Inclusive Education- A Right Based Model
Inclusion Means:

✓ Schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions.

✓ Improvement in school system i.e. curriculum, teaching methods, teaching aids and interaction systems among different pupils.
Inclusive Education Adoption

✓ Adopted at Salamanca World Conference on Special needs Education in Spain in 1994.

✓ Global shift from segregation to integration and from integration to INCLUSION.

✓ Segregation means placing the child apart from general system.
✓ Integration means placing the child in the general but rigid system.

✓ Inclusion means placing the child in flexible and friendly system.
Inclusive Education: Based on Social Model of Disability

- SMD sees system as defective rather than child.

- Social environment and attitude as real cause of creating handicap situations.

- SMD welcomes diversity and provides need bases services.

- SMD bases on Human Rights Approach, advocating EDUCATION not mere a need but BASIC RIGHT of every child.
The World Education Forum held at Dakar, Senegal in 2000 reaffirmed education as a Fundamental Human Right.

Emphasized on Right Based Approach in all educational actions.

Right Based Approach means integrating the norms, standards and principles of International Human Rights system into educational programs.
Basic Principles for Right Based Educational Programs

- Participation - Local Communities, Society, Minorities, Women, Educated people, NGOs etc.
- Accountability - Right holders and Duty bearers should be responsible for their roles.
- No Discrimination - On the basis of sex, area, religion, culture and even disability.
- Empowerment - Enhancement of capacities of all.
- Linkage to Human Rights Standards as set standards
The UN Convention on Rights of Child (1989)- Children’s Rights in respect of freedom from discrimination and in respect of the representation if their wishes and views.

The Convention against Discrimination in Education of UNESCO prohibits any discrimination, exclusion or segregation in education.

UNESCO Salamanca Statement (1994)- All government to give the highest priority to inclusive education.

Kothari Education Commission stressed on common school system without any discrimination.

NPE, 1986 suggested integrated program enabling handicapped children to study in regular school.


The Equal Opportunities and Rights of Persons with Disabilities Act 1996 called for the education of children with disabilities up to the age of 18 years in an appropriate environment and integration of students with disabilities into normal schools.
Necessary Resources for Implementing Inclusion as Right Based Model

✓ Adequate support and services for all students.
✓ Well designed individualized educational programs.
✓ Time for teachers to plan, meet, create and evaluate the students together.
✓ Reduce the class size based on the severity of the students needs.
Necessary Resources for Implementing Inclusion as Right Based Model

✓ Professional skill development in the areas of co-operative learning, peer-tutoring and adaptive curriculum.
✓ Collaboration between parents, teachers and administrators.
✓ Sufficient funding to schools to develop programs for students.
✓ Students are placed with their chronological age mates regardless their mental level.
✓ Emphasis on value of friendship.
✓ Pairing of students with special needs and students without special needs.
✓ Assistance of occupational therapists to regular teachers.
Teacher use a number of techniques:
- Using games designed to build community.
- Involving students in solving problems.
- Sharing books and songs that teach community.
- Openly dealing with individual differences by discussion.
- Assigning classroom jobs that build community.
- Teaching students to look for ways to help each.
- Utilizing physical therapy equipments for active participation of physically challenged students.
Early Childhood Care and Education:
- Enrolment and retention of girls in primary schools.
- Emphasis on fulfilling their health, psychological, nutritional and educational needs.

Project for Integrated Education Development (PIED):
- Emphasized on including children with moderate disabilities in schools.

Integrated Education for the Disabled Children (IEDC):
- Main objective to provide educational opportunities for children with disabilities in ordinary schools.
- The scheme offers financial assistance towards the salary of special teachers, provision of aids and appliances for children with special needs, training of special teachers, removal of difficulties due to building designs and early detection and resource support.
National level practices for Inclusive Education

District Primary Education Project (DPEP):
- Launched with the support from World Bank.
- Emphasizing upon including more children with disabilities into regular school system.
- Main focus on in-service training of general teachers, quality improvement of curriculum and teaching learning material and capacity building of institutions.

UN Support to Primary Education (Community School Program):
- Based on Salamanca Principles and UNESCO guidelines.
- Emphasizing on addressing the educational needs of working children, children with disabilities and adolescent girls.

Sarva Shiksha Abhiyan (SSA):
- Main focus on teacher training, resource support, early detection and identification, removal of architectural barriers and special focus on girls with disabilities.
THANK YOU

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