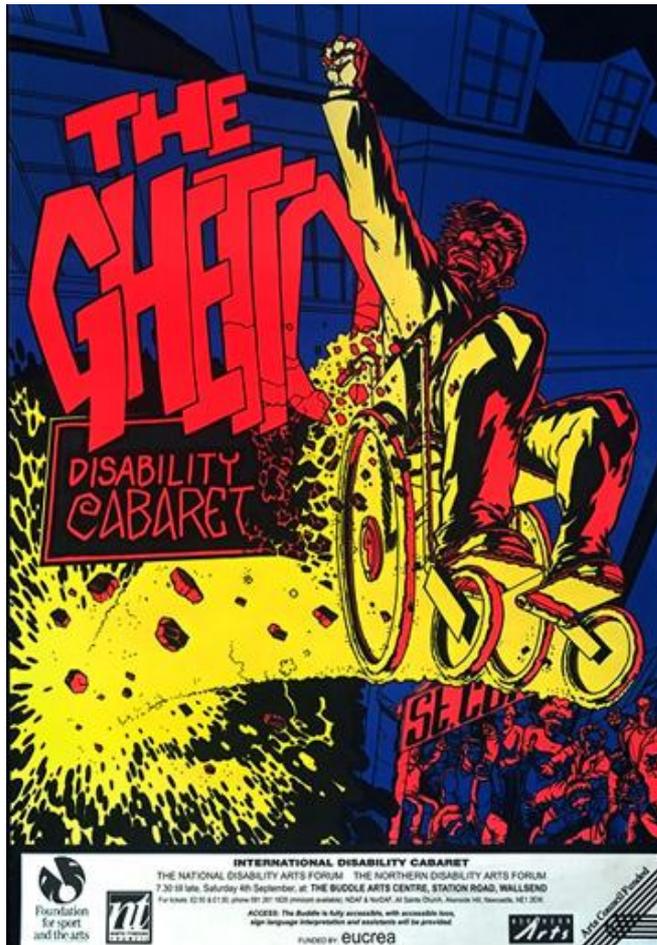


# Inclusion and exclusion in education and society

- Understandings of integration, inclusion and special needs
- Experiencing inclusion and exclusion
- Shifting political and policy contexts
- Patterns and trends
- Barriers to inclusion
- Prospects and possibilities

# Social Isolation



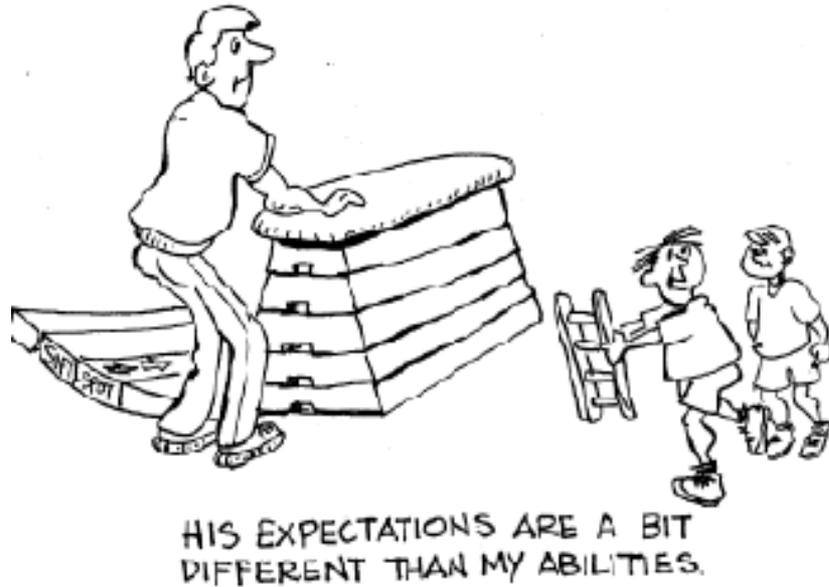
- It's very difficult to describe social isolation to people who have never experienced it but the truth of the matter is that we have little or no contact with society, we're shut away in institutions, very often prisoners in our own home. We can't access the environment, we can't get onto transport, we don't have, we don't have decent education. We are an oppressed people within our own society.

# Understandings of inclusion

- From integration to inclusion
- Integration: increasing the participation of all children in ordinary schools
- Inclusion endorsed by Salamanca statement, 1994, signed by 92 governments and 25 international organizations
- Inclusion: increasing participation of all children *and* removing barriers (which may be structural, environmental or attitudinal) to participation
- But uncertainty about what inclusion means in practice.

# Inclusion: Removing barriers to learning (changing the school rather than the child)

- environmental
- structural
- attitudinal



# Experiencing Inclusion and Exclusion

- Exclusion from mainstream
  - Both my parents were adamant that I should have the same rights, opportunities and life experiences as other kids ... After many months of fighting with doctors, psychologists and local authorities, I was finally given the green light to begin my schooling in a mainstream class.

# Exclusion in mainstream schools

- At breaks and lunch time, all my hearing friends would go into groups. They would listen to music and talk about pop records, so I felt very isolated. I went through some depression. It was also extremely difficult to communicate with the teachers who could not sign. How was I supposed to ask questions? I had an interpreter, but I did not have the interpreter for all classes – only for English or maths. For classes such as physical education, there was no interpreter. Therefore, I would have to write things down. I felt embarrassed about that ... During my time at mainstream school, my confidence had deteriorated and I decided that I could not go back. I stayed at home for six months.

