

INCLUSION AND EXCLUSION



DANISH SCHOOL OF EDUCATION

AARHUS UNIVERSITY

CONFERENCE
14 MARCH 2019

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UNITED NATIONS CONVENTION

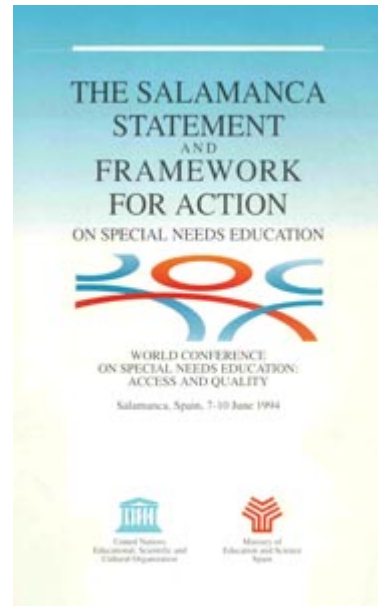
Article 24 considers that it should not be possible to be rejected or excluded from an ordinary school because of one's disability

No risk factors should prevent participation



THE SALAMANCA STATEMENT

Ensuring the rights of individuals with disabilities to achieve equal opportunities for participation in society



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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**



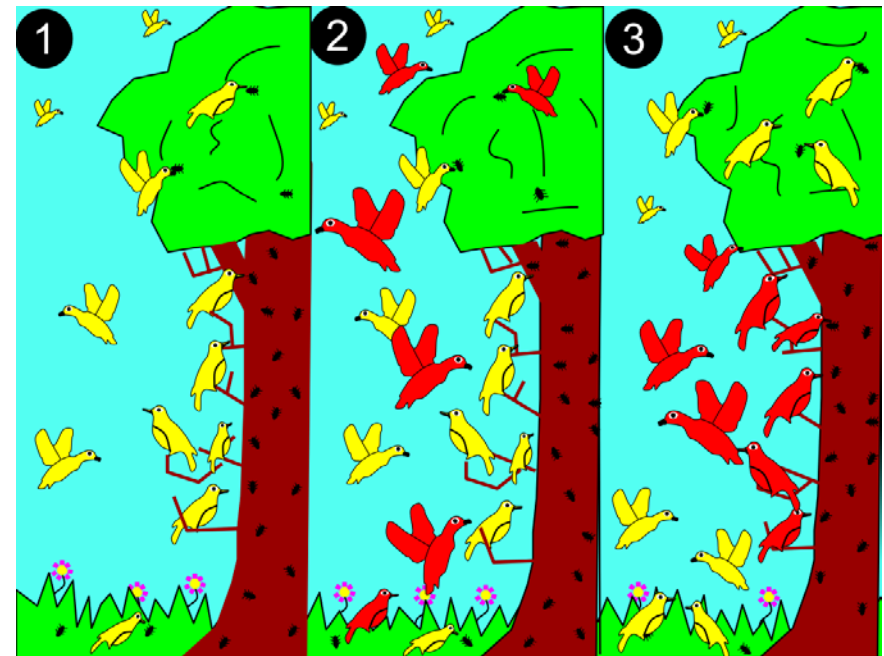
DELINATING PRACTICE

- 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

(Laclau 1996)

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)



CONCEPTUALISING INCLUSION AND EXCLUSION

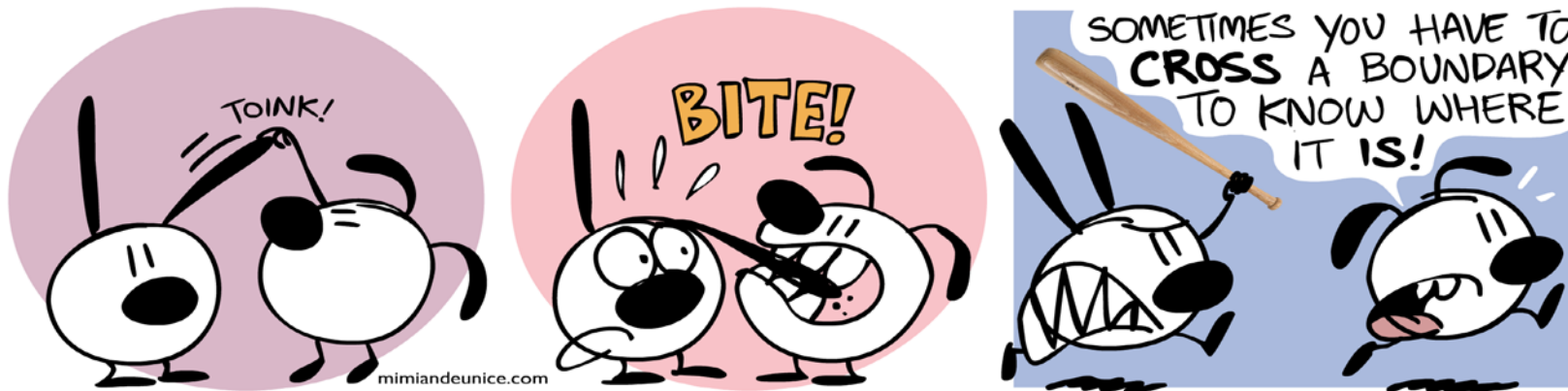
It is not possible to consider inclusion as limitless: an unlimited inclusive practice cannot exclude exclusion processes by which the inclusive practice unintentionally may lead to an exclusive practice (Laclau 1996; Hansen 2017)

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



NORMATIVITY AND MORALLITY

- ❖ An inclusive practice can not 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 proces, 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

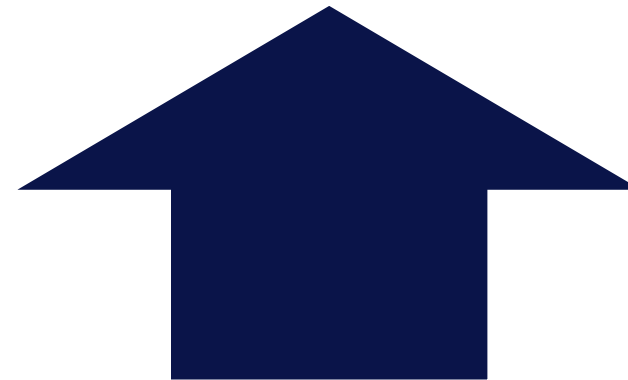
Optimizing all students' well-being and learning opportunities



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?



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NEGOTIATIONS OF RIGHTS AND OBLIGATIONS



Focus on rights and freedom

Focus on obligation and responsibility

Primary focus on: The <i>individual's</i> <i>right to participate</i>	Primary focus on: <i>The collective's rights to</i> <i>define limits for</i> <i>individuals' participation</i>
Primary focus on: The <i>individual's</i> <i>obligation to</i> <i>participate</i>	Primary focus on: <i>The collective's obligation</i> <i>to ensure all individuals'</i> <i>participation</i>

The individual

The collective





NEGOTIATIONS OF BALANCING INDIVIDUALITY AND COLLECTIVITY

—

Inclusion

Exclusion



The individual

The collective





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