How Inclusive Education Becomes a Community Project: a Participatory Study in the Northwest of Spain

Abstract
This paper shows how a participatory study on inclusive education was designed and developed in a town in the northwest of Spain. The methodology included the development of collaborative inquiries at intra-school, inter-school and local levels. It was designed by following the principles of participative and community-based research. This study demonstrates diverse ways in which different educational levels face inclusion; the value of collaboration between agents and institutions for innovative thinking and practice; and the need to develop further and wider research connecting participatory research and community engagement movements to systematic research into inclusive education.

Keywords: inclusive schools, education for all, participatory research, community-based research, collaborative inquiry

Introduction
The article summarizes research (funded by the Spanish Ministry of Science and Innovation, ref. EDU2011–2928-C03–01) carried out at the University of Vigo (Spain), on all the infant and primary schools and some local educational agencies, in a small town in the northwest of Spain. The paper sets out to illustrate and discuss the journey developed in the different institutions participating in the study to achieve a more inclusive education (IE). The study is grounded on two research traditions: community engagement research (Blank, 2005; Bottrell