Inclusive education a right based model

Introduction
Education for All, which represents an international Commitment to ensure that every child receives the basic Education with good quality, is based on both on human rights and on the belief that education is central to individual wellbeing & National development.

However, sufficient attention is given to some marginalized groups of children, in particular those seen as having special educational needs or disabilities.

Children with disabilities have remained relatively invisible in the efforts to achieve universal access to primary education.

It has become clear that, without targeted measures to help them, barriers the goals of EFA will not be achieved for children with disabilities. Inclusion helps to bring support services to the learner rather than moving the learners to the services, so the general demands of the impaired in the classroom are done successfully.

Inclusive education will be successful when it provides Support to both the learner & educator. Providing support to individual is mostly one way of making learning contents & lessons accessible to all learners. Support is also given when schools review their culture, policies & practices in terms of the extent to which they meet the individual needs of educators, parents & learners. Also focus broadly on the learning & teaching process by identifying and addressing the learner, educator & institution needs. The learners in need of this support should join in special schools. The support must be again given by the special schools, and they also serve as resource centres to schools nearby. Learners with impairment can be educated in regular schools depending on the intensity of the support required. The inclusive program ensures the impaired learners with new skills technologies and makes them achieve greater heights and develop a positive attitude and self-confidence.

Inclusive Education
Inclusive education differs from integration and main straining, which are concentrated with disability and special educational needs. But inclusion is about the child's right to participate and the society's duty to accept the child.
Inclusion rejects the use of special schools of class rooms to separate students with disabilities from normal students. The inclusion provides

students with disabilities skills they can use in and out of the class room. Fully inclusive schools distinguish between general education & special education programs. But it is rare so these schools are planned. Inclusion is an educational Approach which helps in educating pupil who are in the need of special education. This model is structured in a way that normal students spend more time with students with special needs. The practice of this model implementation may differ. It is more frequently used in school to educate children with mind to severe impairments.

The inclusive education principles ensure the right to educate all the learners in spite of their characteristics and difficulties so that society of justice can be created.

It says that, inclusion supports all the learners & educators and also full range of learning needs can be met. Inclusion policies & principles encourage the integration of deaf learners into main stream education. Maintaining that such learners can be successfully integrated in regular schools, so the adaptation of curriculum & by providing appropriate support where needed in few settings the classroom practices are expected to change, so that it accommodates individual children. For inclusion to be effective all learners must actively belong to be welcomed by and participating in the school and community i.e., they should be fully included their diversity of interest, ability should be Welcomed & treated well.

Commitment of inclusive education is:
- Putting inclusive values into action.
- Valuing every life equally
- Helping everyone feel a sense of belonging, Promoting children participation in learning & teaching, Reducing exclusion, discrimination & barriers to learning.
- Developing cultures, policies & practices to promote.
- Diversity & Respects for every one equally.
- Learning from inclusive practice to share the lessons widely.
- Building differences between children & between adults as are source for learning. Acknowledging the right to children.
- Locally based high quality education. Improving schools for staffs, parents as well as children.
- Emphasizing the value of building positive school communities as well achievements.

Recognizing the inclusion in education is one aspect of inclusion in society. The principle of inclusion seeks the ideal situation for the education provided to the learners who are not identified to be impaired and need only some amount of support.

At least the learners should be taught in a regular schools & Class rooms and not excluded from the normal school environment. The educators of regular schools need to teach all learners but they often or not of sufficiently trained to support the diversity of learners. The severity or complexity of the impairment of specific learners will determine the increase in support and resources required by the regular schools. In regular schools partnerships need to be established with parents, so that they can participate more effectively in planning & implementation of different activities & so that they can play a more active role in learning & teaching of their own children.

Some schools have adopted the practice of placing groups of learners with same problems in separate classes or units, the recent results to show improvement of these units and also their developing interactions.

Principle of Human Rights
There are 7 basic principles of human rights. The principles need to be applied in the development of legislation, policy & practice relating to the right to inclusive education.

