, the most important one emerges from the 1994 Salamanca Statement. However, the future world will require different human characteristics and capabilities for economic development. This chapter gives particular attention to how the educational principles and values that were underlined in the original Salamanca Statement clash with the contemporary ones in the peculiar future world.

Keywords: Salamanca Statement; inclusion in education; education for all; human development; special needs education; reorientation to be a more inclusive approach

INTRODUCTION

The term ‘inclusion’ is generically defined as the notion that emphasises giving equal access and opportunities, and the removal of barriers against people in all aspects of public life. When such a terminology is used in education, it refers to the right of children to access education together with their peers, where children’s needs can be met; what is known nowadays as ‘inclusion in education’ (UNESCO, 1994, 2009). Within this view, it is believed that the way towards inclusion in education is via ‘inclusive education’, i.e. by bringing students, families, educators and community together regardless of race, gender, disability, medical or other needs to create meaningful, challenging and appropriate

Interdisciplinary Perspectives on Special and Inclusive Education in a Volatile, Uncertain, Complex & Ambiguous (Vuca) World

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curricula delivered within regular schools (inclusive schools) (Nilholm & Göransson, 2017). More specifically, for those individuals with differences, disabilities and special needs, which this chapter pays special attention to, this new way of thinking introduces the new practice to accommodate educating these students with individually planned and systematically monitored arrangements of teaching procedures, adapted equipment and materials, and accessible settings. When all the goals listed earlier are fulfilled, the inequality gap is likely to be narrowed, while the benefit children will enjoy is from having equal access to education, which gives them more opportunities to be socially (re-) included once again (Hesjedal, Hetland, & Iversen, 2015; Olsson et al., 2020).

Historically, the notion was debuted in the World Conference on Special Needs Education, assembled in Salamanca, Spain, from 7–10 June 1994 – a part of the pledge made by the world community at the 1990 World Conference on Education for All, and in line with the 1948 Universal Declaration of Human Rights – which was meant to reaffirm commitment to Education for All (EFA). Therefore, the Salamanca Statement was intentionally born with its innate simplicity of character to ensure the inclusivity of all children from different cultures, and social and learning backgrounds, to have equal learning opportunities in all kinds of educational systems, with emphasis on:

- (1) respecting, understanding and valuing cultural, social and individual diversity, which implies that education systems, schools and teachers must respond to the needs of students,
- (2) corresponding to the provision of equal access to quality education and
- (3) having close co-ordination with other social policies from various ministries.

Schools worldwide had transmuted to assisting students more diversely and adapted their schools to business as usual before the embarkment of the Salamanca Statement – i.e. shifting from a teacher- to a student-centric approach. The Salamanca Statement also guided governments to rethink their strategies and resource allocation to be more aligned with these underpinning principles, so the barriers that hindered inclusion in education could be reduced through collaboration with all involved parties. Table 1 highlights the new thinking on special needs education in the Salamanca Statement and the guidelines for action at national, regional and international levels based on the Framework for Action.

From Table 1, the new thinking on special needs education embedded in the Salamanca Statement can be categorised into three main groups: (1) new thinking about the rights and characteristics of children, (2) new thinking about the school and (3) new thinking about the government. This means that the 300 participants, representing 92 governments and 25 international organisations at the time the Conference was held, believed that this new thinking plus variety of actions (based on guidelines for action) is the right recipe, and what is needed to promote inclusion in education, particularly for those with special educational needs (SEN). By the same token, it means that without this intervention the education of disabled children remains unchanged (if not worsened) (Ainscow, Booth, &

Table 1. The Salamanca Statement and Framework for Action.

New Thinking on Special Needs Education:	Guidelines for Action:
<ul style="list-style-type: none"> • Every child has a basic right to education • Every child has unique characteristics, interests, abilities and learning needs • Education services should take into account these diverse characteristics and needs • Those with special educational needs must have access to regular schools • Regular schools with an inclusive ethos are the most effective way to combat discriminatory attitudes, create welcoming and inclusive communities and achieve education for all • Such schools provide effective education to the majority of children as well as improving efficiency and cost-effectiveness. The Salamanca Statement asks governments to: • Give the highest priority to making education systems inclusive • Adopt the principle of inclusive education as a matter of law or policy • Develop demonstration projects • Encourage exchanges with countries which have experience of inclusion • Set up ways to plan, monitor and evaluate educational provision for children and adults • Encourage and make easy the participation of parents and organisations of disabled people • Invest in early identification and intervention strategies • Invest in the vocational aspects of inclusive education • Make sure there are adequate teacher education programmes 	<ul style="list-style-type: none"> • Policy and organisation • School factors • Recruitment and training of educational personnel • External support services • Priority areas • Community perspectives • Resource requirements

Source: UNESCO (1994).

