

Promoting inclusion and equity in education: Lessons from international experiences

Mel Ainscow

The global context: 'Education for All'



THE SALAMANCA STATEMENT AND FRAMEWORK FOR ACTION

ON SPECIAL NEEDS EDUCATION



WORLD CONFERENCE
ON SPECIAL NEEDS EDUCATION:
ACCESS AND QUALITY

Salamanca, Spain, 7-10 June 1994



United Nations
Educational, Scientific, and
Cultural Organization



Ministry of
Education and Science
Spain

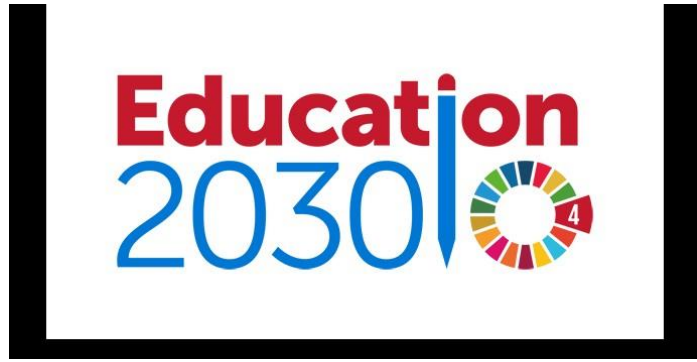
The Salamanca Statement, 1994

Regular schools with an inclusive orientation are 'the most effective means of combating discriminatory attitudes, building an inclusive society and achieving education for all'.....

..... such schools can 'provide an effective education for the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system'

Education 2030



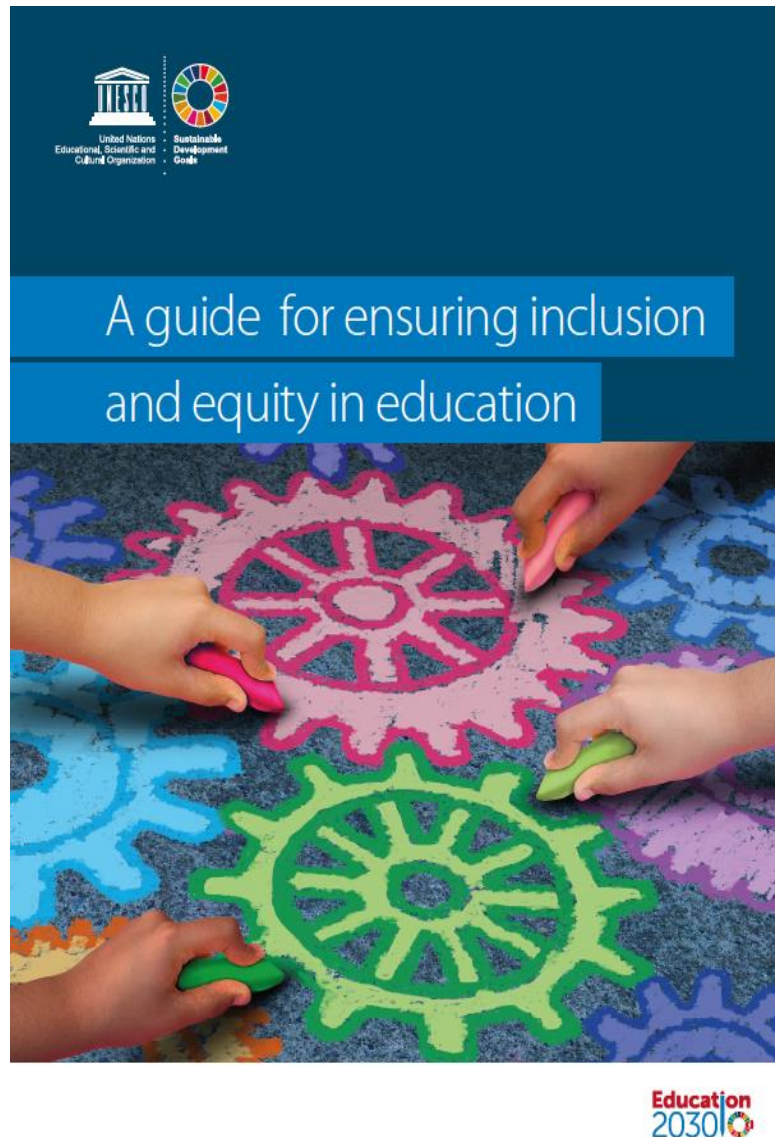


A global challenge

‘Inclusion and equity in and through education is the cornerstone of a transformative education agenda, and we therefore commit to addressing all forms of exclusion and marginalization, disparities and inequalities in access, participation and learning outcomes’

‘We therefore commit to making the necessary changes in education policies and focusing our efforts on the most disadvantaged, especially those with disabilities, to ensure that no one is left behind’





‘Every learner matters and matters equally’

My agenda

- **How can we promote inclusion and equity in our schools?**
- **What does this mean for research and researchers?**

Learning from differences







Lesson 1

**Make use of existing skills and
knowledge**





Lesson 2

Value differences





Lesson 3

Address barriers to participation and learning





Lesson 4

**Make effective use of available
resources, particularly human
resources**









Lesson 5

**Develop a language of practice
and a culture of experimentation**





Lesson 6

Learn from other schools

In summary

- **Make use of existing skills and knowledge**
- **Value differences**
- **Identify and address barriers to participation and learning**
- **Make effective use of available resources, particularly human resources**
- **Develop a language of practice and a culture of experimentation**
- **Learn from other schools**

And an important lesson from Portugal: Inclusion seen as a guiding principle





International Bureau of Education

‘Reaching Out to All Learners’

A resource pack for supporting the promotion of inclusive education

Available free at:

<https://www.ibe.unesco.org/en/node/103?hub=41>

**And, remember the most important
factor:
the collective will to make it happen**



Developing Inclusive Schools

Pathways to Success

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[More examples here](#)