Why promote inclusive education? Because:

- it acknowledges that all children can learn
- it enables education structures, systems and methodologies to meet the needs of all children
- it can contribute to the quality of education for all
- it enables disabled children to stay with their families and communities
- it is part of a wider strategy to promote an inclusive society
- it is consistent with the key principles of the CRC.

The UN Convention on the Rights of the Child (CRC)

Disabled children have a right to education, and schools have a responsibility to educate all children. However the priority needs of disabled children are not special, they are basic. Disabled children need food, shelter, love and affection, protection, and education.

The CRC protects and promotes the rights of all children including disabled children.

- Article 2: non-discrimination
- Article 23: disabled children’s rights
- Articles 28 and 29: right to education.

In inclusive education the system has to change, not the child. School improvement may be a result of inclusive education, or it may provide the opportunity for more inclusive practices to be promoted. Whichever route is taken, school improvement must take place.

A twin-track approach to IE is necessary:
- change education systems
- pay attention to the specific needs of individual children.

For more information on inclusive education contact:
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