

## The Salamanca Declaration's Influence on National Education Policies: A Comparative Analysis

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### Abstract

**Introduction:** The Salamanca Declaration of 1994, a global movement for inclusive education, has significantly influenced national education policies in five countries: Spain, India, South Africa, Brazil, and Canada, with a focus on their interpretation and implementation.

**Objectives:** The objectives of this study were to analyze the influence of the Salamanca Declaration on national education policies, identify and compare the strategies employed by these countries, evaluate the outcomes and challenges of inclusive education policies, and provide insights and recommendations for improving inclusive education.

**Methodology:** A qualitative methodology was adopted, utilizing case studies and comparative analysis. Data were collected from academic journals, government reports, policy documents, and interviews with education experts.

**Findings:** Inclusive education policies vary between developed and developing countries. In developed countries like Canada, resources are allocated effectively, leading to comprehensive teacher training programs. However, in developing countries like India and Brazil, funding gaps, infrastructure inadequacies, and shortages of trained teachers hinder their effective implementation.

**Conclusion:** The Salamanca Declaration has significantly influenced national education policies, but its implementation varies due to economic development, governance structures, and socio-cultural contexts. The study emphasizes the need for continuous efforts, targeted interventions, and international collaboration to improve inclusive education policies globally.

**Keywords:** Inclusive Education, Salamanca Declaration, National Education Policies, Special Educational Needs, Comparative Analysis

### 1. Introduction

The establishment of comprehensive education systems worldwide was advocated in a groundbreaking international policy document known as the Salamanca Declaration and Framework for Action on Special Educational Needs (UNESCO, 1994). His advocacy centred around the notion that comprehensive education ought to be regarded as a fundamental human right and advocated for the integration of children with special educational needs into mainstream institutions (UNESCO, 1994). The purpose of this study is to determine how the Salamanca Declaration has affected the national educational policies of various nations and to evaluate the successes and obstacles encountered in the implementation of inclusive education. The Salamanca

Declaration, colloquially referred to as the Salamanca Declaration, is an internationally seminal document concerning education. The Declaration, which was endorsed during the World Conference on Special Educational Needs: Access and Quality, which was conducted in Salamanca, Spain, between June 7 and 10, 1994, significantly influenced global education policy (UNESCO, 1994). With over 300 delegates from 25 international organisations and 92 governments in attendance, the purpose of the conference was to advocate for inclusive education for all children, particularly those with special educational needs (UNESCO, 1994). A ray of hope for universal education arose from this conference in the form of the Salamanca Declaration. It is grounded in the inclusion principle and acknowledges the imperative of establishing educational institutions that foster inclusivity, appreciation for diversity, facilitate learning, and cater to the unique requirements of each student (UNESCO, 1994). In addition to physical inclusion in the classroom, this principle of inclusion also encompasses participation in the learning process and the expectation to be regarded with dignity and respect (UNESCO, 1994). A Framework for Action and the Salamanca Declaration on Principles, Policies, and Practices Relating to Special Educational Needs comprise the Salamanca Declaration (UNESCO, 1994). It reasserts the universally recognised right to education as stated in the 1948 Universal Declaration of Human Rights and affirms the duty to accommodate children, adolescents, and adults with special educational needs in the mainstream education system (UNESCO, 1948; UNESCO, 1994). This proclamation is regarded as a watershed moment in the history of inclusive education and continues to be pertinent. It has functioned as a guiding document for the global promotion of inclusive education and has impacted the policies and practices of numerous nations (UNESCO, 1994). The educational landscape has been significantly influenced by the Salamanca Declaration, which established the principle that every child, irrespective of their circumstances or aptitudes, is entitled to a high-quality education (UNESCO, 1994). In summary, the 1994 Salamanca Declaration, endorsed by UNESCO, endeavours to advance inclusive education for every child, with a particular emphasis on those who require special educational provisions (UNESCO, 1994). The UNESCO Convention of 1994 establishes a structure to guarantee inclusive and fair educational opportunities while affirming the right to education. The Salamanca Declaration serves as a reminder that all children are entitled to an education in an environment that is supportive, inclusive, and respectful (UNESCO, 1994). It is a symbol of the international community's dedication to inclusive education.

