



Implementation of Inclusive Education in Public and Private Schools

Practices in Sindh According to Section 9 “Equity in Education” of The Sindh Empowerment of Persons With Disabilities Act 2018












Acknowledgements

We extend our heartfelt gratitude to the **Department of Empowerment of Persons with Disabilities (DEPD)**, the **School Education and Literacy Department (SELD)**, and the **Directorate of Inclusive Education** for their invaluable contributions toward advancing inclusive education in Sindh. Their leadership and commitment have laid the foundation for a comprehensive framework that ensures equitable access to quality education for all children.

A special thanks to **C-ARTS (Center for Autism, Rehabilitation, and Training Sindh)** for their efforts in providing learning materials, training educators, and conducting diagnostic assessments to create a more accessible and supportive learning environment.

Together, these collaborative efforts are paving the way for a truly inclusive education system that upholds the rights of children with disabilities and fosters a culture of equity and inclusion across Sindh.

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Introduction

Inclusive education ensures that all children, irrespective of their abilities, backgrounds, or needs, have equal access to quality education. It is a fundamental right enshrined in international and national laws. Despite these guarantees, children with disabilities often face systemic barriers to enrollment in mainstream schools. This policy brief outlines the context, legal framework, expectations from both public and private schools, and sets a roadmap for implementing inclusive education across Sindh.



Background

The Constitution of Pakistan guarantees free and compulsory education for all children aged 5–16 under Article 25-A. Similarly, the Sindh Empowerment of Persons with Disabilities Act (2018) mandates the inclusion of children with mild disabilities, including autism, slow learners, and borderline cases, in mainstream schools. However, these laws remain under-implemented, with many schools—both public and private—denying admissions to children with disabilities.

To address these gaps, the Department of Empowerment of Persons with Disabilities (DEPD) and the School Education and Literacy Department (SELD) have jointly developed a comprehensive framework for inclusive education.

Legal Framework Supporting Inclusive Education

- **UNGA Convention on the Rights of Persons with Disabilities (CRPD):** Pakistan ratified the CRPD in 2011, committing to non-discrimination in education systems for persons with disabilities (Article 24) while ensuring access to inclusive, quality, and free education in local communities.
- **Sindh Empowerment of Persons with Disabilities Act, 2018:** Section 9 mandates all government-funded or recognized educational institutions to provide inclusive education, admitting children with disabilities without discrimination.
- **Sindh Right to Free and Compulsory Education Act, 2013:** This law requires private schools to reserve at least 10% of their enrollment for disadvantaged children, including those with disabilities.
- **Early Childhood Care and Education Policy, 2015:** The policy emphasizes equitable access to quality early education for children with special needs, advocating for their mainstreaming where feasible.

Need of the Policy

1. **Adherence to Legal Obligations :** Pakistan is a signatory to the "Education for All" (EFA) goal, which requires inclusive, equitable, and quality education for children with disabilities.
2. **Capacity Building of Schools:** Many mainstream schools, including private institutions, lack the capacity, resources, and willingness to admit and retain students with disabilities.
3. **Equitable Inclusion in Society:** Denial of education to children with disabilities exacerbates inequality and denies their right to participate fully in society.

Key Provisions of the Policy Framework

A. Preparatory Stage

Lays the foundation and establishes prerequisites for implementing inclusive education.

1. Selection Criteria of Inclusive Schools.

- SELD will identify and select private schools which will be named as "Inclusive Education Schools."
- SELD will identify and designate 300 Model Government Schools as "Inclusive Education Schools."
- Accessibility and mobility of students to these schools will be ensured by SELD.

2. Quota for Enrollment for Private Schools with Inclusive Education

- Private schools must admit 5-10% of children with disabilities (mild autism, slow learners) at the Montessori and primary levels.

3. Building Accessible Infrastructure

- DEPD will guide schools in developing inclusive infrastructure.
- Accessibility compliance is the responsibility of schools, supported by guidelines from the Inclusive Education Implementation Support Unit (IEISU).

B. Capacity-Building Stage

Focuses on preparing stakeholders and ensuring school readiness.

1. Formation of a Joint Committee for Assessments

- A joint SELD-DEPD committee will assess children for enrollment and support their transition into schools.

2. Training of Teachers and Trainers

- DEPD (via C-ARTS) and SELD (via PITE and other TTIs) will conduct Training of Trainers (TOT) programs and teacher capacity-building sessions.

3. Curriculum Development

- SELD's Curriculum Wing and DEPD's C-ARTS will collaborate to design inclusive curricula and learning materials.



C. Implementation Stage

Enacts policies and strategies in schools to operationalize inclusive education.

1. Fee Structure, Concession and Facilities

- Schools will grant a 50% fee concession and provide necessary academic facilities for inclusive learning.
- Schools with fees over PKR 10,000/month will prioritize admissions of children with disabilities and cover facility costs.
- Chain schools must nominate at least one branch per district for inclusive education.

2. Classroom Support

- Schools will appoint assistant teachers, psychologists, and provide assistive devices for children with disabilities.

D. Monitoring and Evaluation Stage

Ensures sustainability and accountability for inclusive education initiatives

1. Monitoring and Certification

- IEISU will develop protocols for evaluating and certifying schools as "Inclusive Education Schools."
- Joint committees will oversee compliance, admission processes, and cultural integration of inclusive education.

2. Prevention of Admission Withdrawal

- Schools cannot withdraw or cancel admissions of children with disabilities without approval from IEISU.
- Violations will result in legal action.

Establishment of Inclusive Education Implementation Support Unit (IEISU)

The IEISU will coordinate, monitor, and support inclusive education initiatives. Its key roles include:

- Identifying schools for inclusion.
- Facilitating assessments, teacher training, and curriculum development.
- Monitoring performance and infrastructure development.
- Certifying schools as per defined standards, benchmarks, and indicators.



Key Stakeholders

- Government of Sindh Agencies: DEPD, SELD, SETTAS, C-ARTS, PITE, TTIs, IEISU and public schools.
- Private Sector: Private Schools Association of Sindh, individual school administrations.
- Community: Parents, family members, and local communities
- Outreach Partners: disability rights organizations.



Expected Outcomes

The implementation of inclusive education standards, with active participation from private schools, will:

1. Ensure equitable access to quality education for children with disabilities.
2. Establish a culture of inclusion within Sindh's education system, reducing stigma against individuals with disabilities.
3. Promote collaboration between public and private sectors to create sustainable, inclusive practices.

Conclusion

The successful implementation of inclusive education in Sindh relies heavily on the commitment of both public and private schools. While public schools will play a foundational role, private schools must actively participate by adopting inclusive practices, improving capacity, and fostering a culture of accessibility. Together, these efforts will pave the way for a truly inclusive education system in Sindh.

