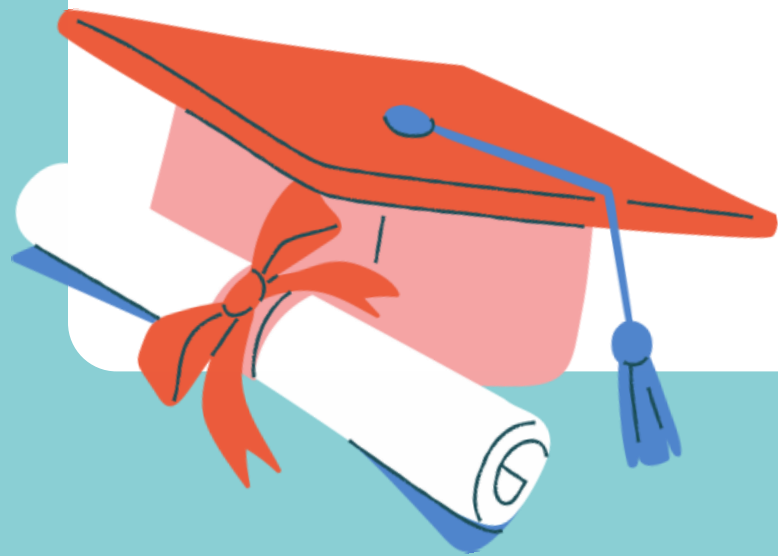
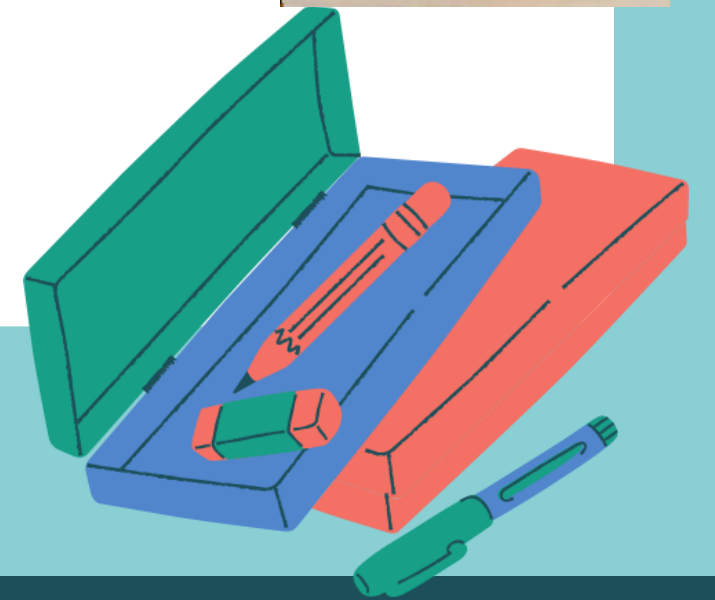




How does inclusive education differ from integrative one?





Many definitions of international organizations, including UNESCO, describe inclusion as the process of meeting the diverse needs of all children, adolescents and adults by increasing their participation in education, culture and social life and eliminating all forms of exclusion in education. The vision of such inclusion involves all children and is based on the view that it is the general education system, not special needs education system that should be responsible for their education (UNESCO 2003, 2009).





Integrative education focuses mainly on the placement of a disabled child in a public school, providing them mainly with the so-called spatial integration - either in a special class or in a class with non-disabled peers (without support or with the help of the so-called supportive teacher). This is obviously a tremendous progress in relation to the segregative system of education as it gives a disabled child a chance to attend a regular school (although it is not always near the child's place of residence) and to participate, at least formally, in school life.





However, this approach is still dominated by the medical model of disability focused on the child's deficits and trying to adapt them to the existing school and social system. For example, a deaf child is expected to learn to speak with a hearing aid in order to participate in class life, but the teacher and other children are not expected to learn sign language. Moreover, children in integration institutions often do not feel that they genuinely belong to the school community.





Inclusive education assumes that all children (including those with disabilities) can and have the right to study in public schools near their place of residence. It focuses on how to teach them effectively and how to provide them with a sense of belonging to a school community (Lipsky, Gartner 1997).

The idea of inclusive education is based on the social model of disability, according to which it is not the child who should be changed and adapted to the school system, but vice versa - the school and the education system must change to meet the individual needs of all children – both the non-disabled and the disabled.