**Table 1: Global Statistics on Inclusive Education (2023)**

SI No.	Indicator	Global Average	Sub-Saharan Africa	South Asia	Latin America & Caribbean	East Asia & Pacific	Middle East & North Africa
1	Primary School Enrollment Rate (%)	91.0%	78.2%	94.0%	95.1%	97.4%	93.4%
2	Secondary School Enrollment Rate (%)	76.4%	43.2%	67.1%	81.7%	87.3%	72.9%

3	Children with Disabilities Out of School	32 million	11 million	7 million	5 million	6 million	3 million
4	Teachers Trained in Inclusive Education (%)	45%	30%	40%	55%	60%	50%
5	Schools with Accessible Infrastructure (%)	65%	50%	60%	70%	75%	68

Source: <https://www.unesdoc.unesco.org>  
<https://www.worldbank.org/en/topic/education/brief/inclusive-education>  
<https://www.unicef.org/education/inclusive-education>

## 2. Review of Related Literature

### a) Arnaiz, P. (2012). **Inclusive Education in Spain: A View from Inside.**

Arnaiz (2012) examined Spain's efforts to integrate students with special educational needs into mainstream classrooms post-Salamanca. Despite policy reforms and a revision of the General Law of Education, challenges like inadequate funding and resistance from educators and parents persisted.

### b) Smith, J. (2019). **Inclusive Education in Canada: Progress and Challenges**

Smith's research on inclusive education in Canada highlights the country's commitment to providing teachers with professional development opportunities and allocating resources to inclusive education initiatives. However, the research also highlights challenges such as the need for continuous teacher training and resource allocation. To address these issues, a long-term commitment to inclusive education is needed. Despite Canada's progress in establishing inclusive education policies, ongoing efforts are needed to ensure their success.

### c) Silva, M. (2018). **Inclusive Education in Brazil: An Overview**

Silva's research analyzes Brazil's inclusive education policies in the context of the Salamanca Declaration. It highlights Brazil's progress in supporting schools for children with special needs and developing support services. However, the report also highlights challenges such as limited financial resources and infrastructure deficiencies. To overcome these, significant investment in infrastructure and resources is needed. Despite Brazil's progress, the research concludes that there is still a significant distance to go in implementing inclusive education policies.

### d) Engelbrecht, P. (2006). **The Implementation of Inclusive Education in South Africa After Ten Years of Democracy.**

Engelbrecht's 2006 study on inclusive education in South Africa revealed that despite policies like the Salamanca Declaration and the South African Schools Act, rural schools

still face challenges like inadequate infrastructure, lack of trained personnel, and socio-economic disparities, emphasizing the need for comprehensive teacher training.

e) **Sharma, U., & Deppeler, J. (2005). Integrated Education in India: Challenges and Prospects.**

According to a 2005 study by Sharma and Deppeler on integrated education in India, inadequate teacher training and insufficient infrastructure, especially in rural areas, impeded the implementation of inclusive education policies. Inclusive education was mandated by the Persons with Disabilities (Equal Opportunities, Protection of Rights, and Full Participation) Act of 1995. Significant enhancements in infrastructure, teacher preparation, and community perspectives were suggested by the study.

Despite significant progress in implementing inclusive education policies in countries like Spain, Canada, Brazil, South Africa, and India since the Salamanca Declaration, an examination of relevant literature reveals ongoing issues that require attention. Various stakeholders met the policy reforms in Spain with funding deficiencies and opposition. Canada's advancements necessitate ongoing teacher training and resource allocation. Brazil, on the other hand, is facing significant financial and infrastructure deficits despite making progress in supporting schools for children with special needs. Similarly, insufficient infrastructure and socio-economic inequality, particularly in rural areas, hinder the implementation of inclusive education in South Africa. Similarly, insufficient teacher training and infrastructure, particularly in rural regions, hinder India's efforts. In order to overcome these systemic constraints and realise the full potential of inclusive education on a global scale, our results highlight the need for persistent investment, extensive teacher training, and continual dedication.

