

Schools for All

Including disabled children and young people in education

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.

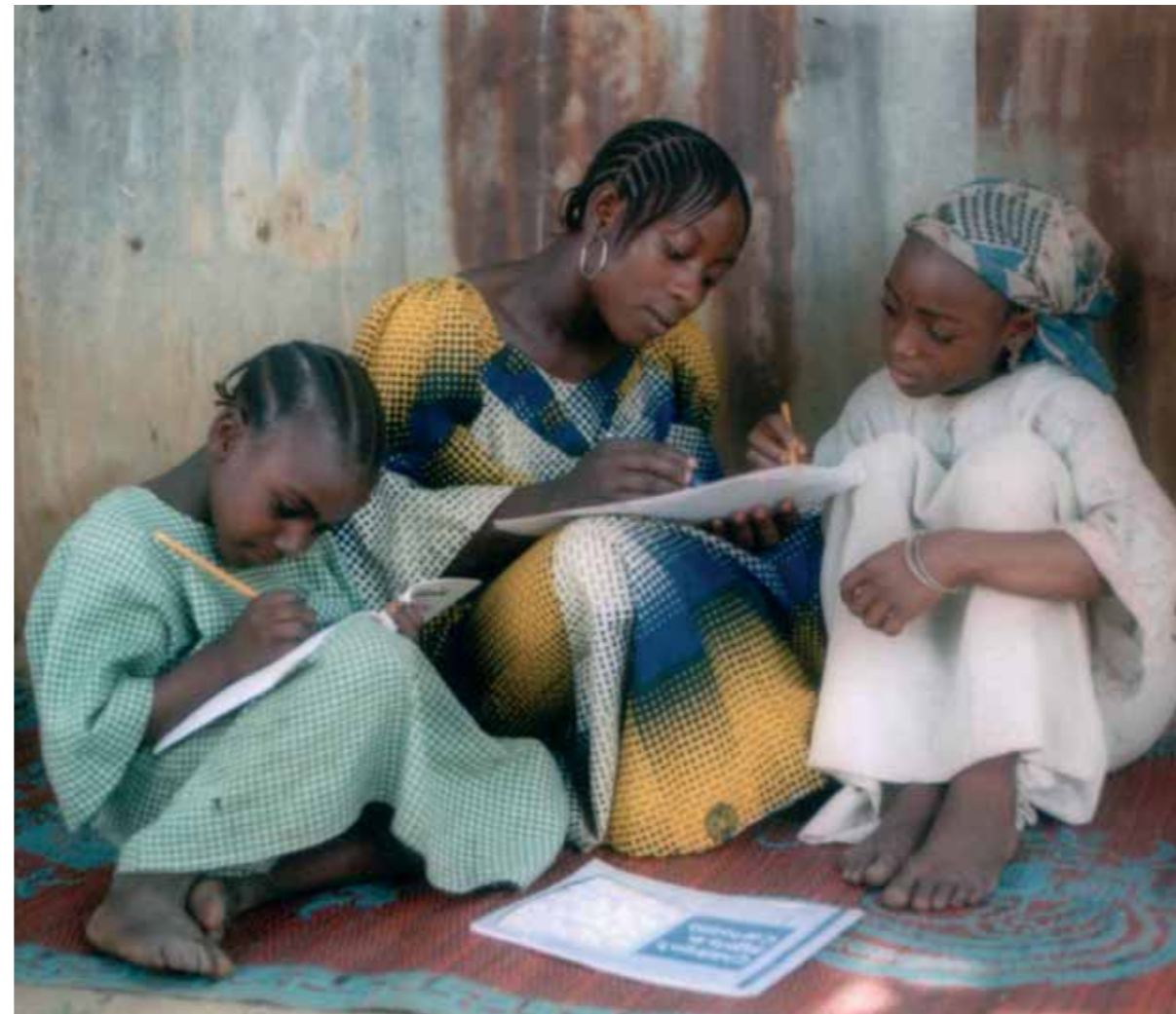
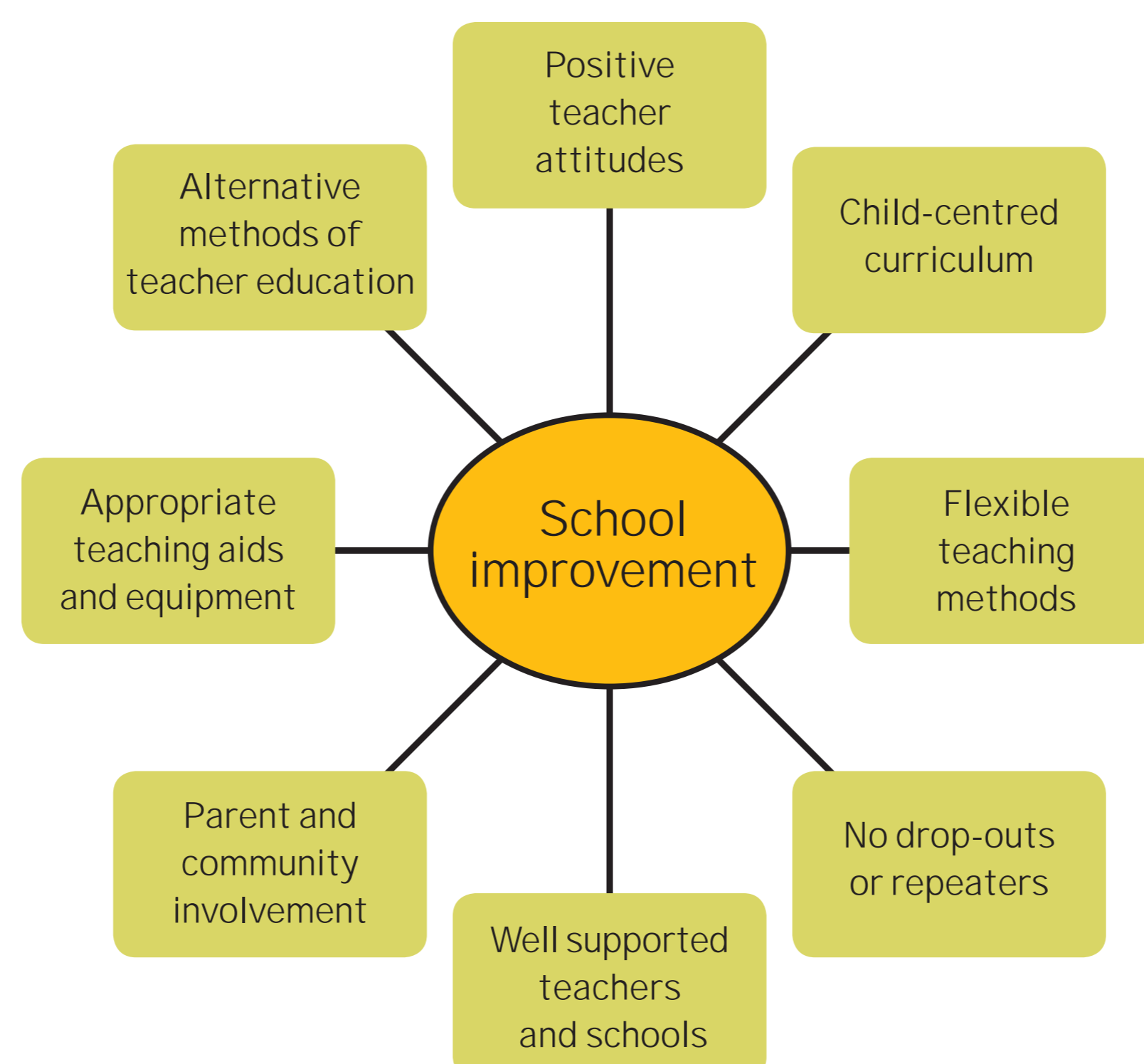


Photo: Danladi Mamman, GCEN, Nigeria

Changing the education system



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.

How can we support inclusive education?

- carry out situation analyses
- develop pilot schools
- lobby for system change in education
- promote inclusive policies and legislation
- find simple and cost-effective ways of overcoming barriers in the physical environment
- create child-friendly learning environments
- use simple, clear and consistent language
- make learning enjoyable
- make education more relevant to daily life and home situations
- accept that children learn at different rates and vary teaching methods accordingly
- respond flexibly and creatively to the individual needs of children
- be flexible about seating arrangements – use mats, wooden blocks or old car tyres
- use multi-sensory teaching methods that attend to the diversity of senses
- promote active learning and child-to-child activities
- encourage teachers to observe each other and problem-solve together
- involve parents and community members in education.

A twin-track approach to IE is necessary:

- change education systems
- pay attention to the specific needs of individual children.