Dyson, 2006; Rieser, 2012). Fig. 1 exhibits the contrast in the relationship between the conventional and the new way of providing education as a result of the Salamanca Statement and explains how the inclusive education guided by new thinking and actions leads to different consequences that improve educational rights of children.

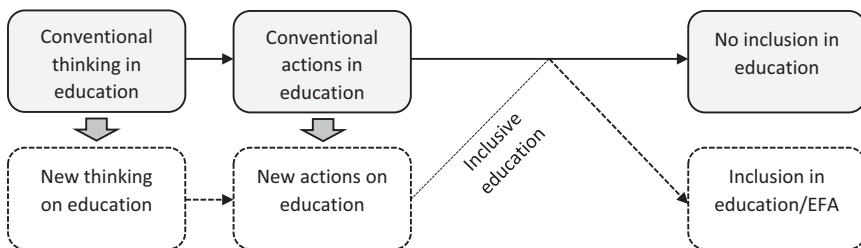


Fig. 1. Illustration of the Contrast in the Relationship Between the Conventional and the New Way of Providing Education as a Result of the Salamanca Statement. Source: Author’s own.

However, a quarter of a century later, the question arises whether this concept still has as much merit as it did when it was first introduced. Unlike the principle of ‘human rights’ that is respected as a timeless notion, the ideas featured in the Salamanca Statement have attracted scepticisms over time. For instance, [Ainscow and Miles \(2008\)](#) viewed that the interpretation of the terms in the Statement may be confusing. [Florian and Rouse \(2009\)](#) pointed out that the terminology used in various countries to address children with disabilities and/or SEN is also not the same, while interpretation in each country is not uniform. [Loreman \(2014\)](#) observed and suggested that the different elements contribute to inclusion in education (guidelines for action). [Nilholm \(2021\)](#) commented that 25 years after the Salamanca Statement the inclusion has made little progress and the underlying concepts should be revisited.

The fact that the Salamanca Statement had a worldwide impact on the reform of the education system back in the good old days may not be what is needed for what lies ahead for tomorrow’s education amidst high levels of instability and change, where nothing is foreseeable and everything can change precipitously (VUCA: volatile, uncertain, complex and ambiguous). This chapter is concerned with rethinking whether the original concept and practices constituted by the Salamanca Statement still fit in a new version of today’s world environment. The identification of prognosis will be based on four areas: (1) rethinking about the rights and characteristics of children, (2) rethinking about the school, (3) rethinking about the government and (4) rethinking about the actions, all with suggestions for the way ahead for inclusion in education.

RETHINKING ABOUT THE RIGHTS AND CHARACTERISTICS OF CHILDREN

Children’s rights and characteristics are an important starting point for the way towards inclusion in education because defining an appropriate definition of children’s rights and characteristics leads to simple and clear guidelines for both school and government ([UNESCO, 1995](#)). The term ‘disability’ was widely recognised when the United Nations announced the United Nations’ decade of disabled persons (1983–1992). Ever since, the member states have tried to improve the conditions for children with disabilities. The United Nations has also pushed for the members states to promote educational opportunities for children with disabilities for a long time, which may be arranged in brief order as follows:

In 1948, the Universal Declaration of Human Rights, ensures the right to access of free compulsory education for all.

In 1989, the UN Convention on the Rights of the Child ensures the right for all children to receive education without discrimination on any grounds.

In 1990, UNESCO organized the World Conference on Education for All held at Jomtien, Thailand. This conference motivated the 155 members countries to pay attention to raising public awareness of learning needs among children with disabilities.

In 1994, UNESCO organized a World Conference on Special Education needs in Salamanca, Spain, to strengthen the significance of education for children with disabilities. All the members states agreed to launch a policy to sustain the Salamanca statement and Framework for Action on Special Education Needs Education. From then on, the fundamental concept and framework of practice of Education for All based on the Jomtien Conference and the Salamanca Statement have influenced the national policy of education and direction of inclusive education in member countries.

In 2000, the World Education Forum Framework for Action, Dakar Goals & MDGs, ensured that all children have access to complete free compulsory education by 2015, focusing on marginalized and girl students.

In 2001, the EFA Flagship on the Right to Education for Children with Disabilities Towards the Inclusion.

