Islamic Transformation Centre and the Quadruple Helix Model (QHM) Collaboration: Empowering Disabled Students through Inclusive Education

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Abstract: **Inclusive education emerged by insisting that children with special need to be included in the traditional classroom. The purpose of this paper is to propose the Islamic Transformation Centre (ITC), for inclusive education. This paper reviews the literature and adopts the Business Model Canvas (BMC) to propose the conceptual solution for inclusive education. The conceptual solution will be implemented through the use of Islamic Transformation Centre (ITC) with the collaboration of Ministry of Education (MoE) and other *Quintuple Helix Model* actors i.e. University, Industry, and Citizen/NGOs. It is hoped that this paper will not only generate discussion but also interest that will lead to the development of the right spirit for the promotion of effective inclusive education.**

Keywords: **Inclusive education, disabled student, ITC, BMC, QHM.**

I. INTRODUCTION

Inclusive education is an idea that permits students with special needs should be set and acknowledge in the mainstream classes and being taught by standards instructors. According to the Malaysian Ministry of Education (MoE), students with special needs are those who are visually *handicapped or partially or fully deaf or suffer from the disability to learn* (Akta Pendidikan 1996). These are the students that have been distinguished as agony from physical-tactile inadequacies and learning handicaps. The MoE provides special education programmes for three types of disabilities, namely, learning, visual and hearing.

The aim of this project is to propose the Islamic Transformation Centre (ITC) for inclusive education. It is hoped that this paper will not only generate discussion but also interest that will lead to the development of the right spirit for the promotion of effective inclusive education that will result in education for all on equal basis.

II. PROJECT BACKGROUND

Inclusive education emerged by insisting that children with special needs also be included in the traditional classroom. In the beginning of inclusive system, the concept of integration or mainstreaming was practiced. Integration is done based on the needs and seriousness of the children's conditions. Many of them could benefit from integration and other benefit from the special classes. Since the middle of the nineties, the American system of inclusive education has spread across the world. The special school approach has been with us for a long time and has its merits and demerits. Abosi (2002) notes the existence of both systems throughout developed and developing countries. In Singapore for example, special education services are organized along a continuum ranging from total segregation to partial integration to total integration. (Lim &

Tan, 1999) Similar systems are practiced in Malaysia, China, America, Nigeria, Botswana, and India (Zalizan Jelas, 2000; Potts, 2000; Alur, 2001; Villa et al., 2003, Abosi, 2002).

The children, irrespective of their abilities, should be given the opportunity to attend mainstream classrooms in their respective neighbourhood Islamic Transformation Centres (ITC); with teaching methods, materials, and a school environment that address all their needs. The purpose of an ITC is to ensure that all students gain access to knowledge, skills, and information that will enable them to contribute to the Ummah. The central purpose becomes more challenging as ITC accommodates students with increasingly diverse backgrounds and abilities.

The Quintuple Helix Model is a vital progressive force in knowledge. The *Quintuple Helix* model focuses on the quality of the social interactions and academic exchanges in a state in the case of promoting and visualizing a cooperation system of knowledge and innovation for more sustainable development (Carayannis and Campbell 2010). Now it reached the quadruple helix innovation which means, that citizens, universities, the industry and the government work together.

III.   PROBLEM STATEMENT

Children need should be share and take an interest in, benefit from and add to all parts of school life. A child who has a scholarly inability is qualified for the individualized backings important to be incorporated into normal classes and school exercises. Education boards need to acknowledge their commitment to address these issues and guarantee that that right of every child are protected.

Persons with incapacities are typically the country's biggest minority and they have a tendency to be minimized in all parts of life. They usually experience substantially poorer quality of life and are more likely to be unemployed due to institutional discrimination (Ta, Wah, & Leng, 2011). Amar-Singh (2010) mentions a number of challenges of disabled people, which include continued charity model with lack of respect, lack of uniform professional and quality services by the health, welfare and education departments, growth of poorly trained professional manpower, lack of integration between various sectors, unhealthy rise in financially motivated services, and vulnerable segments of the population.