Universality
Human rights are universal rights of all people everywhere in the world. An individual cannot voluntarily give them up & others cannot take them.

Indivisibility
Human rights are indivisible, whether civil, cultural,
Economic, political or social they are all inherit to the dignity of every person.

Interdependence
The realization of one right of one depends only or in part in realization of others.

Equality & non-discrimination
All individuals are equal as human beings & by virtue of the inherent dignity of each person are entitled to their rights without discrimination of any kind.

Participation & inclusion
Every person & all people are entitled to active, free and meaningful participation in contribution to enjoyment of civil, economic and social, cultural and political development.

Empowerment
Empowerment is the process by which pupil's capabilities to demand & use their human rights goal. The goal is to give pupil the power and capabilities to claim their rights in order to change their whole lives & improve their communities.

Accountability & respect for title rule of law a Rights based approach seeks to raise the levels of accountability in the development process by identifying the rights holders & corresponding duty bearers & to enhance the capacities of those duty bearers to meet their obligations.

Measures to ensure right to education
The necessary measure to ensure rights contains the
Following:

- To fulfill the right to education by ensuring the quality education is available for all children.
- Promoting inclusive education and introducing positive measure to enable children to benefit from it.
- For- example, making physical adaptation to buildings, providing accessible transports, adapting to the needs of all the children & providing necessary equipment's & Resources.

To respect the right to education
By avoiding any action that would serve the prevent children accessing education, for e.g. Legislation that categorizes certain groups of children with disabilities as under educated.

Schools entry system testing tries to serve these with children with disabilities not ready for the school. To protect the right to education by taking the necessary measures to remove the barriers to education forced by individuals or communities.

For e.g. Resistance by teachers to accepting the children with disabilities or violence, abuse in the school environment. Inclusive education can be achieved only by certain actions that are needed.

For individual schools
The introduction of an individual education environment which addresses the culture, policies & practices of the school to ensure that the basic conditions exists which all children can participate and learn.

For parents
Sending all their children to school and supporting them both in their education & in helping ensure that the schools develop the principles of an inclusive approach.

For children
To take advantage of opportunities to participate & learn, support their views & co-operate with the values of inclusive schooling.

For civil society
Supporting the development of community based inclusive education & contributing to the environment of respect & acceptance.

Governmental approach for inclusive education
There are some approaches for inclusive education to be done by the government like political will & good governance, measures to promote accountability, transparency access to justice & the rule of law, recognition of and commitment to comprehensive &sustained measures to tackle the social exclusion of and discrimination against children with disabilities in the education system. Scaling up of programs, policies & strategies that have been successful.

Government structures
Responsibility for education of children with disabilities rest within the education ministries to bring an end to the Segregation of provision. Co-ordination across and between ministries to ensure that are coherent & comprehensive approach to fulfill the right to inclusive education for children with disabilities. i.e., Ministries of finance, health, social work, social protection, employment & vocational training, transports as well as education.

Devolved govt. Structures
Devolving responsibilities to local level to strengthen local
Accountability, but to be accompanied by capacity of building.
Guidance to dedicated projects & transparent reporting.

Ending institutionalization
Commitment to ending the placement of children in long term essential institutions through plan process of transition to committee based care. Introduction of the necessary legislative & policy frame work to achieve the transition to community based alternatives to institution care.

Strengthening the gross sectorial committee
Basic services based on a commitment to case management as the key intervention to co-ordinate service from birth.

Strengthening support for the families to build the capacities to care.

Financing
Commitment to initial investment of expenditures to achieve system, reform by recognizing that in long term inclusive education is a cost effective approach in achieving education for all. Provision of an adequate, flexible funding & fair allocating formula to promote incentives for inclusive education. Removal of requirement that children are labeled and categorized in order to see appropriate service rather they should be geared towards providing flexible, effective and efficient responses to learners needs. Introduction of effective tracking of expenditure to strengthen accountability, transparency and ensure more effective use of funds.

