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Inclusion and exclusion in education and society

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Introductory remarks

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1. Inclusion and exclusion in the scientific community
2. Special education
3. History of the terms and the concept of inclusion and exclusion
4. Inclusion – exclusion in modern sociology

1. Inclusion – exclusion in the scientific community of educationalists

Publications

- books / contributions in educational journals (FIS)
 - 2004: ~45
 - 2005: ~45
 - 2006: ~90
- concerning different fields / all levels of the system
 - early childhood education
 - primary education
 - secondary education

 - vocational training / transition to the labour market
 - adult education / life long learning
 - youth organizations / youth welfare

Inclusion – exclusion as a lifespan problem of participation in society

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introductory remarks

- related to different characteristics of persons / groups
 - gender
 - migration / country of origin
 - regional origin (urban – rural)
 - social background
 - ...
 - handicapped / persons with special needs

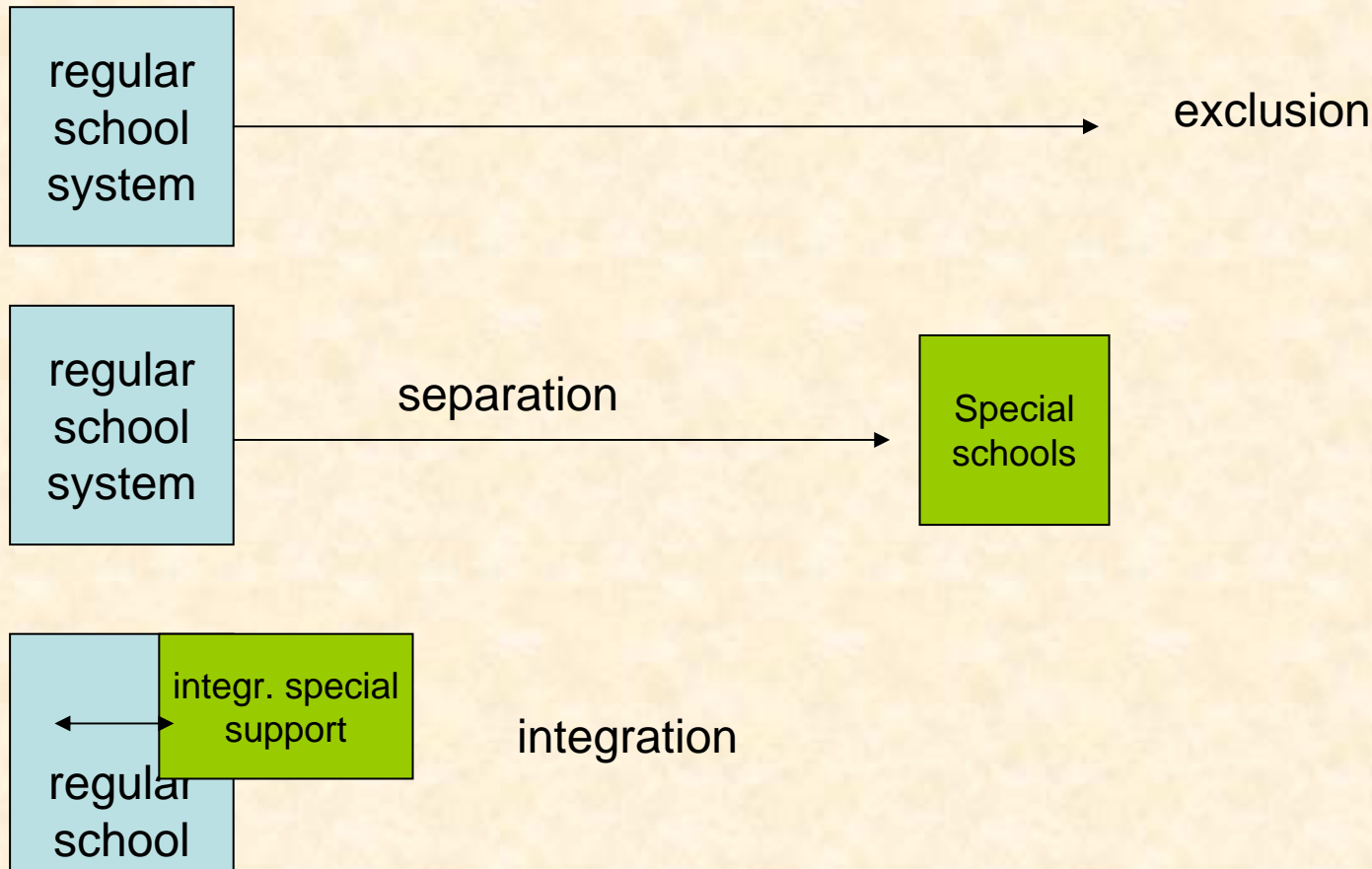
Special education as the main field of discussion