IV.   OBJECTIVES

The main objective of the ITC is to design a holistic approach for implementing an inclusive education. The approach also ensures that all children "go with their neighbourhood friends, to their neighbourhood schools where they further their growth and development together." The basic purpose of the ITC is to provide a high quality education to ensure that future students who have intellectual disabilities are equipped with the skills and knowledge to succeed. Our education system must ensure that every child receives the benefits of education. In addition, the holistic approach will be operating in-line with the (MOE), NGOs and the private sector.

V.   LITERATURE REVIEW

The definitions of disability are quite varied in the literature. Bernell (2003) reviewed a wide range of literature to view the definitions of disability from different angles. He argued that basic description of disability used in empirical research involve the functional limitations framework. Based on that, an individual is viewed as having a disability if he or she is unable to perform, a certain activity or activities. Measures of limitation can be wide or tight; contingent upon how the exercises are characterized and on whether the individual must be just constrained in or unequipped for performing the activities.

Concept of Inclusive Education:

The eventual aim of education of children with disabilities is to enable them to live independent lives. They are expected to live the life of *give and take*. The present pattern in education of children with disabilities is inclusive education, which empowers children with disabilities to be incorporated into social activities. In most countries where inclusive education has been well-planned, it has been found to bring about equalization of opportunity to education and social life (Abosi & Koay, 2008).

Inclusive education has been defined from different perspectives. Zalizan Jelas (2000) described the term 'inclusive education' as an integration issue whereby participation of students with special needs is provided for, in mainstream education.

The South African Educational System defines inclusive education in two ways (Abosi & Koay, 2008):

• Learning environment that advances the full individual, scholastic and expert improvement of all learners regardless of race, class, sex, handicap, religion, society, sexual inclination, learning style and dialect.

• In the *Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001),* inclusive education was defined as:

• Recognizing that all children can learn and that they all need support.

• Tolerating and regarding that all learners are distinctive somehow and have diverse adapting needs which are similarly esteemed and a common piece of our human experience.

• Empowering education structures, frameworks and learning techniques to address the issues of all learners.

• Recognizing and regarding contrasts in learners because of age, sexual orientation, ethnicity, dialect, class, incapacity, or HIV status.

• Changing attitudes, behaviour, teaching methodologies, educational module and the environment to address the issues of all learners.

• Maximizing the support of all learners in the way of life and the educational program of instructive establishments and revealing and minimizing boundaries to learning

• Empowering learners by developing their strengths and equip them perfectly in the process of learning.

• Acknowledging that learning also occurs in the home and community, and within formal and informal modes and structures.

Inclusive education gives children the change to learn together without separation. This implies schools where inclusive education is executed must be touchy to the distinctions in the needs of children with disabilities. For instance, differences should be made for inclusive situation, e.g., a class that has a deaf child must have support services such as interpreters fluent in sign language, speech trainers, speech therapists, and school audiologists. The class should also be equipped with loops and the child given a hearing aid. In the case of visually impaired children, they would need brailling equipment, braillists, mobility aids, tape recorders, and optical devices, such as magnifiers for those with residual vision. The physically and health damaged will require some adjustment of the physical environment and the provision of mobility aids, for example, wheelchairs. It is additionally prudent that nearby and appropriate appraisal be completed before entrance into the school on the grounds that children with physical and wellbeing weakness have been seen to have different conditions like epilepsy, spinal bifida, and cerebral paralysis, issues, tuberculosis, and heart conditions.

Inclusive education offers both academic and social advantages. Many experts maintain that inclusive schooling is the most effective means for building harmony between children with special needs and their peers. Zalizan Jelas (2000) found in her study in Malaysia that teachers and parents place higher value on the improvement of social aptitudes picked up by children with disabilities in an inclusive system and were willing to exchange off a specialized curriculum advantages, for example, specific educational modules, access to concentrated administrations and individualized guideline. We must not likewise dismiss the way that there are numerous children with extreme disabilities who may not profit by comprehensive training. A few children with extreme handicaps may be problematic in the class

The area of the *Quintuple Helix Model* can be defined in the following way:

"The Quintuple Helix Model is interdisciplinary and transdisciplinary at the same time: the complexity of the five-helix structure implies that a full analytical understanding of all helices requires the continuous involvement of the whole disciplinary spectrum, ranging from the natural sciences to the social sciences and humanities (Carayannis and Campbell (2010), p. 62)"

