

THE RIGHT TO INCLUSIVE EDUCATION FOR CHILDREN

Sujan Biswas

Inclusive education means that all children attend and are welcomed by their neighborhood school in age-appropriate regular classes and are supported to learn, contribute and participate in all aspects of the life of the school.

Inclusive education is about how we develop and design our schools, classrooms, programs and activities. So all children learn and participate together.

Neighborhood schools are the heart of our communities and inclusion B.C. (Backward community) believes they are essential for a quality inclusive education system. Therefore we believe it is important to support a public education system in B.C. (Backward community).

It's important because we value our diverse communities. These communities start at school. Where all children learn to live alongside peers. They learn together, they play together; they grow and are natured together.

Question "Is inclusive education for everybody" the simple answer is Yes, However individual needs may mean that some children need to spend time out of regular class for a particular purpose. There are always expectations, but they are in fact EXCEPTIONS. If needed, they are individualized in the children community school.

This includes having a balanced curriculum that is appropriate for all categories of children, teachers who have the ability to handle the individual needs within the classroom and thereby promote an environment where personal development, social skills and student participation are strongly encouraged.

Another critical aspect of inclusive education for a special needs child is in having the acceptance and friendship of classmates. This kind of support also

aids in the progress of special children and helps them gain confidence within the school environment.

Further, parents have a vital role as partners to make inclusive education successful within the classroom.

This is possible when the children with special needs continue to live at home and attend school, just like normal children.

1. CRITERIA OF GOOD PRACTICE IN INCLUSIVE EDUCATION OF CHILDREN:

This section about (Inclusive Education) lays out a set criterion for assessing good practices on inclusive education for children. The criteria are in conformity with the CRC (Convention on the Right of the Child) and informed by a number of studies on inclusive education for children.

Good practices in the education for children, should be understood in this report is being well documented initiative that.

Apply a right based approach. The seven principles must be ensured in each practice that inform a human rights based approach are applied in the development of policy, Legislation and practice relating to the right to inclusive education.

The Indian government continues to include children special needs under several of their education initiatives, including the Sarva Shiksha Abhiyan (SSA). This is a government programmed that aims at improving and providing quality primary education for all children. There are several national and local NGOs that champion the cause of children with disabilities and provide specific resource centers in support of inclusive education. The Right of Children to Free and Compulsory Education Act or Right to Education Act (RTE) is an Act of the Parliament of India enacted on 4 August

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2009, which describes the modalities of the importance of free and compulsory education for children between the age of 6 to 14 years in India under Article 21A of the Indian Constitution.[1] India became one of 135 countries to make education a fundamental right of every child when the act came into force on 1 April 2010. The title of the RTE Act incorporates the words 'free and compulsory'. 'Free education' means that no child, other than a child who has been admitted by his or her parents to a school which is not supported by the appropriate Government, shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education. 'Compulsory education' casts an obligation on the appropriate Government and local authorities to provide and ensure admission, attendance and completion of elementary education by all children in the 6-14 age group. With this, India has moved forward to a rights based framework that casts a legal obligation on the Central and State Governments to implement this fundamental child right as enshrined in the Article 21A of the Constitution, in accordance with the provisions of the RTE Act.17

Universality and Inalienability:

Human rights are universal and inalienable, we entitlement of all people everywhere in the world. An individual cannot voluntarily give them up. Nor can others take them away.

Indivisibility:

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

Independence and interrelatedness:

The realization of one right of them depends wholly or in part, on the realization of others.

Equality and non-discrimination:

Every person is equal as human beings and by virtue of the inherent dignity of each person, is entitled to their Rights without discrimination of any kind.

The Right to Equality is the principle that all persons are born and created the same and are given similar rights and access to participate and develop in society.

"Equality" is one of the central values found in our Constitution. All persons are equal and therefore should be treated equally. Why are all of us equal?

Because we are all human beings! Therefore, since we are all humans, we should also have equal rights and equal access to those things that enable us to lead a full and healthy life in society.

The United Nations Convention on the Rights of the Child (UNCRC) states that every State has to ensure equality among children. The UNCRC talks about equality in its Preamble as well as in Article 2. This Article of the UNCRC states that all the rights under the UNCRC must be made available to all children no matter who they are, where they live, what their parents do, what race or religion they belong to, what language they speak, whether they are boys or girls, what their culture is, whether they have a disability, or whether they are rich or poor. In India, the Right to Equality is guaranteed in our Constitution in Articles 14-18.

The Juvenile Justice (Care and Protection of Children) Rules, 2007 also contain the 'Principle of Equality and Non-Discrimination' with respect to children who get into trouble with the law. All such children must be treated equally and must have equality in access, opportunity and treatment under the Act.