Guarantee the right to non-discrimination
Prohibiting discrimination on grounds of disability. Introduction of accessible & affordable mechanisms for challenging discrimination. Provision of information to children with disabilities and their families on the right to nondiscrimination, its implication and how to challenge the co-additions.

Strengthening the information systems
Introduction of common definition of disability based on the ICF and routed in the social model of disability. Development of comprehensive education information management systems leading to improve the collection of TATA prevalence developments & progress in inclusive education as well as disaggregated data on the educational access and outcomes.

Investment in capacity building in I) ATA collection
"Partnerships & Participation"

Commitments to investments in partnership with families, children, NGO's and all other keys stake holders in all the stages of the development of inclusive education. Investments in removing the barriers that hurdle parental involving in the education of children with disabilities including lack of awareness of educational alternatives, fear of hostility within the communities, poverty & lack of information on the children's rights.

Respects for the contribution, families are able to meet as active partners throughout the life cycle of the children's education.

Capacity building and awareness raising
Investment in capacity building at all levels to promote the awareness of the rights of children with disabilities to inclusive education and the development of the necessary systems and practices for its attainment including National & Local govt. officials, Professional working with children with disabilities within education, social work and health.

Educational strategies that provide right to access education:
Every child has the right to education on the basis of equality of opportunity. Children with disabilities are particularly at risk of being marginalized or discriminated against the realization of this right. Govt. must take action to identify and remove the barriers and bottlenecks that impede the access. A broad range of both Universal and targeted measures are required to ensure that children with disabilities are equally able to realize the right to education along other children. This will include working to support parents in order that they can support their children to access education, early identification and suspend early years of education and availability of inclusive education for all children with all necessary supports and adaptations and creating inclusive learning environment in which children learn together.

Removing the barriers to inclusive education
Removing the physical communication mobility and sensory barriers to education, including investment in development of public spaces, that are hoard & safe inclusive proving that all educational environments have physically accessible features and all the necessary conditions for learning and introducing accessible transport. Addressing attitude in barriers for public

Awareness campaigns, use of appropriate language to challenge in negative types of disability and encouraging the media to play positive role in challenging the harriers to inclusion.

Addressing the socio-economic barriers through provision of appropriate accessible & social protection measures.

Supporting parents
Provision of parental education programs that help parents to support their children learning through parent to parent

Counseling, mother — child clubs or civil society outreach through house presents. Building partnership between them and local schools, encouraging them to join schools boards and developing programs which exquisitely address their concerns.

Early childhood education and care services
Investment in early assessment and intervention to board prevent institutionalization & promote the possibility for effective and appropriate support. Provision of comprehensive care, stimulation, parental support and access to relieve in services. Developing universal access to inclusive pre-school provision. Ensuring access to and availability of inclusive education.
Introduction of legislation and policies establishing the right to inclusive education which includes a clear definition of inclusion and the specific objectives, it is seeking to achieve as well as connecting children with & without disabilities the same right to access main stream learning opportunities with necessary support services.

Provision of consistent frame work for the identification, assessment & support required to enable children with disabilities to flourish in mainstream learning environments.

Introduction of an obligation on local authorities to plan &
Provide for all learners with disabilities within mainstream settings and classes including in most appropriate languages and modes & needs of communication.

Creating inclusive learning environment
Building inclusive cultures with in the schools through translation of National policies of inclusion in the schools based policy setting both on commitment and to non-Discrimination and inclusion, i.e., the development of child

Friendly school frame work, school self-assessment as well as school development plans.

Engagement of teacher association, school boards, parent teacher associations and other functional School support groups, these programs to increase the outstanding and knowledge of disability

Ensuring that such policies are reflected in all aspects of their life of the school classroom teaching & relationship schools & Board meetings, teachers should provide school trips, play-ground behavior, budgetary allocations & interference with local community.

Ending segregation with in the schools by ensuring the Commitment to inclusive classroom teaching. Developing Municipal policies for inclusive classroom environments, involving schools, teachers, municipal officials, school administrators, parents and children as well as other stake holders. Provision of support will mainstream classes to children with disabilities.

