

THE SALAMANCA STATEMENT:

Adopted by the World Conference on Special Needs Education: Access & Quality

- **every child has a basic right to education**
- **every child has unique characteristics, interests, abilities & learning needs**
- **education services should take into account these diverse characteristics & needs**
- **those with special educational needs must have access to regular schools**
- **regular schools with an inclusive ethos are the most effective way to combat discriminatory attitudes, create welcoming & inclusive communities & achieve education for all**
- **such schools provide effective education to the majority of children, improve efficiency and cost-effectiveness**

UNESCO, Special Education, Division of Basic Ed.

ORGANIZATION FOR ECONOMIC CO-OPERATION & DEVELOPMENT (OECD)

**SUSTAINING INCLUSIVE EDUCATION: A study of
inclusive education as practiced in 8 countries
March 1999**

Based on the examples of inclusion described in this book it would be fair to conclude that from an educational point of view there is no limit to the degree of inclusion possible. All children however heavily disabled can be included in regular schools with no detriment to themselves or other pupils.

The question then has to be:

Is there an educational rationale for maintaining segregated provision in a public education system?

Given the evidence gathered here, the answer is no!

The main factors blocking reform to inclusion would seem to be a mixture of lack of political will and human beings' interminable resistance to change.