

Fundamental Challenges and Dimensions of Inclusion in Sweden and Europe

How does inclusion benefit all?*

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Summary: In the research field of education all over Europe, there seems to be a tendency to “speak” about inclusion. However in the practical context of schools the tendency seems to be towards both a vision and ambition of “including all” while there remains more diagnosis and placement of pupils in special groups (Hansen & Qvortrup 2013; Skoglund 2013; Ström 2013; Nes 2013). Statements such as “inclusion benefits all!” are frequent, but what does it really mean? This article will examine the tensions and challenges underlying the “rhetorics” and focusing on the “how-question”. This means trying to elaborate: which questions should be stated, which preliminary answers do we have, which qualities of schools and education therefore need to be defined and what is crucial in order to reach the defined qualities and outcomes in practice.

Keywords: Comparative Education - Direction - Educational Policy - Europe - Handicap - Inclusion - Innovation - Management - Special Needs - Resources - Support - Sweden.

Les défis et aspects fondamentaux de l'inclusion en Suède et en Europe Comment l'inclusion profite-t-elle à tous ?

Résumé: Dans le champ de la recherche sur l'éducation à travers l'Europe, il semble se dégager une tendance à parler d'*inclusion*. Toutefois, dans le contexte concret de l'école, la tendance semble se tourner vers une vision et une ambition à *inclure tout le monde*, alors que l'on continue à pratiquer des diagnostics préalables aux orientations vers des classes spécialisées. On entend souvent déclarer que « *l'inclusion profite à tous* », mais qu'est-ce que cela signifie exactement ? Cet article va examiner les écarts et les défis sous-jacents à la *réthorique* actuelle et mettra l'accent sur la question du « *comment* ? ». Cela signifie qu'il faut essayer de développer les points suivants : quelles questions devons-nous poser ? De quelles réponses préliminaires disposons-nous ? Quelles qualités pour les écoles et l'éducation doivent être déterminées et quels sont les éléments cruciaux pour atteindre concrètement les qualités et les objectifs définis ?

Mots-clés: Besoins éducatifs particuliers - Éducation comparée - Direction - Europe - Handicap - Inclusion - Innovation - Management - Politique éducative - Ressources - Soutien - Suède.

THE following “learning experience” is used to illustrate the complexity of inclusion. In 2003 a request for “counselling help” came to the National Institute of Special pedagogy from a middle range municipality wanting support in order to create “inclusive schools” (Skoglund & Larsson, 2004). The intention of the education management group of the municipality in the spring of 2003 was stated as “we want to include all pupils now”. A “development group” was appointed and a first question me and my colleague stated was “how do you know that everyone

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