



A Journey of Inclusive Curriculum from a Practice of Social Labelling to Social Acceptance

Bijoy Thomas

Abstract

An inclusive curriculum acknowledges different information sources and comprehends the social environment in which knowledge is located in order to foster a thorough and all-encompassing learning experience. The idea of an inclusive curriculum is dynamic, changing throughout time in response to changes in social norms, educational philosophies, and scientific theories. Adopting inclusive curriculum strategies is crucial for higher education institutions to build more equitable and all-encompassing learning environments. It is essential to recognise the distinction between inclusion and integration in order to successfully implement inclusive strategies. The goals of an inclusive curriculum and inclusive practices are to provide every student with equitable access to opportunity, acceptance, engagement, and success. The philosophical principles of 'entitlement' and 'enablement,' which promote students' 'empowerment,' serve as the foundation for these activities. The Community of Inquiry (COI) model and constructivism are two theoretical stances on inclusive design in education that place a strong emphasis on cultural origins and active involvement. The integration of inclusive curricular approaches in education necessitates a horizontal-axis approach that involves cross-group cooperation and dialogue. This strategy promotes cooperation by encouraging cooperation and teamwork. In order to cultivate an inclusive culture and advance a more thorough understanding of inclusive culture, it is imperative to move from a sociology of labelling to a sociology of acceptance. Institutions may foster a more welcoming

and encouraging atmosphere where all students can realise their potential by integrating intervention into the educational process.

Keywords:

Inclusive Curriculum, Inclusion and integration, Community of Inquiry, Sociology of labelling, Sociology of acceptance

Introduction

An epistemological understanding of inclusive curriculum involves recognizing the diverse sources and forms of knowledge, understanding the social context in which knowledge is situated, and valuing inclusive pedagogies that facilitate equitable access to knowledge for all learners. It promotes a view of education that honors the richness of human experience and fosters an environment where everyone's ways of knowing are respected and validated. By acknowledging and embracing the different perspectives and cultural backgrounds that students bring into the classroom, an epistemological understanding of inclusive curriculum allows for a more holistic and comprehensive learning experience. It encourages educators to explore various knowledge systems, ranging from indigenous wisdom to scientific research, to provide a well-rounded education for students. Ultimately, an inclusive curriculum aims to empower learners by nurturing their unique identities and voices, preparing them to engage with a diverse world with empathy and critical thinking skills.

Scoping Review Approach for Understanding of Inclusive Curriculum

In this paper, the author adopted a scoping review approach to understand the epistemology and practices of inclusive curriculum in the educational context. A scoping review is a systematic examination of the literature that seeks to examine the current state of knowledge on a specific subject, ascertain fundamental ideas, identify areas of deficiency, and provides a comprehensive summary of the accessible evidence. It is often used when the research question is broad or when the literature on a topic has not been comprehensively reviewed. A scoping review, often referred to as a mapping review, serves as an exploratory and comprehensive examination of existing literature on a particular topic. The primary

goal is to provide an over view of the key concepts, theories, methodologies, and sources of evidence in each field. Unlike systematic reviews, which aim to answer specific research questions with a detailed and narrow focus, scoping reviews have a broader scope and are particularly useful when dealing with complex or emerging topics (Cooke, 2021).

In the field of education, particularly in the context of inclusive curriculum, several classic literatures have laid the foundation for understanding and implementing inclusive practices. This literature has been influential in defining the debate associated with inclusion, arguing that all students, regardless of their circumstances or ability, should have equal access to high-quality education. One such classic piece of literature is 'The Education of Handicapped Children Act' (U.S. Congress, Senate, 1975) in the United States, which was landmark legislation that ensured equal educational opportunities for students with disabilities. Another influential text is 'A Framework for Understanding Poverty' by Payne (2001), which discusses the impact of socioeconomic status on education and provides insights for creating inclusive classrooms that address the needs of economically disadvantaged students. Overall, these texts have been instrumental in promoting inclusive practices and inspiring educators to create diverse and equitable learning environments.

Inclusive Curriculum: A Practice of Social Labelling

The evolution of the term "inclusion" has seen significant changes over time. Initially, it was primarily used in the context of integrating individuals with disabilities into mainstream society. It is viewed that this group of people required specialized and segregated provision in order to meet their unique needs and challenges (Dyson et al., 2002). So special schools are established to provide special provisions to these groups.

