INCLUSION AND EXCLUSION
UNITED NATIONS CONVENTION

Article 24 considers that it should not be possible to be rejected or excluded from an ordinary school because of one's disability.

No risk factors should prevent participation.
THE SALAMANCA STATEMENT

Ensuring the rights of individuals with disabilities to achieve equal opportunities for participation in society
SOLIDARITY, DEMOCRACY AND CIVIL RIGHTS

- This understanding of inclusion takes as its starting point in the idea of society “failing” individuals, excluding them from participation in society (Bjerre 2019; Hansen 2017; Latour 2005; Becker 2008)

- **Inclusion** is about solidarity, democracy, and civil rights

- **Exclusion** is an expression of a dysfunctional society and discrimination.

- The ideal is that communities ought to be able to handle a high degree of diversity
FROM A SOCIOLOGICAL POINT OF VIEW

• A practice needs to place limit to diversity in order to secure its social structure (Laclau 1996; Durkheim 2000; Goffman 1959)

• At the same time a practice is characterized by some degree of diversity

• A practice is constituted through both inclusion and exclusion processes
DELINATING PRACTICE

- Inclusion and exclusion are two interrelated processes
- Exclusive processes are always a fundamental part of an inclusive practice
- The main task of actors in a practice is to delineate it in order to ensure its’ cohesion

Uncover social processes which make specific ways of behavior and subject positioning either possible and meaningful or not possible and meaningful to include within a specific practice

A certain space is created to identify patterns, which exclude the differences that would make it possible to create a more inclusive practice (Derrida)

(Laclau 1996)
It is not possible to consider inclusion as limitless: an unlimited inclusive practice cannot exclude exclusion processes by which the inclusive practice unintentionally may lead to an exclusive practice (Laclau 1996; Hansen 2017)

Dilemma:
Inclusive practices need to include a certain degree of exclusion to ensure their own existence as inclusive
NORMATIVITY AND MORALLITY

- An inclusive practice cannot be grounded in a normative principle that states a priori what should be included and what should not be included (Laclau 1996, Hansen 2012)
- A practice is not inclusive if it only includes what is a priori accepted to be included
- Inclusion means to include what is not accepted or excluded in the first place
- Inclusion is a process, continuously investigating and challenging the delineation of practice
LIMIT TO INCLUSION

The boundary between inclusion and exclusion is depending on context and possibility but never necessity.
Neither determining structures nor free individuals decide the placement of this boundary.
The limit to inclusion is situated and constructed.
INCLUSION: A RIGHT AND AN OBLIGATION

Ensuring all students’ right to participate by:

- Making the learning environment accessible for all students
- Optimizing all students’ well-being and learning opportunities

Ensuring all students’ obligation to participate by:

- Supporting all students to be able to participate
- Optimizing all students’ learning opportunities and well-being
INDIVIDUALITY AND COLLECTIVITY

- A practice reflects the differences among individuals to a certain degree, and at the same time, the individual reflects a collective social identity.
INCLUSIVE EDUCATION

• Students’ rights: to ensure a high degree of diversity and individuality
• Students obligation: students need to reflect the social collective identity

• The practice is obligated to offer opportunities for different ways of participation

• The practice has to place limits to different ways of participation
A CENTRAL QUESTION

How to handle both inclusion and exclusion processes in a school practice in a way that ensures all students' learning, participation and well-being to the highest degree?
NEGOTIATIONS OF RIGHTS AND OBLIGATIONS

Focus on rights and freedom

Primary focus on: The individual’s right to participate

Primary focus on: The collective’s rights to define limits for individuals’ participation

Focus on obligation and responsibility

Primary focus on: The individual’s obligation to participate

Primary focus on: The collective’s obligation to ensure all individuals’ participation

The individual

The collective
NEGOTIATIONS OF BALANCING INDIVIDUALITY AND COLLECTIVITY

Inclusion

Focus on: 
Individuality and diversity

Focus on: 
Challenging the limit to inclusion

Exclusion

Focus on: 
Individuals reflecting a collective social identity

Focus on: 
Producing and reproducing a specific social order: delinating practice

The individual

The collective