In 2006, the UN convention on the Rights of Persons with Disabilities, promotes the rights of Persons with Disabilities and mainstreams disability into development.

In 2014, Negotiations of the post 2015 development framework (Sustainable Development Goals) with a focus on inclusive quality education in progress. (UNESCO, 2017)

Despite the long-standing efforts, much of the change has been on a consensus about how a new ‘method’ towards inclusion in education should be. The principal idea remains under the original concept of increasing access to education for ‘disabled’ children that perhaps does no longer suffice to combat the unknowns that lie ahead. Hence, the reason for this rethinking is since the Salamanca Statement, the landscape of children’s rights and characteristics has changed dramatically, and even more so since the outbreak of COVID-19. There is a new fraction of children that may not have been thought of since the statement was agreed upon. There are higher numbers of the socially vulnerable group, which can be defined as a group of people who are unable to access social services for various reasons. Those children who are unable to access education social services become ‘educational vulnerabilities’, who are children completely excluded from the education system or who are ignored by the education system (UNESCO, 2021). One of the key concerns discussed in the International Conference on Equitable Education: All for Education, July 10–11, 2020, was that there have been increasing numbers of educationally vulnerable students, who are either forced from or voluntarily drop out of the school system because they are with special needs, or their parents are no longer able to support them, or both (Onyema et al., 2020). The number was particularly even higher during the COVID-19 epidemic. This means that the future vision and practice of equitable education, present and future, about special education must not neglect normal conditions and always add a crisis into its equation. When it comes to the rights of people with disabilities, it is often more fragile than for those regular persons, especially during the crisis (Meleo-Erwin, 2021). That said, the rights and characteristics of children should not only focus on including the special needs children in the education system but also extend beyond to those socially vulnerable people, whose quality of life and the well-being of their family members have been damaged in a comprehensive manner.

RETHINKING ABOUT THE SCHOOL

The Salamanca Statement stresses that school must accommodate all children regardless of their physical, intellectual, linguistic or other conditions. This also includes disabled, street and working children, children from remote or nomadic populations, and children with different ethnicities and marginalised groups (UNESCO, 1994). The Salamanca Statement requires schools that can provide quality education to all children, to include children with diverse needs in the same classroom (UNESCO, 2017). This requires a joint effort by various parties, not just teachers and staff. Parents, families, volunteers and related professions are also key operators (UNESCO, 2020). Regular teachers were to receive more education training in special education in order to alleviate the problems of teaching SEN students, while more importantly conflicts over these points which are manifested in the school system cannot be overlooked (Magnússon, Göransson, & Lindqvist, 2019). With development strategies focussing on economic progress in the digital era, the future world requires different characteristics and capabilities from human resources for economic development. For inclusive education, schools must develop ways of teaching to respond to individual differences, the new skills required, and that the benefit goes to all children. It means that school systems must provide a personalised education response to SEN students, rather than expecting the students to fit into the system. So, teachers who are well equipped with special education skills themselves may not be sufficient for inclusive education in the changing world (Caena & Redecker, 2019). Moreover, with the VUCA circumstances proceeding, schools cannot prepare students for a new future based on past instructional models which were based on standardised tests, top-down governance, bureaucratic operation and lack of collaboration with higher education, business firms, civil society organisation, vocational education and training institutions, employer associations and community partners. Rapid change in technology leads to a great change in our society and to a human mind that is seeking to make sense of the world.

Future inclusive schools should re-align and broaden their goals to include:

- (1) Specify not only the right to accessing basic education for all in inclusive classrooms but promote other aspects of talents as part of the school's function.
- (2) In the digital era, certain skills can be developed outside school systems. For example, with growing automation, machines seem to take away the old ideology of just being an educated person and the purpose of life from people, including their careers, their passions and their ways of life.
- (3) The new notion of education in the VUCA world must create a strong partnership across the sectors mentioned earlier. So, the rethinking point for the new notions of the Salamanca Statement should be revised and specify new principles for education that also harness the power of technology to expand access to lifelong learning opportunities. The process of building strong foundation skills includes creating positive attitudes towards lifelong learning, the ability to learn new skills and twenty-first-century skills

- development, and organisations that facilitate and provide greater opportunities for people who are gifted or have traits of talent in a digital word career path.
- (4) In the current world, the disadvantaged groups should not be addressed only to those specified in the Salamanca Statement, but it should specify individuals who lack digital skills and the provision of adequate technical infrastructure, such as hardware, software and connectivity, which have excluded them from learning opportunities that rely on such skills and technology.
 - (5) In the VUCA world, education is about ensuring that humans can adapt to change. One of the key goals for education is to prepare students to learn how to respond when the unexpected occurs, be adaptable learners, well equipped with meta-learning skills. When change occurs, people and the community must be robust enough to adopt new skills and transfer learning to other practices across situations (OECD, 2018).