Thus, the goal of the *Helix-Conception* is accomplished through the resource of knowledge which produces additional value for society in order to lead in the field of sustainable development. The crucial question of the *Quintuple Helix* describes itself in the following way:

"How do knowledge, innovation and the environment relate to each other?' (Carayannis and Campbell (2010), p. 42)"

VI.   PROPOSED CONCEPTUAL SOLUTION

Inclusive education is an unknown topic for many instructors and parents. The concept behind inclusive education is that students with special needs will be set in the same classroom environment as other. Figure 1 shows the 9 blocks of the Business Model Canvas (BMC). The BMC is a simple tool for designing innovative business models. The BMC describes the nine essential components: Customer segments, value propositions, channels, customer relationships, revenue streams, resources, activities, partnerships, and costs (Alexander Osterwalder, 2015). The 9 blocks of the BMC for inclusive education are explained as follows.
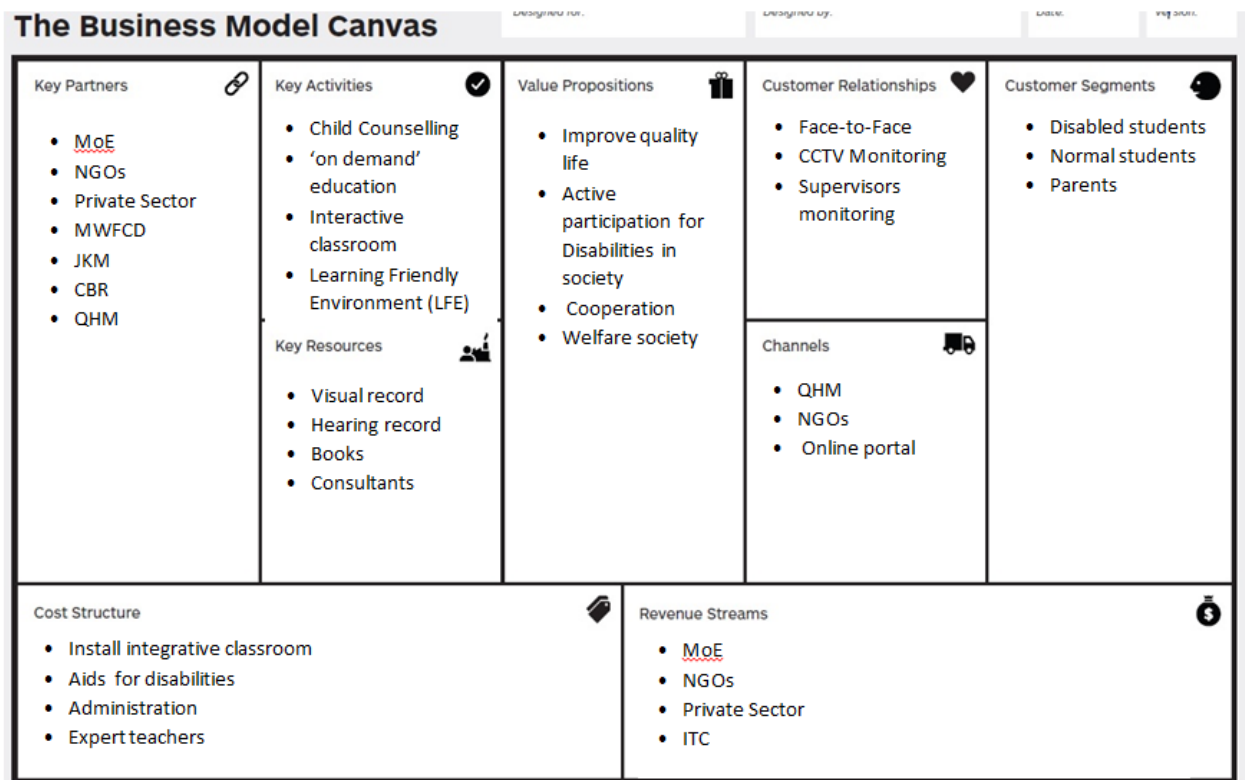

Figure1: The Business Canvas Model

CUSTOMER SEGMENTS:

The customer segment involves with the community and organization to develop the inclusive education. This segment included:

- Disable student
- Students
- Parents

CUSTOMER RELATIONSHIP:

The 'inclusive education' holistic approach needs to create a good customer relationship with all the parties involved in an inclusive education system. There will be interactive activities between the children. These activities will be in the form of face-to-face interactions, class monitoring through CCTV and supervision. This process will help justify the business process of inclusive education.

