

# Inclusion - Deep University Press

Inclusion Through Shared Education

Joanne Deppeler

Monash University, Australia

Danielle Zay

University of Charles de Gaulle Lille 3, France

In a democracy, education is viewed as the primary mechanism through which opportunities exist for everyone to succeed and to build a prosperous future, irrespective of their personal or social circumstances. To what extent are the benefits of educational success available to all in modern democracies? What is meant by inclusive education? How might we recognise and accommodate the multitude of definitions and the resulting confusion of interpretation of the concept of inclusive education? International agreements and legislation provide definitions of inclusive education that focus on equity, access, opportunity and rights as the basis for education policy and the foundation for a just society. The lack of an agreed conceptual frame for inclusive education may contribute to its misconception and confused practice (Forlin et al., 2013). So much research has been published in this area that it would be futile to attempt to undertake a comprehensive summary of the field.



The primary purpose of this book is modest. In attempting to address these questions, we bring together authors from the West to the East, including Canada, USA, France, Great Britain, Spain, Australia, China, Taiwan, and who represent a range of cultures around the theme of *Inclusive education through shared education*. Each case provides a snapshot of inclusion by sharing values, ideas, knowledge, educational work among various partners, in and out of school and/or in terms of research and writing.

Two main directions can be identified in the evolution of inclusive education. The first emanates from those organisations which deal with the problems of disabled persons with a view to allowing them not to be discriminated against in relation to other people in society or at school. Then, this was broadened to include all young people having difficulties at school and allocated to classes or pathways, which did not allow them to participate in inclusive education.

In both of these cases, there is the clear affirmation of the right of every human being to education and the study of the approaches and practices that are likely to reform education systems in ways that provide positive environments that retain all students.

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