

The Right to Inclusive Education:



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**What commitments have been made
to inclusive education?**

**What can members of
Inclusion International and Inclusion Europe
do to promote inclusive education?**

Commitments to Inclusive Education

1948

Articulated
economic and social
rights
including right to
education

Universal
Declaration *of*
Human Rights



**Right to Education:
International Covenant on
Economic, Social and Cultural Rights**
Adopted 1966
Entered into Force 1976

Article 13:

Right of everyone to education

Article 14

Detailed plan for progressive implementation

CONVENTION ON THE RIGHTS OF THE CHILD

**“disabled child receives education...
in a manner conducive to achieving
fullest possible integration and development”.**



ARTICLE 24 OF THE CRPD GUARANTEES

- **An Inclusive education system at all levels**
- **Quality and free primary education and secondary education on an equal basis with others**
- **Reasonable accommodation**
- **Individualized support measures**

CRPD COMMITTEE INTERPRETS ARTICLE 24

- Enforceable right to inclusion
- Guarantee of appeal
- Immediate reasonable accommodation
- Transfer to regular schools
- Inclusion distinguished from “integration”
- Special education funds reallocated to inclusion
- Quality ensured.

IDA INTERPRETATION OF ARTICLE 24

- **Coherent, comprehensive with one system**
- **Coordination across all Ministries and in international cooperation**
- **Schools welcome all students from their community and arrange for individualised supports**
- **Schools are accessible**
- **Universal design**
- **Children go to a regular school**
- **Teachers are trained to teach children with diverse learning styles**

CRPD ARTICLES WHICH SUPPORT ARTICLE 24

- **Preamble:** Families receive protection and assistance
 - **Article 3:** Participation and inclusion
 - **Article 5:** Equality and Non-discrimination
 - **Article 7:** Children
 - **Article 8:** Awareness-raising
 - **Article 9:** Accessibility
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- **Article 23:** Respect for Home and Family
 - **Article 27:** Work and Employment
 - **Article 30:** Culture, Recreation, Leisure, Sport



SUSTAINABLE DEVELOPMENT GOALS

1 NO POVERTY 	2 ZERO HUNGER 	3 GOOD HEALTH AND WELL-BEING 	4 QUALITY EDUCATION 	5 GENDER EQUALITY 	6 CLEAN WATER AND SANITATION
7 AFFORDABLE AND CLEAN ENERGY 	8 DECENT WORK AND ECONOMIC GROWTH 	9 INDUSTRY, INNOVATION AND INFRASTRUCTURE 	10 REDUCED INEQUALITIES 	11 SUSTAINABLE CITIES AND COMMUNITIES 	12 RESPONSIBLE CONSUMPTION AND PRODUCTION
13 CLIMATE ACTION 	14 LIFE BELOW WATER 	15 LIFE ON LAND 	16 PEACE, JUSTICE AND STRONG INSTITUTIONS 	17 PARTNERSHIPS FOR THE GOALS 	 SUSTAINABLE DEVELOPMENT GOALS

GOAL 4



ENSURE INCLUSIVE AND EQUITABLE QUALITY
EDUCATION AND PROMOTE LIFELONG LEARNING
OPPORTUNITIES FOR ALL

SUSTAINABLE DEVELOPMENT GOALS

More at sustainabledevelopment.un.org/hdq/proposal

COMPLIANCE WITH RIGHT TO INCLUSIVE EDUCATION REQUIRES SYSTEMIC OVERHAUL

From identifying students in need



universal design that includes all

**WHAT MEMBERS OF
INCLUSION INTERNATIONAL AND
INCLUSION EUROPE CAN DO TO
PROMOTE INCLUSIVE EDUCATION**

IDENTIFY THE BARRIERS TO INCLUSIVE EDUCATION

- Conflicting understandings of inclusive education
- Lack of awareness of benefits of inclusion
- Insufficient investment in early years
- *How/where* money is invested
- EFA lack of focus on marginalised learners has impacted on quality
- Focus on standardized curricula and assessments
- Lack of involvement of parents
 - Adapted from responses to **International Commission on Financing Global Education Opportunity Civil Society, NGO and Youth Global Consultation** by the **International Disability and Development Consortium (IDDC) Inclusive Education Task Group and Inclusion International, May 2016**

FOLLOW THE MONEY

WHAT ARE THE COSTS?



WHO BENEFITS?



KNOW THE FACTS

- **Cost of exclusion of children with disabilities is up to 7% of GDP**
- **Inclusion is 7 to 9 times less costly**
- **Failure to finance will lead to exclusion from education and society**
- **Lack of funding is due to:**
 - **Misbelief it is too expensive**
 - **Perception of low expected returns**
 - **Lack of reliable data**

