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MoMs

MOTHER MATTERS

The right of women with disabilities to motherhood

Erasmus plus project number 2023-1-IT02-KA220-ADU-000153664

INFORMATIVE PILLS

Informative pills provide brief explanations related to disability studies, accessibility for healthcare professionals, and motherhood for women with disabilities. They are based on a microlearning approach, a learning methodology that divides content into short units focused on a single topic or skill.

- PEDAGOGY and EDUCATION -

Inclusion

Inclusion is a fundamental principle in the construction of equitable societies. In the educational sphere, it involves recognising and valuing diversity as a key element that enriches the teaching and learning process. Inclusion is not merely about integrating persons with disabilities into conventional environments, but about transforming those environments so that all individuals can participate with equity, dignity and respect.

From the perspective of the Mother Matters project, inclusion should be understood as a cross-cutting practice that spans not only the school but also the family, healthcare services and the broader social environment



momsproject.eu



Mother Matters



[moms.mothermatters](https://www.instagram.com/moms.mothermatters)



[MoMs_MotherMatters](https://www.youtube.com/MoMs_MotherMatters)

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To include means to remove physical, sensory, communicative and cultural barriers, but also to examine our attitudes, expectations and ways of relating to others. It requires us to challenge normative models of the body, learning and motherhood, and to create space for diverse experiences—such as those of women with disabilities who wish to exercise their right to parenting.

In education, inclusion translates into participatory methodologies, attention to diversity, flexible curricula and emotional support. It requires continuous training for teaching and health-social care professionals, as well as regulatory frameworks that promote equity. Inclusive education is not a compensatory measure but a matter of social justice that benefits all learners.

The [Salamanca Statement](#) (UNESCO, 1994) and the [United Nations Convention on the Rights of Persons with Disabilities](#) (2006) are key references in this field. In the European context, the Inclusive Education 2030 Strategy from the [European Agency for Special Needs](#) and Inclusive Education provides guidelines, examples of good practice and policy recommendations for advancing more inclusive systems.

Other useful resources include the [Includ-Ed project](#), which identifies evidence-based educational actions with social impact, and the [Universal Design for Learning](#) (UDL) portal, which provides a flexible framework for designing accessible and personalised learning environments.

Accessible communication, diverse content and student voice are key to inclusive, transformative schools. Inclusion is a continuous process, not a final goal.