### Research Gap

The study "The Salamanca Declaration's Influence on National Education Policies: A Comparative Analysis" aims to address the research gap in the long-term efficacy and sustainability of inclusive education policies after the Salamanca Declaration. Despite progress in countries like Spain, India, South Africa, Brazil, and Canada, issues such as inadequate funding, facilities, and teachers persist. Socio-cultural hurdles and geographical inequities also hinder the full realization of inclusive education. The study aims to provide a comparative analysis of inclusive education policies implemented in various socioeconomic contexts and governance structures, presenting insights and suggestions for promoting inclusive education globally. The research gap is highlighted through a comparative analysis of successes and current issues, and the study emphasises the need for continued efforts, focused interventions, and collaboration with foreign partners.

### 3. Significance of the Study

The study explores the impact of the Salamanca Declaration on national education policies globally, focusing on the challenges and successes in implementing inclusive education. Key areas include resource allocation, teacher training, and addressing socio-cultural barriers. The findings aim to promote global dialogue and cooperation in enhancing the quality and fairness of education

for all students. The study examines the influence of the Salamanca Declaration on national education policies in Spain, India, South Africa, Brazil, and Canada. The selection of these countries was based on their diverse socio-economic contexts, providing a comprehensive comparative analysis of their implementation of inclusive education policies. The study aims to understand the challenges each country faces in implementing inclusive education policies and provides a broad perspective on how countries at different stages of development implement these policies.

## 1. Objectives of the Study

The study examines the impact of the Salamanca Declaration on national education policies in various countries, comparing inclusive education strategies, evaluating post-Salamanca outcomes and challenges, and offering recommendations for improvement based on comparative analysis.

1. To analyze the influence of the Salamanca Declaration on national education policies in selected countries.
2. To identify and compare the strategies employed by these countries to implement inclusive education.
3. To evaluate the outcomes and challenges of inclusive education policies post-Salamanca Declaration.
4. To provide insights and recommendations for improving inclusive education based on comparative analysis.

## 5. Methodology

The study uses a qualitative approach, analyzing the Salamanca Declaration's impact on national education policies in Spain, India, South Africa, Brazil, and Canada. Data was gathered from academic journals, government reports, policy documents, and expert interviews. The countries were chosen for their diverse socio-economic contexts.

## 6. Discussion

### 6.1 Studies from various countries

#### 1. Spain

Spain, the host of the Salamanca conference, was among the first nations to adopt the principles of the Salamanca Declaration. Following the conference, Spain swiftly reformed its education policies, revising the General Law of Education (1990) to align with these principles, emphasizing the need for mainstream schools to accommodate students with special needs (UNESCO, 1994). Spain has integrated special education units into regular schools to create a more inclusive learning environment for students with special needs, promoting diversity and mutual understanding, a significant initiative that benefits all students, not just those with disabilities (Echeita & Ainscow, 2010). Spain has made significant investments in teacher training and resource allocation to promote inclusive classrooms, equipping educators with skills in special education needs, inclusive teaching strategies, and assistive technologies, and ensuring schools have the necessary tools and materials (Arnaiz, 2012). Spain struggled to achieve the Salamanca Declaration goals due to inadequate funding, despite significant investments, and the growing need for inclusive education.



Schools often reported a lack of resources, such as specialized materials and support staff, hindering their ability to fully support students with special needs. (Fernandez, 2015). Inclusive education faced resistance from educators and parents due to concerns about potential negative effects on students without special needs and additional workload for teachers, often due to a lack of understanding about its benefits and effective implementation strategies (Rodriguez, 2013). Spain has made significant progress in promoting inclusive education since the Salamanca Declaration, but challenges like insufficient funding and resistance to change require further efforts and targeted interventions to ensure the principles of the Declaration are fully realized and all students have quality inclusive education (UNESCO, 1994).