However, the results of the research studies showed that traditional special education has failed in several ways (Timmons & Wagner, 2008). The findings of the research investigations have brought to light the shortcomings of conventional special education in terms of catering to the specific requirements of pupils who have impairments (Lyons, et al., 2016). Furthermore, they have also

emphasized the lack of inclusivity and individualized support that this approach offers, leading to subpar outcomes for students. Students who receive special education lack the necessary preparation to lead productive lives in their communities upon completing their schooling. As a result, they may struggle to integrate into society and may require ongoing assistance to navigate daily life.

A lack of support and resources may also cause these kids to experience feelings of loneliness and poor self-esteem, which can be detrimental to their academic performance. This can further impact their mental health and overall well-being, making it even more crucial to provide them with the necessary assistance to overcome these challenges and thrive in their adult lives. Students who experience special education show poor performance in their personal and academic lives. Thus, these students are affected by social labeling and related emotional issues.

However, as awareness and understanding of diversity and equality have grown, the concept of inclusion has expanded to encompass various marginalized groups, such as racial and ethnic minorities, LGBTQ+ individuals, and those from different socio-economic backgrounds. This broader understanding recognizes the importance of creating inclusive environments that embrace and celebrate differences in all aspects of life.

Dynamism of the Concept Inclusive Curriculum

The concept of inclusive curriculum is dynamic, evolving over time in response to changes in educational philosophies, societal values, and research findings. The concept of inclusion has evolved over time to encompass a broader understanding of diversity and the need for equal opportunities for all individuals. It reflects a commitment to adaptability, responsiveness, and ongoing improvement in creating educational environments that are truly inclusive for all. Inclusive curriculum now focuses on creating environments that cater to the unique needs of every student, regardless of their abilities or backgrounds (Gartner & Lipsky, 1987; Sailor et al., 1996).

Based on recent research studies, it has been concluded that all individuals, including disabled students, are unique and have their own set of special

needs. While it is true that disabled students may require additional support and accommodations to meet their specific needs, this does not discount the fact that every individual, regardless of their abilities, has their own unique set of strengths, weaknesses, and requirements. Therefore, it is essential to recognize and address the unique needs of disabled students alongside those of their non-disabled peers to ensure an inclusive and equitable educational experience for all (Ainscow et al., 2003).

The result of modern research studies influences the viewpoint of inclusive curriculum. A curriculum that is inclusive advocates for the notion that every student ought to have equitable access to learning and achievement opportunities, irrespective of their abilities or disabilities. As a result, inclusive curriculum aims to provide a wide range of strategies, resources, and support to ensure that every student has access to quality education, enabling them to reach their full potential (Luciak & Biewer, 2011). To foster a supportive and inclusive learning environment, an inclusive curriculum also stresses the value of cooperation and collaboration between parents, students, and instructors (Armstrong & Moore, 2019). This method promotes empathy, understanding, and respect for individual differences, which improves the learning experience for all students and is especially helpful for children with disabilities. Inclusive curriculum ultimately aims to foster a society that appreciates diversity and appreciates the distinct abilities and contributions of each person.

In contemporary society, the phrase is not only associated with special children; instead, it represents the whole school community. The results of the study showed that inclusive policies vary within and between nations (Hernandez-Torrano, Somerton, and Helmer 2020). There is a divergence of opinions on the scope of inclusion, with some arguing that it pertains solely to certain groups or categories of individuals, while others contend that inclusion encompasses all individuals (Nilholm & Goransson, 2017). Regardless of the varying perspectives, it is evident that the idea of inclusion has evolved beyond solely focusing on special children. This shift in understanding has prompted extensive research to explore and compare the implementation of inclusive practices in different countries, highlighting the diverse approaches and strategies employed to foster inclusivity.

So the modern concept is derived from the principle that the aim of inclusive practices is not to “fix” the child to fit in (Suleymanov, 2015). In the current society, inclusive curriculum is not only an opportunity but also an environment to celebrate unity in diversity. By embracing diversity, we foster a sense of belonging and create a society where all individuals can thrive and contribute to the greater good.

Development of Inclusive Curriculum Practices in Education – Research based

Reviews

In order to establish a more equitable and inclusive learning environment for every student, it is vital that the higher education sector adopt inclusive curricular practices. Ensuring that all students, regardless of background or ability, have equal access to educational opportunities and resources is the aim of inclusive curriculum practices (Brownell et al., 2012). This entails creating and executing educational plans that are sensitive to the varied requirements and backgrounds of students while simultaneously fostering diversity, fairness, and inclusivity within the educational setting. By integrating a wide range of viewpoints and resources into the curriculum, students are exposed to a broader spectrum of ideas and views, therefore cultivating a more inclusive learning environment. In the realm of higher education, the adoption of inclusive curricular practices is fundamental to fostering a learning environment that is more just and comprehensive, ultimately benefiting every student (Hardy & Woodcock, 2015). Understanding the underlying concepts and values of inclusive curriculum is crucial for the successful use of inclusive practices.