Furthermore, longitudinal studies have been organised by the European Agency Statistics on Inclusive Education (EASIE) to compare and analyse data among 31 member countries about the key presence of differences in concepts regarding inclusive education systems and progress within each member country. The findings reveal that there are significant differences and variations between countries on how schools respond to learners' rights to an inclusive education (Nilholm, 2021; Rieser, 2012). The results are also in line with discussions by Ainscow, Slee, and Best (2019), Magnússon (2019) and Sharma, Forlin, Deppeler, and Yang (2013). So, this suggests that variants in the school system is another area that must be rethought to eliminate injustice arising from the policies that do not cover and do not lead to the protection of the rights of persons with disabilities or to allocate resources to assist, train and seriously develop people with disabilities. One possible root cause of the problem grew from a lack of awareness that human rights in education encompass 'everyone', so this goes back to the original point of discussion that the rethinking on the rights and characteristics of children should be the focal point that guides rethinking in schools and government to create a school system that does not neglect anyone, which will lead to inclusion in education and equality. In this regard, the new thinking of schools for genuine inclusion should be a place where human rights should be embraced, as prescribed by Article 24 of the United Nations Convention on the Rights of Persons with Disabilities (CRPD) (United Nations, 2006), which provides clear guidance on the provision of education for learners with special needs in that they must have access to quality education 'equal to' others, with governments obliged to provide facilities for learners with special needs. However, after the COVID-19 crisis, there is no clear direction about how the rights of people with disabilities as well as SEN (based on newly defined rights and characteristics) will be protected against negligence or discrimination (Smith, 2020). The future improvement on this issue should be on four accounts: (1) the school system changes in accordance with the needs of the

students, based on new rights and characteristics, to ensure that teaching and learning meet the needs of students with special needs, (2) the design of courses of study must be flexible for students with different needs, (3) typical classrooms in general schools are relegated to suit an environment that is SEN friendly and (4) numbers (1) to (2) must be continuously improved and re-evaluated.

Finally, the COVID-19 pandemic (as an episode of a future world that is too chaotic and unpredictable) has had a serious impact on education equality. School closures were considered to bring lower-than-usual academic achievement, and even with distance education and online teaching, these graduates are expected to become workers who receive lower wages in the future. On top of it, higher income learners are better at coping with the effects while the students who lack funds at present have been absent from education for at least half a year while the learners with moderate wealth are almost deprived of education (Catalano, Torff, & Anderson, 2021; Tadesse & Muluye, 2020). To fix the problem, there is a need for government intervention. Governments must disrupt by allocating funds to maintain continuity of learning, develop an educational measurement and evaluation system that is in line with distance education and online teaching, as well as the development of lifelong learning. All of these must also suit the needs and capacity of underprivileged students (UNESCO, 2021). The point of government intervention to create an efficient education system doesn't mean just to overcome the COVID-19 pandemic, but this efficient (inclusive) education system will be a powerful means for dealing with the inevitable uncertainties that will arise. By adjusting the education system to overcome the situation now is like a rehearsal to create a standardised system for both regular and diverse students globally all at once.

RETHINKING ABOUT THE GOVERNMENT

The original concepts of educational rights are from various sources such as Emile Durkheim who stated that education is the right of all and also a channel for the poor and disadvantaged enabling them to rise to become a leader of society (Robinson, 2017). Thus 'the heart of educational rights that positive educative experiences resulting in learning are a human entitlement irrespective of social or legal status ...' (Espinoza & Vossoughi, 2014, p. 285). Moreover, there are some terms to be included in the new notion of an education framework such as 'potential' and 'dignity' related to educational rights. The learning of individuals in society can be a powerful mode through which potential is actualised and alters (Espinoza & Vossoughi, 2014). Learning can be comprehended in many ways, such as intellectual and social development through experiences (Dewey, 1938): learning to live from a live model (actual individual activity); learning from symbolic models (involving real or fictional characters in books, films, television programmes or online media); learning from verbal instructional models (involving descriptions and explanations of behaviour) (Bandura & Walters, 1977), to enable the construction of knowledge and methods of learning in relation to mental structures through interactions between persons