**Table 2: Inclusive Education in Spain (2023)**

Sl. No	Indicator	Value
1	Primary School Enrollment Rate	99.7%
2	Secondary School Enrollment Rate	91.0%
3	Children with Disabilities in Mainstream Schools	85%
4	Teachers Trained in Inclusive Education	55%
5	Schools with Accessible Infrastructure	70%
6	Student-Teacher Ratio in Inclusive Classrooms	12:1
7	Government Expenditure on Education (% of GDP)	4.0%
8	Funding Gap for Inclusive Education (Estimated)	€2.5 billion

Source: <https://www.unicef.org/education/inclusive-education>  
<https://gpseducation.oecd.org/CountryProfile?primaryCountry=ESP&treshold=10&topic=EO>  
<https://www.worldbank.org/en/topic/education/brief/inclusive-education>

## 2. India

As a result of the substantial impact that the Salamanca Declaration had on India's inclusive education policy, the Persons with Disabilities (Equal Opportunities, Protection of Rights, and Full Participation) Act was enacted in 1995. The enactment of this seminal legislation in 1995 granted children with disabilities the entitlement to receive an education in regular institutions, thereby establishing inclusive education. The Education for All Movement, which was initiated in 2001, sought to advance the cause of inclusive education and guarantee equitable educational opportunities for every child, including individuals with disabilities. It sought to universalise elementary education and was a response to the principles of the Salamanca Declaration (Ministry of Human Resource Development, 2001). Funds for comprehensive education in India have been allocated by the SSA, encompassing initiatives such as infrastructure enhancements, teacher training programmes, and specialised materials. Implementation, however, is fraught with obstacles, particularly in rural regions where schools lack accessible restrooms and staircases, which are essential accommodations for students with disabilities. As stated by Singhal (2019). One notable obstacle in inclusive education is the scarcity of adequately trained instructors, who, in part because of deficiencies in teacher education programmes, are ill-equipped to address the

varied requirements of students with disabilities (Sharma & Deppeler, 2005). Socio-cultural obstacles, specifically entrenched biases and misunderstandings regarding disabilities, impede the successful execution of inclusive education in numerous regions of India. Students with disabilities may be marginalised as a result of these attitudes, which hinders their integration into mainstream educational environments (Miles, 2011). Despite advancements in urban areas, rural regions continue to fall behind. Although there are ongoing initiatives and programmes aimed at enhancing infrastructure and teacher training in rural schools, it is imperative that these endeavours be expanded and maintained in order to promote inclusive education (Jha, 2002). The educational policies of India were profoundly impacted by the Salamanca Declaration, which advocated for inclusive education. However, in order to attain inclusive education for all, it is imperative to tackle obstacles related to infrastructure, teacher preparation, and socio-cultural factors (Mukhopadhyay & Mani, 2002).

**Table 3: Inclusive Education in India (2023)**

SI No	Indicator	Value
1	Primary School Enrollment Rate (%)	95.1%
2	Secondary School Enrollment Rate (%)	74.3%
3	Children with Disabilities Out of School	2.9 million
4	Schools with Accessible Infrastructure (%)	67%
5	Teachers Trained in Inclusive Education (%)	35%
6	Dropout Rate of Students with Disabilities	23%
7	Government Spending on Inclusive Education (INR)	6 billion

Source: <https://www.education.gov.in/annual-report-2022-2023-moe-english>  
<https://www.unesco.org/en/articles/state-education-report-india-2023>  
<https://www.unicef.org/india/what-we-do/education>