A. Understand the difference between Integration and Inclusion

The educational community must comprehend the distinction between ‘integration’ and ‘inclusion.’ Several academic publications discuss the distinction between integration and inclusion. Integration and inclusion, although sometimes used interchangeably, are separate concepts with different meanings and methods. Integration refers to the process of bringing individuals from diverse

backgrounds into existing systems or structures, such as schools, workplaces, or communities. It focuses on assimilating individuals into the existing norms, practices, and expectations of these systems (Jordan & Powell, 1994).

On the other hand, inclusion goes beyond mere integration by actively involving and valuing the unique perspectives, experiences, and contributions of all individuals, regardless of their differences. It aims to create environments that are welcoming, respectful, and supportive for everyone, fostering a sense of belonging and equal participation. Inclusion recognizes that diversity is a strength and seeks to harness the power of different backgrounds, cultures, and abilities to drive innovation and creativity. Inclusion also requires the dismantling of barriers and biases that may exist within these systems, ensuring that all individuals have equal opportunities and access to resources (Walton et al., 1989).

Integration is adjusting and modifying some settings to accommodate the groups, but inclusion is not only changing the physical settings; it is more about accepting the diverse nature of society.

B. Research Perspectives on Inclusive Curriculum Practices

An increasing amount of scholarly literature emphasizes the significance of implementing inclusive approaches in education. Furthermore, research indicates that inclusive practices have positive effects on the learning outcomes and experiences of all students, not just those who have disabilities or special educational requirements. Mainly, two types of research studies have been done on this concept: evaluative research and normative research. Evaluative and normative research studies are both conducted within the realm of inclusive curriculum; they serve distinct purposes and focus on different aspects of the concept. The primary goal of evaluative research is to assess and analyze the effectiveness of existing inclusive curricular practices, policies, or interventions (Ruijs & Peetsma, 2009). Normative research, on the other hand, is concerned with establishing standards, guidelines, or norms for inclusive curricular development and implementation (Hall et al., 2022).

Evaluative Research

Evaluative research investigates the effectiveness of a specific inclusive curricular programme in improving academic outcomes for students with disabilities or assesses the impact of professional development initiatives on teachers' ability to implement inclusive practices.

The outcomes of evaluative research studies are as follows:

a. Adaptive Behaviour and Beyond

Adaptive behaviour is insufficient for a successful inclusive practice. The results emphasized that relying solely on adaptive behaviour measures is insufficient for successful inclusive practices. Researchers like Andrews et al. (1986), and Putnam et al. (1995) highlighted that personal competence and community adjustment are essential components to integrating successful inclusive practice in education.

b. Accountability for inclusion

Researchers like Cattermole et al. (1990) argue that accountability for inclusion should also be a crucial factor. The results emphasized that behavioral and competence measures alone are not enough for successful inclusion. This research recognized the need for systemic changes and responsibilities to ensure successful inclusive practices.

c. Person-environment fit model

The person-environment fit model gained prominence to understand and improve inclusive practices (Becker, 1991). This trend suggests that successful inclusion depends on the compatibility or fit between an individual and their environment. It acknowledged that the adaptation of the environment is as crucial as enhancing individual skills and promoting a more holistic approach to inclusive curriculum. Research studies reflect a progression in thinking about inclusive practices in education over the years. The inclusive practices moved

from considering individual traits to recognizing the need for broader systemic changes and a better fit between individuals and their environments. The shifts in perspective have influenced how educators, policymakers, and researchers approach the development and implementation of inclusive curricular practices.

Normative Research

Normative types of research questions have contributed to the social attitude towards inclusive curricular practices, i.e., more on the affective domain than that of the behavior domain. This research perspective is not keen on the impact of certain inclusive practices on individuals, but it emphasizes the socio-democratic value system that needs to be developed through these curricular practices. Normative research may investigate the ethical implications of curriculum choices, explore the alignment of inclusive curriculum with educational philosophy and values, or develop guidelines for creating culturally responsive and inclusive learning materials. Hence, the fundamental inquiry addressed in this study is not concerning the impacts on individuals but rather how we ought to construct a community that is committed to an all-encompassing value system. The result of these studies helped to evolve a concept of inclusive culture (Wolfensberger, 2011) that values social roles, social relations, and physical integration in the education community.