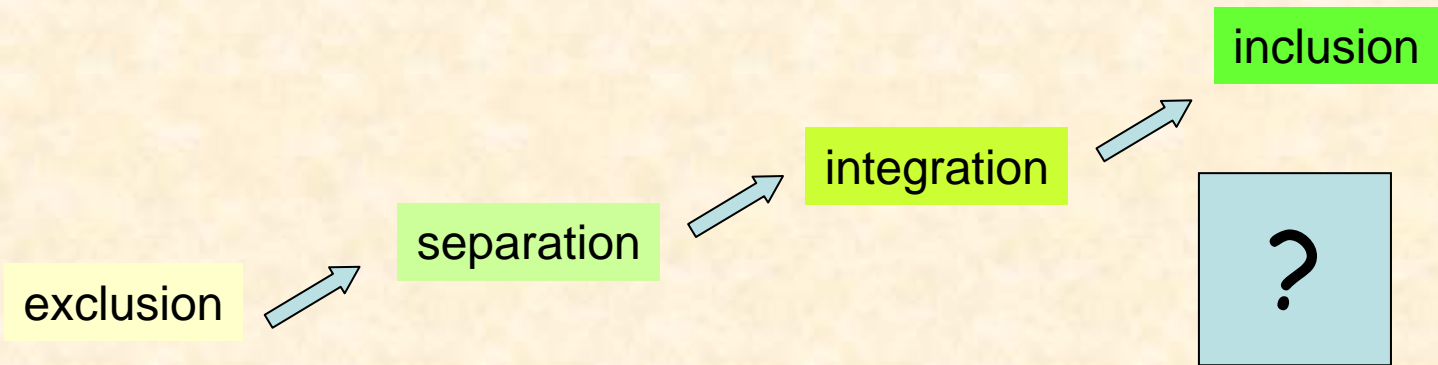
- Inclusion as a question of the quality of schools (educational institutions) / quality development
 - classroom / teaching (inclusive practice)
 - schools as a whole (adaptive and supportive environment)
 - schoolsystem

Society as a whole

2. Inclusion and exclusion in the field of special education

- historical phases (Bührle 1997; Sanders 2003)





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introductory remarks

- **critical views / discussions / questions in special education**

Is the concept of inclusion – exclusion ...

- ...a vision of a better special education?
(more humanic dealing with special needs ...)
- ...only a new „modish“ term for an old idea?
- ...discrimination of the concepts of *integration*?

A new paradigm to analyze possibilities of participation
in society?

3. History of the term inclusion - exclusion

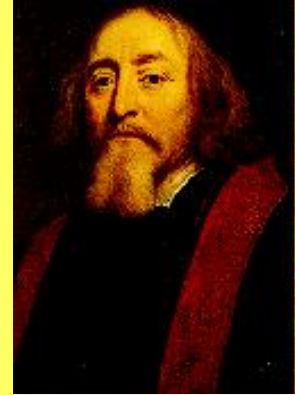
UNESCO - Salamanca – Statement (6 /1994)

- „... to further the objective of Education for All by considering the fundamental policy shifts required to promote the approach of **inclusive education**, namely enabling schools to serve **all** children, particularly those with special educational needs ...“
(Preface III)
- „all persons, all regions, all economic conditions“
- „disabled and gifted children“
- teacher education:
has to enable teachers „...to adress the provision of special education in **inclusive schools**...“

to remember:

Johann Amos Comenius: Didactica Magna (1627)

„Omnes omnia omnino docere“



4. Inclusion – exclusion in modern sociology

- „a new theoretical and terminological concept of the last 30 – 40 years“ (Stichweh 2006)
- 3 sources of this concept (Stichweh 2006)

3 sources of this concept

Sociological systems theory

T. Parsons, N. Luhmann (Inklusion und Exklusion, 1994)
Analysis of the participation of persons in social systems

French social-theory

E. Durkheim (failing of solidarity)
M. Foucault (disciplinary punishment)
P. Bourdieu (cultural + social capital)

British „theory of welfare“

T. H. Marshall (Class, citizenship and social development, 1964)
The right to welfare: and other essays (1981).
Lecturer at London School of Economics and Political Science

Inclusion and exclusion

- central terms of the analysis of society
- focus on the ***process*** of differentiation
- instead of a more static concept
(e.g. class / stratification; milieu, poverty)

globalization „world-society“

References

- Hinz, Andreas (2007): Inklusive Qualität von Schule. In: Vierteljahresschrift für Heilpädagogik 1, p. 10 – 21.
- Sander, Alfred (2003): Über Integration zur Inklusion. St. Ingbert: Röhrig.
- Stichweh, Rudolf (2006): Inklusion und Exklusion in der Weltgesellschaft – Am Beispiel der Schule und des Erziehungssystems.
(<http://www.unilu.ch/files/stw-inklusion.exklusion.weltgesellschaft-schule.pdf>)
- The Salamanca statement and framework for action on special needs education. World Conference on special needs education: access and quality. Salamanca, Spain 7-10 June 1994. (Printed in UNESCO 1994)