CHANNELS:

There are number of ways though which inclusive education can be promoted to the community. Some of them include the Quadruple Helix Model (QHM), Whole of Government (WoG), NGOs (Habiba Hamid et. al., 2013) and also the MoE. This group of organizations may introduce the approach of inclusive education to their staff and customers more effectively.

VALUE PROPOSITION:

The ITC will provide both conventional and Islamic education. There are not enough expert teachers who can educate both students with disabilities and normal students. Therefore, the ITC has to be equipped with expert teachers and a friendly environment to provide the best services that students need and that parents can rely on. This ITC classroom will give disabled children the feeling that they are normal just like the other students. Both kinds of children will be given motherly care in the ITC. The ITC will make sure that all children actively participate in daily activities. There will be monthly outdoor activities with the welfare organization to motivate such children and make them feel that they are a part of us. Currently, these services are not provided by schools. Hence, it is necessary to implement an inclusive education system through ITC in our community to improve the quality of life for disabled children.

KEY ACTIVITIES:

The ITC will focus on the following activities:

- Child counselling
- 'On demand' education
- Interactive classrooms
- Learning Friendly Environment (LFE)

There will be counselling sessions for children and parents in order to provide the best options for them. The child will be counselled every week to monitor the progress of their activities and learning. The parents will also be informed of the best way to communicate with their disabled child. Furthermore, disabled children will be given access to 'on demand' education so there will not be extra pressure. Experts will observe children for a few days and will provide suitable learning methods for the children.

The idea of inclusive education has actually garnered more attention recently because of NBC's popular television show, Parenthood. On the show, the main character named Max, has autism, and he and his parents decide that he will attend a mainstream school (csnlg.com, 2013).

Finally, providing the best learning friendly environment (LFE) will enhance the quality of both the education. An LFE is "child-friendly" and "teacher-friendly." It stresses the importance of students and teachers learning together as a community. It places children at the centre of learning and encourages their active participation. It also fulfils our needs and interests as teachers, so that we become capable of giving children the best education possible (UNESCO, 2003).

KEY RESOURCES:

The only way to know about the ITC implementation of inclusive education is through online portals, and national newspapers. The MoE, WoG, and NGOs can also a channel.

KEY PARTNERS:

To ensure the success of inclusive education, key partners and collaborators are needed that include the following government organizations:

The **MoE**, established in 2004, is tasked with: setting up a strategic and systematic plan for higher education; reinforcing the management of higher education in the country; increasing the capacity, access, and participation levels in higher education; and to raise the quality of higher education in the country. The other government agency that looks into providing special education to students with disabilities is the Ministry of Women, Family and Community Development (**MWFCD**). Through its Social Welfare Department (**JKM**), learning and skills training services are implemented in collaboration with NGOs, and community-based rehabilitation (**CBR**) centres. And also it reached the Quadruple Helix Model **(QHM)** which means, that citizens, universities, the industry and the government work together.

COST STRUCTURE:

To implement this service, some preparations are needed in order to overcome the costs of Maintenance of computers and internet portals, salaries of experts, general and administration staff and advertising.

REVENUE STREAMS:

In order to gain revenue, ITC has to establish some SMEs. Parents have to pay a minimal monthly fee for their children's education.

VII.   CONCLUSION

It is proposed that inclusive education be implemented by the ITC with the collaboration of MoE, NGOs, private sector and QHM. The application of inclusive education through ITC has well-justified by the BMC. This proposed model is not beyond the limitation because it is not yet empirically tested. Thus future studies need to be conducted to test the proposed model empirically and more research has to be done to make the concept clear to the people.

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