### 3. South Africa

After apartheid The Salamanca Declaration was adopted by South Africa in an effort to democratise and reform its education system on a broader scale. In order to advance inclusive education, the South African institutions Act of 1996 and the White Paper 6 on Special Needs Education of 2001 established the foundation for support services and the integration of all students into mainstream institutions (Department of Basic Education, 2001). The objective of the South African Schools Act, which was implemented during the apartheid era, was to establish an inclusive education system by mandating that public schools accept and provide services to all pupils without any form of discrimination. This was consistent with the tenets of the Salamanca Declaration, which endorsed the right of all children to receive an education in conventional environments (Republic of South Africa, 1996). White Paper 6 delineates approaches to recognise and assist students who require special educational services. These strategies encompass the creation of district-level support teams, full-service schools, and special schools that function as resource centres

(Department of Basic Education, 2001). In spite of policy advancements, inclusive education in South Africa encounters substantial inequalities between rural and urban schools, with urban schools generally possessing more adequate resources and the capacity to deliver essential support services. Consideredman and Donohue (2014). Inadequate infrastructure, inadequate funding, and a dearth of trained personnel frequently impede the ability of rural schools to effectively implement inclusive education (Engelbrecht, 2006). A persistent obstacle that exists is the requirement for all-encompassing teacher education. Due to a lack of specialised training and opportunities for professional development, many educators in South Africa feel unprepared to manage the diverse requirements of students with disabilities (Walton, 2013). Furthermore, despite the fact that policies emphasise the significance of inclusive education, practice frequently lags behind policy. The implementation of these policies into effective educational practices is often hindered by inadequate support and resources in schools (Engelbrecht et al., 2015). The success of inclusive education can be substantially influenced by socio-cultural attitudes towards disability. This is due to the fact that stigmatised disabilities can hinder both the willingness of families to enrol children with disabilities in mainstream schools and the preparedness of schools to welcome them (Lomofsky & Lazarus, 2001). Notwithstanding the progressive policies in place in South Africa, the effective execution of inclusive education encounters obstacles including limitations in resources, insufficient training for educators, and socio-cultural concerns. Maintaining alignment between policy and implementation is of utmost importance in order to guarantee that every learner receives the essential assistance (Engelbrecht et al., 2016).

**Table 4: Inclusive Education in South Africa (2023)**

SL No	Indicator	Value
1	Primary School Attendance Rate (%)	99%
2	Secondary School Attendance Rate (%)	90%
3	Children with Disabilities in Schools (%)	5%
4	Dropout Rate before Matric (%)	25%
5	Early Childhood Development (ECD) Enrollment (%)	33%
6	Teacher Training in Inclusive Education (%)	45%

Source: <https://www.unicef.org/southafrica/education>

#### 4. Brazil

Since the enactment of the National Education Guidelines and Framework Law (Lei de Diretrizes e Bases da Educacao Nacional) in 1996, Brazil has demonstrated a steadfast dedication to inclusive education. This legislation established the fundamental legal structure for inclusive education by prioritising the integration of students with special needs into mainstream institutions (Brasil, 1996). The National Policy on Special Education in the Perspective of Inclusive Education (Política Nacional de Educacao Especial na Perspectiva da Educacao Inclusiva), which was implemented in 2008, served to further fortify the Salamanca principles. Promoting the involvement of students with disabilities in all facets of school life, this policy sought to facilitate their integration into mainstream education (Ministerio da Educacao, 2008). Through the promotion of accessible