Throughout history, equality has been a rallying call for change. In France, people revolted against the King to be able to attain equality. In America, a civil war was fought and President Abraham Lincoln abolished slavery. Even in our own country, Mahatma Gandhi led a movement to ensure equality for the Indian people. History is filled with inspirational stories of leaders who demanded that all citizens be given due respect and opportunity, regardless of gender, religion, caste, race, color, age and nationality and even today, the fight for equality continues in our country.

Unfortunately, we in India are still witness to a society that is very unequal. We can see that, even today, it is a society where women do not have the confidence to participate and enjoy life because the cities are unsafe, a society where caste and religion-based neighborhoods still exist, a society where people from different states face discrimination at the hands of each other and where marriage between people from different backgrounds is still frowned upon.

Therefore what does it mean to have a right to equality? Rights are powers that we all have, and which regulate relations between the State and

people, and also between people. Therefore, that we have a right to equality means, simply, that there are certain things that the State and the people must not do (also called negative obligations) and also that there are certain other things that the State and the people must do (also called positive obligations), to ensure that the right is not violated. This right is also a powerful tool against many forms of injustice - "discrimination", "arbitrariness" and "bias".

Participation and inclusion:

All individual and all people are entitled to active, free and meaningful participation in contribution to and enjoyment of civil, economic, social and cultural.

Must be provide evidence of success in contribution to the quality of education for children. Successful initiatives of this kind can work at one of the three levels: a) System wide, b) school c) communities and families/careers peers.

a) System wide: adoptions of appropriate legislation are creation of policies and action plans inline with the CRC on the education of children.

Strengthening information system. In inclusive education creation of systems for systematic identification of children and holistic assessment of their needs.

b) School: A good practice might be focus both on ensuring access and quality education. Through the design and promotion of flexible teaching and learning methods. Early identification for more powerful of inclusive education. Co-operation with special schools and mainstreaming. Removal of physical barriers. Promote the respect for other rights such as participation, protection, identity, language and within the learning environment.

c) Communities : A good practice must be focus on development of community based support for the education of children. Provision on awareness raising parental education.

2. Case studies of good practice on inclusive education for children.

a) Advocacy activity for the inclusive education of children:

The Quality education for all children project was implemented in Syunik marz in southern Armenia by

WVA from 2009 to 2011. The project built on the organization's previous work to promote inclusive education and children's rights, which started in 2000 with a focus on pre-school inclusion. The project's aim was started as follow –

According this point improvement the national education system.

Must be support to individual school.

Lobbying and supporting the government towards education reforms.

In June 2011 the Enabling Education Network (EENET) carried out an evaluation that focused on the different activities implemented during the project, namely as follows -

Cascade training and training of trainers to take up the largest share of the project.

Community centers.

Non-government advocacy.

Government level advocacy.

Infrastructure improvements in school.

b) Community empowerment for the inclusion of children:

This project founded by the foundation Mozik. The aim of strengthening and empowering local communities to address and remove barriers to the inclusion of children.

In the first stage of this project was given to attract the communities and to develop a specific proposal.

In the second stage a larger grant was given and the community worked on the essence of the issue.

The removal of other physical or social barriers.

Conclusion:

There are a number of significant challenges that need to be met in order for inclusive education of children. This should be successfully implemented in the children. The main challenges are identified in this section and case studies.

The main challenges are as follow -

I. Need for a better understanding of disability in term of the biosocial model.

II. Need for more reliable data.

III. Legislation policies and resources.

IV. Divided ministerial responsibility.

V. Institutional of many children with disabilities.

VI. Need for much better identification early assessment and care.

VII. Early nears education.

VIII. Physical barriers.

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IX. Pre-service, in-service training and support for teacher.

X. Need for individual education plan.

XI. Home school relationship.

XII. Violence, bullying and abuse against children in school.

XIII. Lack of child sensitive and child protection mechanizes.

XIV. Parents do not believe in their children and are not aware of their rights.

Children are also part of wide community local authorities teachers and the other school staff Parents of children. In addition to this stigma and prejudice also allows some members if the community to see children as easy target of rage or sexual aggression. Lack of social support limited opportunities for education and their families leading to increased levels of stress and hardship.

As mentioned at the beginning, this section of the report has aimed to give an overview of same of the challenges faced by government and there

stakeholders in implementing inclusive education for children. Role of the circle of care, Parent's careers, community and peers will build passively on the power of parents, communities and peers to build local frameworks for the realization of the right to intensive education for children.

References:

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