The outcomes of normative research studies are as follows:

A Shift in Paradigm from a Voluntary Mind setup to Normative Regulated

The outcomes of normative research are a progression in understanding inclusive practices, moving from the examination of basic values to the exploration of good practices and the development of a concept of inclusive culture.

The evolution of the concept of inclusive culture is based on normative research, emphasizing social roles and relations. Wolfensberger (2011) played a key role in shaping this concept. The understanding of a shift beyond physical integration emphasizes the significance of social integration. This indicates a broader perspective that includes not just physical presence but also meaningful

participation and relationships. Lai et al. (2014) argued for the shift of inclusive practices from voluntary to normatively regulated. This suggests a move towards recognizing inclusive curriculum as a societal obligation rather than an optional or discretionary effort.

Application of Normative Research in Planning Inclusive Curriculum Practices

Normative research plays a crucial role in planning inclusive curricular practices by providing a framework for establishing equitable and fair educational opportunities for all students. By examining societal norms, values, and expectations, normative research helps educators identify potential biases and barriers that may hinder the inclusion of diverse learners. This research approach allows for a deeper understanding of the existing structures and systems within education, enabling educators to challenge and transform them to create more inclusive learning environments (Nelis et al., 2023). These research studies have given insight into the goals of inclusive curricular practices at educational institutions. Inclusive curricular practices for our institutions should not look at this approach as having an impact on the students' behavioral outcomes, but we should see that our inclusive curricular practices should help the student community develop a positive mindset that is regulated by the normative approach. Both evaluative and normative research contributed to enriching inclusive curricular practices.

Implementation of Inclusive Curriculum Practices

a. Aims of Inclusive Practices in Education

The aim of the inclusive curriculum should be prepared with these philosophical values of 'Entitlement' and 'Enablement'. Both Entitlement and Enablement support the empowerment of the child (EENET, 1997). Inclusive practices would provide 'Entitlement for all' (equality of opportunity) and 'Enablement for all' (raising their self-esteem through sharing success). Both of these dimensions contributed to 'Empowerment' (developing innate abilities). Thus, the aim of the inclusive curriculum are:

1. Presence: All children should have the opportunity to attend classes together with their classmates in a mainstream class.

2. Acceptance: All children, with their different individual characteristics, should be part of the community.

3. Participation: All children should participate in common activities and lessons.

4. Achievement: All children should be able to achieve challenging learning goals, perform well, and make progress within their individual capabilities (L.I. Engevik et al., 2018).

The model of 'Inner and Outer' explained the aim of inclusive practices in education. Nevøy et al. (2013) stated that the objective of working with inclusion is not merely to establish inclusion for special groups, but rather to convert the educational institution into a sustainable democratization initiative that ensures high-quality education for all children while mitigating all types of exclusion.

b. Theoretical Perspectives on Inclusive Curricular Practices

Constructivism and the Community of Inquiry (COI) model are valuable frameworks that contribute to the understanding of inclusive design in education. According to constructivist theory, students build their own knowledge through interacting with their surroundings, drawing on their own experiences, and utilizing their prior knowledge. In an inclusive constructivist approach, multiple perspectives are valued and integrated into the learning experience. The COI model values the diversity of ideas that emerge through collaborative inquiry, recognizing that cultural backgrounds contribute to the richness of discussions (McLoughlin & Oliver, 2000).

Both constructivism and the COI model emphasize active participation, where learners contribute actively to the learning process, drawing from their cultural

backgrounds. Constructivism and COI promote dialogue, collaboration, and the sharing of diverse perspectives, fostering an inclusive learning environment where learners engage with each other's cultural richness. Constructivism and COI, which are the guiding principles of inclusive design, acknowledge the need for individualized learning experiences that honor and celebrate learners' unique cultural histories. In summary, both constructivism and the Community of Inquiry model provide theoretical foundations for implementing inclusive design by emphasizing the active role of learners, the importance of cultural backgrounds, and the collaborative construction of knowledge within a community of learners. Both constructivism and COI emphasize that every learner brings with them a rich cultural history and experience.

c. Intervention of Inclusive Curriculum

An effective way of implementing inclusive curricular practices in education was illustrated by Turnbull (2016) through the chapter 'The Geometry of Inclusion' in the book 'The Illusion of Inclusion.'

Critique of Vertical Implementation

Turnbull (2016) challenged the conventional top-down approach to implementing inclusion initiatives. The author challenges the conventional understanding that implementing inclusion initiatives is a vertical journey in which leaders initiate strategies and they cascade down through the organization. This vertical approach is the 'illusion of inclusion,' suggesting that it may not lead to genuine and comprehensive inclusiveness.