schools, investment in accessibility, and implementation of support services for students with special needs, Brazil is actively advancing inclusive education policies. As an illustration, numerous educational institutions have implemented resource chambers (salas de recursos multifuncionais) in order to furnish supplementary assistance to pupils who have disabilities (Gomes & Lima, 2019). Inadequate funding presents a substantial obstacle to inclusive education in Brazil, as numerous institutions are unable to furnish sufficient resources to assist students with disabilities. Inadequate financial resources are allocated towards specialised equipment, accessible infrastructure, and supplementary personnel (Lima & Oliveira, 2017). Lack of specialised teacher training among a significant number of Brazilian educators hinders schools' ability to meet the requirements of all students, especially in inclusive education, which demands that instructors be adequately equipped to handle diverse classrooms. Their inability to adequately assist students with disabilities is impeded by this deficiency in training (Souza, 2015). The implementation of inclusive education encounters substantial obstacles stemming from regional disparities, although urban regions, particularly those in the south-east and south, are advancing owing to their superior infrastructure and resources. In many cases, these areas encounter challenges when attempting to obtain the specialised resources and services required for inclusive education (Pletsch, 2017). Despite the strength of Brazil's inclusive education system, persistent challenges revolve around funding, teacher training, and regional disparities. Notwithstanding the tenets espoused in the Salamanca Declaration, Brazil continues to grapple with substantial inequities in the educational opportunities available to students with disabilities, thereby demanding immediate consideration.

**Table 5: Inclusive Education in Brazil (2023)**

SL. No	Indicator	Statistic
1	Primary School Enrollment Rate	96.7%
2	Secondary School Enrollment Rate	73.4%
3	Students with Disabilities in Regular Schools	89%
4	Resource Rooms (Salas de Recursos Multifuncionais)	35,000
5	Teachers Trained in Inclusive Education	52%
6	Schools with Accessible Infrastructure	70%
7	Government Spending on Inclusive Education	\$1.2 billion
8	Regional Disparities in Enrollment (Urban vs. Rural)	15% difference

Source: <https://www.unesco.org/en/node/99493>

<https://www.worldbank.org/en/topic/education/brief/inclusive-education>

## 5. Canada

In keeping with its robust commitment to fairness and respect for human rights, Canada incorporated the Salamanca principles into its provincial education policies. With the backing of comprehensive policies and substantial investments in teacher training and support services, inclusive education has emerged as a widely accepted standard in numerous provinces (Lupart &

Webber, 2012). In accordance with a fundamental human rights commitment, the Canadian Charter of Rights and Freedoms and provincial statutes advocate for inclusive education, which guarantees equitable educational opportunities for every student, irrespective of their abilities (Porter & Towell, 2017). An important aspect of the inclusive education system in Canada is its emphasis on educator professional development. In order to provide teachers with the necessary competencies and understanding to assist diverse learners in mainstream classrooms, several provinces, including British Columbia and Ontario, have established comprehensive training initiatives (Jordan, Schwartz, & McGhie-Richmond, 2009). These programmes frequently incorporate seminars, in-service training sessions, and continuous professional development opportunities. They prioritise the implementation of assistive technologies, collaborative teaching strategies, and differentiated instruction (Lupart, 2009). Notwithstanding these progressions, the execution of inclusive education exhibits regional discrepancies attributable to variances in resource allocation and governance. For example, although certain provinces possess adequately funded inclusive education programmes, others encounter financial limitations that impede their capacity to furnish sufficient support services and resources (Hutchinson, 2017). The attainment of comprehensive education in Canada's Indigenous communities is hindered by the unequal educational experiences that are prevalent among students with special needs. Numerous Indigenous communities harbour profound scepticism towards the education system due to historical injustices, most notably the enduring impact of residential schools (Truth and Reconciliation Commission of Canada, 2015). Moreover, educational institutions situated in Indigenous communities frequently face challenges in executing inclusive education policies due to inadequate personnel training and resource allocation (Cherubini, Hodson, Manley-Casimir, & Muir, 2010). In response to these concerns, the provincial and federal governments have implemented measures to mitigate them, including increased financial support for Indigenous education and the adoption of culturally sensitive pedagogical approaches (Government of Canada, 2017). Despite notable advancements in inclusive education, the complex nature of implementing such policies in a decentralised and diverse system persists in Canada. In order to enhance its dedication, Canada ought to allocate resources towards teacher education, rectify regional inequalities, and provide assistance to Indigenous communities (Porter & Towell, 2017).

