





United Nations Educational, Scientific and Cultural Organization

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Education as a Social Tool Lessons from Salamanca

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In This Presentation...

1. Briefly Revisit Salamanca & Education For All (UNESCO Agenda)
2. Highlight issue of Perception & Normalisation – Culture in Education and Communities
3. Link Social Education to Wellbeing and Civic Engagement
4. Local to Global via Incoming Human Rights Declaration on Education – Disability Inclusive

Education For All (EFA)

UNESCO World Conference on Education for All, 1990

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- Global commitment to provide quality basic education for all
- Achieving quality education for all is the overarching priority within the UNESCO education section

World Conference on Special Needs Education: Access and Quality
Salamanca Spain, 1994

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Inclusive education is a fundamental component of the global commitment to achieve quality education for all

Reaffirmed in:

- The Dakar Framework for Action, 2000
- UNESCO Guidelines for Inclusion: ensuring Access to Education for All (2005)
- UNESCO Policy Guidelines on Inclusion in Education (Oct 2009)

Salamanca Statement and Framework for Action, 1994

Some Key Principles:

- **Provide education for children, youth and adults** with special educational needs within the regular education system (Article 1)
- **Regular schools** with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving EFA (Article 2)
- **Parents, communities and organisations** should be encouraged and facilitated in the planning and decision making concerning the provision for special educational needs (Article 3)

From 'Normalisation' to Education for All

Normalisation - *'[utilisation] of means which are as culturally normative as possible in order to establish and/or maintain personal behaviours and characteristics which are as culturally normative as possible.'*
(Wolfensberger, 1972)

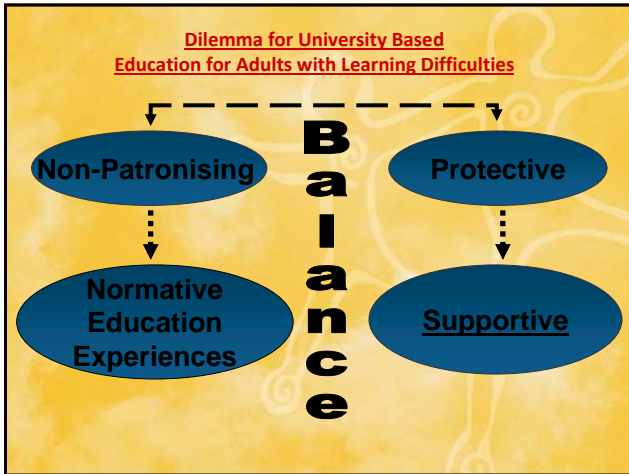
The Jay Report (1979)!

Power of Perception

**What you Believe
Dictates how you
Behave!**



From my own Experience "Scripting"



Salamanca Principles and EFA Agenda -

- Tested by Global economic crisis?
- Bailing out Banks v Bailing out People
- What do we Guarantee for Children/Youth and Adults living with Disability

Highlighting Social Education and Civic Engagement as a link to Wellbeing

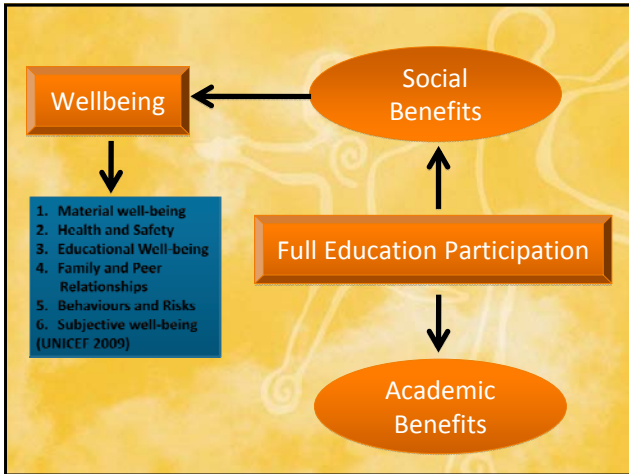
EFA & Inclusive Education

UNESCO is increasingly seeking to ensure that inclusive education is linked to quality education.

No universally agreed definition of quality education but there are two important components:

1. The cognitive development of the learner
2. Promoting values and attitudes of **responsible citizenship** and/or creative and emotional development

(UNESCO Policy Guidelines on Inclusion in Education, 2009)



Social Benefits of Education for All

- Greater Social Support Enlistment (Proven - Buffer to Stress)
- Greater Coping Capacities (Resilience to Stress)

Global Priorities

- To ensure inclusive education is an integral part of all education initiatives

For example:
UN Human Rights Council **Declaration on Human Rights Education and Training** is currently being drafted (UNESCO is centrally involved)

Article 12 states that people with disabilities must have effective access to fundamental education, as well as human rights education (Note Tentative Draft).



**The important Message from Salamanca and
UNESCO is that we can get there!**

Ring the bells that still can
ring

Forget your perfect
offering

There is a crack in
everything

That's how the light gets
in.

- Leonard Cohen

THANK YOU!

