

Inclusive

# Education

Everyone has the right to education

*Article 26 – Universal Declaration of Human Rights*

No disabled person should be denied the right to participate fully in education alongside others of their age.

Education is not only a fundamental right but also a basic necessity to be able to participate and flourish in one's community. It is the stage where children and adults learn to integrate into and become an active member of society.

*Inclusion International*

## *Inclusive Education is*

- Supporting all people to participate in the cultures, curricula and communities of their local educational setting
- Education in regular classrooms, with people of the same age and with the same teacher with flexibility and adaptations to meet the needs of the individual
- A value as well as a practice

## *New Zealand Disability Strategy:*

Making a World of Difference – Whakanui Oranga

Objective 3: Provide the best education for disabled people.

- Improve education so that all children, youth and adult learners will have equal opportunities to learn and develop in their local, regular educational centres

## *Successful inclusive education occurs when*

- Families are in an active partnership with educators
- Principals, teachers and school boards make it happen
- Teacher education provides teachers with the skills to cater to the diverse needs of all students
- Specialists work in partnership with teachers
- Accommodations are made to support individuals to learn
- Schools are resourced to teach all children well
- All children are given opportunities to have a say in their learning

## *Inclusive Education works*

- Research and practice in New Zealand and internationally shows that inclusive education benefits all learners
- Inclusive education produces people who are better educated and better able to participate and contribute as members of their communities and society than segregated education

## Inclusive Education is the best option for students with a disability

- Segregated education leads to social segregation, discrimination and isolation of people with disabilities in adult life
- It is now widely recognised that inclusive education confers significant psychological advantages for children with a disability, as well as greater fulfilment of intellectual and, especially, social and emotional needs

*UN Special Rapporteur on the Right to Education (2007)*

## Inclusive Education benefits all students

- Inclusion removes barriers to participation and learning for all children
- Children who learn with others who are different expect and respect diversity and use this experience to the benefit of their communities and workplaces
- By catering to diversity, inclusive teachers and schools become versatile and creative in their approach to learning, which enriches the quality of all students' education

## Inclusive Education works for the community

- Inclusive schools help build inclusive communities where people's differences are valued, where each member gets supported to contribute, and where the human values created as a result support our societies to achieve our most important goals
- Inclusive education can be both cost-efficient and cost-effective

*UN Special Rapporteur on the Right to Education (2007)*

## Inclusive Education is part of New Zealand's international obligations

States Parties recognise the right of persons with disabilities to education. In realising this right, States Parties shall ensure that persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live.

*Article 24 – United Nations Convention on the Rights of Persons with Disabilities*

## Inclusive Education in practice

- To achieve successful inclusive education the education system in New Zealand must change so that it has the resources, understandings, values and commitment to teach all children well in non-discriminatory local education settings
- The Ministry of Education will need to take the lead across the sector to ensure that no child is denied access to their local school because of their impairment

*Ministry of Education Statement of Intent 2007-2012*

## Inclusive Education

- Works
- Is about **all** children
- Values difference
- Is flexible and adapted to meet individual needs
- Offers an alternative to segregated education
- Meets our national and international human rights obligations
- Is about educating for social justice in a non disabling society

## Resources and Contacts

Booth, T. Ainscow, M. (2002). Index for inclusion: developing learning and participation in schools. Centre of Studies for Inclusive Education. Set of materials to guide schools through a process of inclusive school development, see [www.csie.org.uk](http://www.csie.org.uk)

**IHC Advocacy**

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