IN HIGH AND MIDDLE INCOME COUNTRIES STATE RUNS TWO SYSTEMS

REGULAR EDUCATION

For children without disabilities

SPECIAL EDUCATION

For children with disabilities

IN LOW INCOME COUNTRIES

State and donors fund education for children without disabilities

Donors and NGOs fund education for children with disabilities

FAMILIES BEAR MANY COSTS

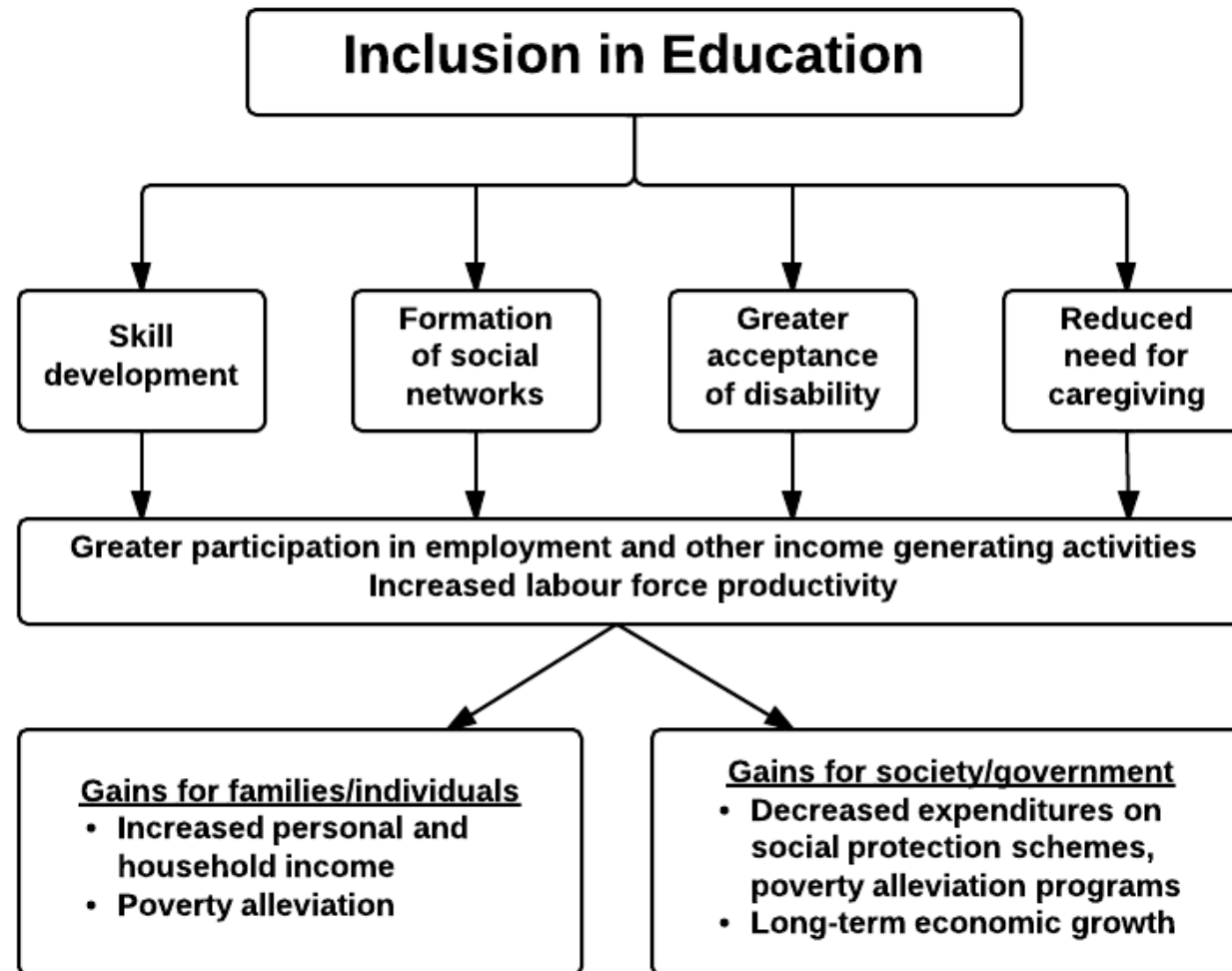
- **Care-giver required for child not in school**
- **Transportation**
- **Support worker/interpreter**
- **Adapted materials**
- **Aids and devices**

INDIVIDUAL COSTS

- **Reduced health**
- **Fewer skills**
- **Limited social network**
- **Isolation**
- **Poverty**

INDIRECT COSTS TO COMMUNITY

- **Increased social dependence requiring social protection and poverty alleviation programs**
- **Less acceptance of diversity and social cohesion**



TRANSFORMATIONAL INVESTMENT REQUIRES

- **Principled leadership**
- **Human rights basis**
- **Building practice that supports teachers to serve all students**
(Porter, 2015)

KEY MESSAGE

**KEEP THE STUDENTS
AND THE RESOURCES
IN THE REGULAR SYSTEM**

SOME STRATEGIES TO BRING ABOUT CHANGE

1. IT ALL STARTS WITH VISION

2. COLLABORATE WITH A DIVERSE NETWORK

3. PERSEVERE

4. LINK VALUES, CONTENT AND PROCESS

CONCLUSION

- ➔ There is an internationally recognized right to inclusive education
- ➔ Inclusive education isn't just good for students who have disabilities
- ➔ It leads to better education for all.
- ➔ We need to transform existing systems to support inclusion.
- ➔ We need to be strategic to achieve our vision.

October 2009

BETTER EDUCATION FOR ALL



When We're Included Too

Inclusion
International



People with an Intellectual Disability and their Families Speak
Out on Education for All, Disability and Inclusive Education

[www.inclusion-international](http://www.inclusion-international.org)
[.org](http://www.inclusion-international.org)

OBRIGADA

THANK-YOU