**Table 6: Inclusive Education in Canada (2023)**

SL. No	Indicator	Value
1	Primary School Enrollment Rate	98%
2	Secondary School Enrollment Rate	95%
3	Children with Disabilities in Mainstream Schools	85%
4	Schools with Accessible Infrastructure	70%
5	Teachers Trained in Inclusive Education	60%
6	Indigenous Students with Access to Inclusive Education	55%
7	Graduation Rate for Students with Disabilities	65%
8	Employment Rate for Persons with Disabilities	59%
9	Poverty Rate for Persons with Disabilities	23%

Source: <https://www.canada.ca/en/employment-social-development/programs/disability-inclusion-action-plan/action-plan-2022.html>  
[https://www.statcan.gc.ca/en/subjects-start/education\\_training\\_and\\_learning](https://www.statcan.gc.ca/en/subjects-start/education_training_and_learning)

## 6.2 Comparative Analysis

The comparative analysis of these case studies reveals several key insights:

1. **Policy Adaptation:** All five countries have adapted their education policies to incorporate Salamanca principles, but implementation varies. Developed countries like Canada allocate more resources towards inclusive education, while developing countries like India and Brazil have less support (Porter & Towell, 2017). Conversely, India and Brazil face challenges related to limited financial resources and infrastructural deficits, which hinder the full implementation of inclusive education policies (Hutchinson, 2017; Sharma, 2010).
2. **Challenges:** Inadequate funding, lack of trained teachers, and socio-cultural barriers are common challenges globally, particularly in developing countries and rural areas, such as India, where inadequate infrastructure and a shortage of educators hinder inclusive education implementation (Sharma, 2010). Similarly, in South Africa, the legacy of apartheid has created socio-economic disparities that impact the availability and quality of educational resources (Ghosh, 2021). Even in more developed contexts like Canada, Indigenous communities face unique challenges related to historical injustices and resource allocation (Cherubini et al., 2010).
3. **Outcomes:** Inclusive education policies in Spain and Canada have shown mixed results, with Spain integrating students with special needs successfully into mainstream classrooms, while Canada has made significant progress in student inclusion and academic performance (Kundu, 2018). In Canada, comprehensive teacher training and resource allocation have contributed to improved educational outcomes for students with disabilities (Jordan et al., 2009). India and South Africa face challenges in implementing inclusive practices, with South Africa's implementation hindered by persistent inequities and logistical issues despite policy advancements (Ghosh, 2021).
4. **Innovative Practices:** Spain's successful integration of special education units into mainstream schools and Canada's comprehensive teacher training programs demonstrate successful strategies that could be adapted for other contexts. Spain's model improves resource utilization and teacher collaboration, enhancing the education system's inclusivity (Basu, 2019). In Canada, the emphasis on ongoing professional development for teachers has been crucial in equipping educators with the necessary skills to support diverse learners effectively (Lupart & Webber, 2012). The practices showcase the potential benefits of strategic planning and investment in human resources, providing valuable lessons for other countries aiming to improve inclusive education frameworks.

## 6.3 Findings

This research investigates the ramifications of the Salamanca Declaration on the education policies of five nations, namely Canada, Spain, India, South Africa, and Brazil. This underscores the considerable variation in the execution of inclusive education policies that can be attributed to factors such as socio-cultural contexts, economic development, and governance. Developed nations such as Canada have made significant investments in inclusive education, leading to enhanced teacher preparation initiatives and more efficient distribution of resources (Porter &