# Inclusion in a segregated environment

- I was shocked; the college was so different from mainstream schooling. I had not realised how good it would be for me. I thought that it was just the equivalent of mainstream school, but in fact it was the opposite. At the mainstream school I was bullied, but that never happened to me at Donaldson's College. Now, looking back, I feel that I made the right decision in going to Donaldson's College ... the communication is there and it is very easy. Everyone can sign – the teachers, children, cleaners and gardeners – communication is vital and it is very easy.

# Experiencing inclusion

- Inclusion is about more than being in the same building; it is about being with others, sharing experiences, building lasting friendships, being recognised for making a valued contribution and being missed when you are not there. Inclusion is not an issue of geography. Yes, we need buildings to be made accessible, but change can happen only if people have accessible minds. We need to realise that it is a fundamental right of all children to be educated together. We all need to realise that today's children are tomorrow's future. We need to work together in partnership to secure that future.

# Barriers to inclusion

- Often kids get stuck in a cycle of diminished expectation because of social perceptions and beliefs. I wish there could be a shift in perception

# Difference and identities

- The hunt for the pathological: we *need* to find difference in order to function ourselves; difference is a ‘headache that won’t go away’ (Baker, 2002)
- Tolerance: ‘if anyone else inferentially told him that they would tolerate him and others like him he would *kick their \*\*\*\*\* head in!*’ (Slee, 2003).

# Shifting political and policy contexts

- Drives to improve attainment and achievement
- International comparisons: eg PISA, TIMMS
- Individualisation: Individualised Educational Programmes; resource led assessment of special needs
- Parental choice
- Children's rights: UN Convention on the Rights of the Child
- Human rights: European Convention on Human Rights
- Disability activism

# Patterns and trends

- 2.4 million ‘missing children’ of primary school age not in education
- 12 million ‘missing children of lower and upper secondary school age not in education
- Urban-rural differences in enrolment rates
- Over-expansion in higher education in some countries (over 55%); other countries left behind in rush to higher education
- Minority ethnic groups at an educational disadvantage in several countries, especially Roma
- For disabled children, educational opportunities outside institutional provision limited in several countries
- Gender inequality not a significant problem.

(Source: UNICEF, 2007, A regional study on education in Central and Eastern Europe and the Commonwealth of Independent States. Geneva: UNICEF)

# Challenging trends: the case of Roma

- Czech Republic brought a case to the European Court of Human Rights to challenge the practice of 'shunting' Roma children into special schools
- Argued that Roma children in Ostrava were 27 times more likely to be segregated than other similarly situated non-Roma children
- Court ruled that the practice of segregating non-Roma children amounted to unlawful discrimination in breach of Article 14 of the European Convention on Human Rights
- 'Pathbreaking judgement'.

# Barriers to inclusion

- Competing policy demands
- Responsibilities for provision often shared across ministries (eg health, education, social welfare)
- Legacies of defectology and special needs
- Resistance from teachers and teachers unions
- Teachers' confusion, frustration, guilt and exhaustion
- Warnock: inclusion 'not a very bright idea'

# Inclusion: prospects and possibilities

- Legislation
- Addressing competing policy demands
- Learning from children and families about the experiences of inclusion and exclusion
- Research on inclusion and diversity
- Teacher education programmes which help teachers to understand and engage with inclusion and diversity
- A Credo for Support

# Identifying 'good' inclusion:

## A credo for support

Throughout history

People with physical and mental disabilities

Have been abandoned at birth

Banished from society

Used as court jesters

Drowned and burned during the inquisition

Gassed in Nazi Germany

And still continue to be segregated, institutionalized

Tortured in the name of behaviour management

Abused, raped, euthanized and murdered

Now, for the first time, people with disabilities are taking  
their rightful place

As fully contributing citizens.

The danger is that we will respond with remediation

And benevolence rather than equity and respect.

And so we offer you

A Credo for Support

Do Not see my disability as the problem

Recognize that my disability is an attribute

Do Not see my disability as a deficit

It is you who see me as deviant and helpless.

Do Not try to fix me

Because I am not broken.

# A credo for support

**Support me. I can make my contribution to**

**The community on my own.**

**Do Not see me as your client.**

**I am your fellow citizen.**

**See me as your neighbour.**

**Remember, none of us can be self-sufficient.**

**Do Not try to modify my behaviour.**

**Be still & listen.**

**What you define as inappropriate**

**May be my attempt to communicate with you**

**In the only way I can.**

**Do Not try to change me.**

**You have no right.**

**Help me learn what I want to know.**

**Do Not hide your uncertainty behind**

**Professional distance**

**Be a person who listens**

**And does not take**

**My struggles away from me**

**By trying to make it all better.**

**Do Not use theories and strategies on me.**

**Be with me.**

# A credo for support

**And when we struggle with each other,**

**Let that give rise to self-reflection.**

**Do Not try to control me.**

**I have a right to my power as a person.**

**What you call non-compliance or manipulation**

**May actually be the only way I can**

**Exert some control over my life**

**Do Not teach me to be obedient, submissive and polite.**

**I need to feel entitled to say NO**

**If I am to protect myself.**

**Do Not be charitable towards me**

**The last thing the world needs**

**Is another Jerry Lewis.**

**Be my ally against those**

**Who exploit me for their own gratification.**

**Do Not try to be my friend.**

**I deserve more than that.**

**Get to know me.**

**We may become friends.**

**Do Not help me.**

**Even if it does make you feel good.**

**Ask me if I need your help.**

**Let me show you how you can best assist me.**

# A credo for support

**Do Not admire me.**

**A desire to live a full life**

**Does not warrant adoration.**

**Respect me, for respect presumes equity.**

**Do Not tell, correct, and lead.**

**Listen, Support and Follow.**

**Do Not work on me.**

**Work with me.**

**Kunc and van der Klift (1997)**