Monitoring schools on regular basis to ensure that segregation is not taking place either formally or informally.

Monitoring should involve parents to children with disabilities in order that systems are transparent and accountable to them and their children.

Educational support needs
Identification of needs in the more significant tasks all
Teachers have to undertake. Two points should be understood.

1. Identifying need is the beginning of the intervention Process. If that task is done systematically and specifically the process ahead has chances of success.
2. Needs are of various levels and types.
3. Educational needs can be obtained only by changing the schoolings. Basic types of schoolings are special schools, schools design only to suit unique needs of impaired.

Mainstream schools
Various options fall in this category, which can be further categorized into 3 types.

Inclusive school
Here the teachers, environment, curriculum is such that all children with whatever diverse needs would be able to learn.

This means that the school system is ready for satisfying the needs of all students in curing the needs of the impairment also.

Integrated schools
Here children receive individualized special input from the special educators as and when required within the mainstream school setup with the children is made very defect into the system.

Regular school
Here either inclusive of integrated components are present.

Either the system or the child made ready for mainstream school. But child is enrolled in the school conventionally designed for the non-impaired children mostly because ie. The only option for the family.

The education methods include auditory training.
Auditory training is an internal part of education of the impaired. Auditory training is nothing but, a training given to the person with hearing impairment to detect and interpret the sounds which they hear.

Without auditory training, devices like hearing aids are not very useful. Most of the children have some amount of residual hearing. And this residual hearing can be exploited only by giving auditory training. When this is done systematically and at the earliest, it. Facilitates the language and speech development as it cross the benefit from critical period.

We will listen it with the help of our brain. Our ears only transmit sounds to our brain & brain interprets them. When the sounds reaching our brain are

inadequate or incomplete they may be very difficult to interpret. So children must be trained to listen. This training is conventionally called as auditory training.

Developing signing skills
Signing is a natural and as complex as any of the verbal languages. This is not possible to learn or teach it in a period of 3 to 6 months. But if basic skill development is ensured that further learning and enhancement of the skills can continue to practices. At this point one must distinguish between the sign system and the sign language.

Oral communication & speech therapy
It is a communication through vocal and oral symbols.
Since speech is used for communication it is very important that it has to be intelligible. Otherwise the receiver will not be able to understand what the speaker intends to say.

Speech therapist is the one who would help you to predict the potential success of speech teaching. The speech therapist would also guide you on exploring the other manual options.

He can initiate and co-ordinate among all the concerns of speech development efforts and will lead to positive results.

Language development
Non-impaired individual takes language for granted. The language for non-impaired children comes so naturally, rapidly & effortlessly and so early in the life. Teachers, parents feel tired and helpless in caring of this task for developing language.

However, one must be positive about language teaching, because language teaching may appear difficult. But it is not at all impossible.

The few skills at a time, positive attitude and urge to take the child further from where they stand today are more than adequate ingredients for the good results.

Social skill development
Social skill is absolutely essential for any human being since nobody can live in a vacuum. We need a society to live in.

Conclusion
Children with disabilities remain marginalized across the region with their right in education far from being fully realized. Although significant efforts have been made to overcome the discrimination and exclusion they experience, too often such measures are un-coordinated within ministries.

The lack of sufficient engagement and contribution of families to children with disabilities as well as the children themselves.

Lack of resources is often cited as barrier to change.

There will be always limits to the resources available but the emerging evidence indicates that the provision of inclusive education is cost effective.

Not only it is not more expensive to provide than as segregated system but educational & social outcomes for the children both with & without disabilities have been found to be positive.

Most important is the politics will invest in measures at all levels to create the necessary environment to support & Facilitate the inclusive education.

Govt. will provide the basic for establishing the specific education measures required to achieve the right to access quality education on the basis of equality of opportunity for every child which is also respectful of the human rights of those Children. This goal is attainable and it is not only the right and obligation on the part of all governments, but it will bring long term benefits for all children & wider society.