Towell, 2017). On the contrary, developing nations including Brazil and India encounter obstacles to the successful execution of inclusive education policies, including insufficient infrastructure, inadequate funding, and a dearth of adequately trained educators (Hutchinson, 2017; Sharma, 2010). Funding deficits, inadequately trained personnel, and socio-cultural barriers, which are particularly pronounced in rural regions and developing countries, are challenges that have been identified universally (Ghosh, 2021; Cherubini et al., 2010). Spain and Canada have demonstrated more substantial advancements in relation to student inclusion and academic achievement through the implementation of inclusive education policies. Conversely, India and South Africa persistently encounter challenges in the practical execution of such policies (Jordan et al., 2009; Kundu, 2018). Insightful methodologies, exemplified by the integration of special education units into regular schools in Spain and the implementation of comprehensive teacher training programmes in Canada, underscore effective approaches that may be modified to augment inclusive education frameworks in alternative settings (Basu, 2019; Lupart & Webber, 2012). The research underscores the criticality of continuous endeavours, focused interventions, and global cooperation in order to augment the efficacy of inclusive education policies on a global scale.

## 7. Discussion

The Salamanca Declaration of 1994 has been a significant factor in the global movement towards inclusive education, advocating for the integration of all students, regardless of their abilities, into mainstream educational settings. However, the implementation of this Declaration varies due to differences in economic development, governance structures, and socio-cultural contexts. In developed countries like Canada, significant resources have been allocated to support inclusive education, leading to significant progress in student inclusion and academic performance. However, disparities in resource allocation and implementation still exist, particularly affecting Indigenous communities. Developing countries like India and Brazil face more profound challenges in implementing inclusive education, including insufficient funding, lack of trained teachers, and inadequate infrastructure, particularly in rural areas. Despite these obstacles, both countries have made legislative strides by enacting policies supporting inclusive education. Spain, as the host country of the Salamanca conference, has made notable progress by integrating special education units into mainstream schools and investing in teacher training and resource allocation. However, challenges such as inadequate funding and resistance to change persist, indicating the need for ongoing efforts to fully realize the goals of the Salamanca Declaration. Innovative practices from countries like Spain and Canada can offer valuable lessons for other nations, emphasizing the importance of sustained commitment and international collaboration to address these challenges.

## 8. Conclusion

The importance of understanding the influence that the Salamanca Declaration has had on national education systems in a variety of nations is the driving force behind the decision to do this research and write this article. The Salamanca Declaration of 1994, which was a global push for inclusive education, has had a considerable impact on the education policies of a number of countries around the world. However, owing to differences in socio-cultural settings, economic development, and

governance systems, the interpretation and execution of these policies are quite different from one another. The purpose of this study is to provide a comparative examination of the impact that the Salamanca Declaration has had on the educational policies of five different countries: Spain, India, South Africa, Brazil, and Canada. It is the purpose of this study to identify and compare the ways that these nations have used inclusive education, to assess the achievements and problems of inclusive education policy, and to give insights and suggestions for improving inclusive education. The results of this research have the potential to make a contribution to the ongoing conversation on inclusive education on a global scale, thereby stimulating international collaboration to enhance the quality and fairness of education experienced by all students. Furthermore, this research has the potential to offer valuable insights that policymakers and educators in other countries can utilize to enhance their inclusive education policies and practices. India might benefit significantly from the inclusive education models implemented in countries like Spain, South Africa, Brazil, and Canada. Nevertheless, while implementing these models, it is necessary to take into consideration India's one-of-a-kind socio-economic setting, transportation infrastructure, and cultural elements. It may be useful to implement the approach that Spain has developed, which involves integrating special education units into general schools. This model might promote diversity and mutual understanding among pupils. On the other hand, this would necessitate a significant investment in teacher training and resource distribution. South Africa's approach prioritizes comprehensive teacher training, particularly relevant for India due to a severe shortage of properly trained instructors. In order for this strategy to be successful, it is necessary to address the socio-economic inequities that exist, especially within rural regions. However, India is currently facing challenges due to low financial resources and infrastructure limitations, which could potentially be beneficial. Brazil's strategy of promoting accessible schools and support services for kids with special needs could also be beneficial. Canada's educational model prioritizes the ongoing professional development of educators and the distribution of resources for inclusive education, particularly in urban areas. Rural regions, on the other hand, could have difficulties because of a lack of resources.

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