INCLUSIVE EDUCATION AT PRE-SCHOOL LEVEL

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The inclusive education it's a quality eduation accesible and free to all children without discrimination. In the whole world more and more children disadvantaged follow kindergarten, primary schools or gymnasium schools. In all the countries it is stipuled by law that all children should benefit the right to education.Unfortunately some children are born with deficiencies, inclusive systems provide a better quality education for all children and are instrumental in changing discriminatory attitudes. Schools provide the context for a child's first relationship with the world outside their families, enabling the development of social relationships and interactions. Respect and understanding grow when students of diverse abilities and backgrounds play, socialize, and learn together. Education that excludes and segregates perpetuates discrimination against traditionally marginalized groups. When education is more inclusive, so are concepts of civic participation, employment, and community life.

Making education inclusive is not a cost-cutting measure. Governments must be prepared to invest substantial resources at the outset on system reforms such as teacher and staff training; improving infrastructure, learning materials, and equipment; and revising curricula to implement inclusive education successfully. However, by eliminating redundancy and the high costs of running parallel systems, such investments are an efficient and effective use of funds, and hold the potential to improve education for all students.

The principle of inclusive education is the principle that education is a fundamental issue for development and societies. Over the past fifty years, the international community has helped create a vision of education that is no longer considered a privilege that only some people have, but a right of all. Inclusive education is one of the fundamental processes through which this vision is put into practice because it has at its heart the groups that have been excluded from education.

Funding mechanisms must be reformed so that schools that enroll students with special needs receive the necessary additional financial resources. When students move from special schools to mainstream schools, the funding should also follow.

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The inclusive education has some principles part of the inclusive education system. These principles can guide and inform value-based and learner-centred decisions related to policies, practices and actions at every level of education system.

The principles are:

1. *Anticipate, value and support diversity and learner differences* **-** caring, respectful and safe learning environments create a sense of belonging for all learners and their families.
2. **High expectations for all learners -** Creating a culture of high expectations begins with an accessible curriculum and meaningful and relevant learning experiences. Educators and families act on the idea that, with the right instructional supports, every learner can be successful.
3. Understand learners' strengths and needs-meaningful data is gathered and shared at all levels of the system—by teachers, families, schools, school authorities and the Ministry—to understand and respond to the strengths and needs of individual learners.
4. Reduce barriers within learning environments, all education partners work together to identify and reduce barriers within the curriculum, the learning environment and/or instruction that are interfering with students' ability to be successful learners and to participate in the school community.
5. **Capacity building -** School leaders, teachers, education professionals, families and community partners have ongoing opportunities, relationships and resources that develop, strengthen and renew their understanding, skills and abilities to create flexible and responsive learning environments. Capacity building takes place at the personal, school and system levels.
6. **Shared responsibility -** All education partners, including school and jurisdictional staff, families, community service providers, post-secondary institutions, teacher preparation programs and government are committed to collaboration and are committed to the success of all learners.

Inclusion is about providing the help children need to learn and participate in meaningful ways. Sometimes, help from friends or teachers works best. Other times, specially designed materials or technology can help. The key is to give only as much help as needed.

According to the World Declaration on Education for All (Dakar, 2000), inclusive education is one of the key strategies in addressing the issue of marginalization and exclusion from the education process.

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In view of the specificities of each country, there are common trends that reflect the progress made by these countries towards implementing inclusive education.

In countries where there are two distinct, inclusive and special educational systems, there is a tendency to develop and provide additional services. There is progress in legislation to support inclusive education. This is particularly noticeable in countries where a segregated educational system exists and which have developed new legislative frameworks to include disabled students in mainstream schools.

Involvement of parents in decision-making on the placement of children with disabilities is a major topic in many countries, with parents having different options to choose from among different educational services.

The process of inclusive education is constantly evolving, as a result of the joint efforts of representatives of the international community, national institutions and local decision-makers. The decisions and actions taken by these factors have the role of promoting and facilitating the presence, participation and learning in inclusive contexts of all students. They also seek to identify and remove barriers to inclusion

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