Inclusion does not mean assimilation, that is, fitting all children into one pattern. Its basic principle is flexibility, namely acknowledging as all children can learn at a different rate, and teachers should be able to support their learning in a way that is adapted to their various needs, talents and their pace of development.





Segregative approach

Education for certain students

Focusing on the subject and the program

The same educational program for all students

Emphasis on teaching

Diagnostic approach focused on deficits

Placing the student in a segregative institution

A helpless teacher without a specialist



Integrative approach

Education for almost everyone

Focusing on the student

Individualized educational program for students with disabilities

Emphasis on teaching and learning

An approach of looking for strengths and weaknesses of the student

Placing the student in an appropriate educational program

The teacher works with a specialist.



Inclusive approach

Education for everyone

Focusing on the class

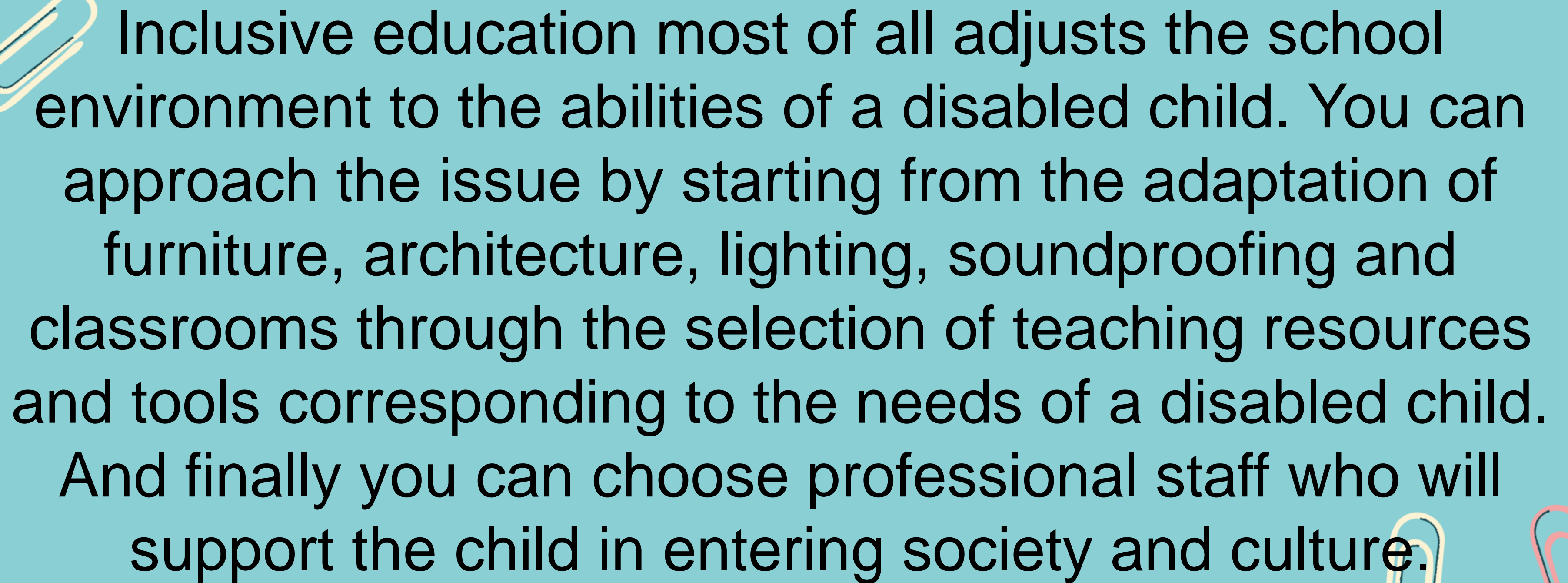
Teaching strategy for teachers

Emphasis on learning and solving problems together

Holistic approach focused on student's mental and physical capabilities

Adaptation of the learning environment in a public school class

The teacher becomes a specialist, takes responsibility for all children – both the non-disabled and the disabled



Inclusive education most of all adjusts the school environment to the abilities of a disabled child. You can approach the issue by starting from the adaptation of furniture, architecture, lighting, soundproofing and classrooms through the selection of teaching resources and tools corresponding to the needs of a disabled child. And finally you can choose professional staff who will support the child in entering society and culture.





Thank you for
your attention