Horizontal Axis for Effective Implementation

Most organizations view implementing the inclusion initiative as a vertical journey—starting from the top and working down through the organization. But it is the illusion of inclusion. The author mentioned that the effective implementation of inclusionary curricular practices is due to the horizontal axis of inclusive curricular practices. The horizontal axis signifies that inclusiveness should not

only be a top-down process but also involve collaboration and conversations across diverse groups within the organization. The horizontal axis emphasizes the need for courage to generate conversations within and across diverse groups. These conversations are seen as essential for sharing a common goal, fostering understanding, and building a collaborative culture.

The horizontal axis approach implies that inclusiveness should involve all members of the organization, not just leaders and followers. It encourages the establishment of a shared vision and common goals among diverse groups, promoting unity and collective effort. In summary, this chapter challenges the traditional hierarchical approach to inclusion initiatives and proposes a more collaborative and horizontally-oriented strategy. The emphasis on conversations and shared goals reflects a commitment to building an inclusive culture that involves the active participation of diverse groups within the organization (Daresh & Lynch, 2010).

Inclusive Curriculum – A Shift from Social Labelling to Social Acceptance

A normatively regulated or rights-based approach to inclusive curriculum and horizontal axis of inclusive practices assert that inclusion is not a matter of choice or charity but a fundamental human right (Neves-Silva, 2016). This perspective is grounded in the belief that everyone, regardless of ability, has the right to equal opportunities, access, and participation in all aspects of society. Implementing a rights-based approach involves transforming educational practices to accommodate diverse needs. This may require changes in teaching methods, curriculum design, assessment strategies, and the overall culture of schools (Katsui & Kumpuvuori, 2008). This frame of mind may inadvertently perpetuate a pattern of reliance, when persons with disabilities are seen as passive beneficiaries of assistance rather than proactive participants in society (Alur, 2021).

This shift from a sociology of labeling to a sociology of acceptance, as proposed by Taylor and Bogdan & Taylor (1989), signifies a move from categorizing individuals based on labels to fostering a culture of acceptance. These outcomes

collectively illustrate a trajectory in inclusive curricular research, moving from foundational values to the examination of successful practices, the development of a more comprehensive concept of inclusive culture, and a call for normative regulation and acceptance within society.

The entire educational ecosystem, from admission to post-school outcomes, should operate with an inclusive mindset. By embedding intervention throughout the educational journey, institutions can create a more inclusive and supportive environment, ensuring that each student has the opportunity to reach their full potential.

References

- Ainscow, M., Howes, A., Farrell, P., & Frankham, J. (2003). "Making Sense of the Development of Inclusive Practices." *European Journal of Special Needs Education*, 18, 227-242. <http://dx.doi.org/10.1080/0885625032000079005>
- Alur, M. (2021). "Disabled in India... A Charity Model?" *Journal of Medical Evidence*, 2(1), 50. https://doi.org/10.4103/JME.JME_26_21
- Andrews, R. L., Soder, R., & Jacoby, D. (1986). "Principal Roles, Other In-School Variables, And Academic Achievement By Ethnicity and SES." *American Educational Research Association*, San Francisco, CA, United States.
- Anne, N., Rasmussen, A., Ohna, S. E., & Barow, T. (2014). *Nordic Upper Secondary School: Regular and Irregular Programmes - Or Just One Irregular School for All?*, 191-210. doi: 10.1007/978-94-007-7125-3_11
- Armstrong, F., & Moore, M. (2019). "Action Research. Developing Inclusive Practice and Transforming Cultures." In F. Armstrong & D. Tsovoka (Eds.), *Action research for inclusive education. Participation and democracy in teaching and learning* (pp. 1-16). Routledge.
- Becker, F. (1991). *Workplace Planning, Design, and Management*. In E. Zube & G. Moore (Eds.), *Advances In Environment, Behavior and Design*. New York: Plenum Press. <https://doi.org/10.1007/978-1-4684-5814-5>
- Bogdan, R., & Taylor, S. J. (1989). "Relationships With Severely Disabled People: The Social Construction Of Humanness". *Social Problems*, 36(2), 135-148. <https://doi.org/10.1525/sp.1989.36.2.03a00030>
- Brownell, M. T., Smith, S. J., Crockett, J. B., & Griffin, C. C. (2012). *Inclusive Instruction: Evidence Based Practices For Teaching Students With Disabilities*. New York, NY: The Guilford Press.
- Cattermole, M.; Jahoda, A. & Markova, I. (1990). "Quality of Life For People with Learning Difficulties Moving To Community Homes". *Disability, Handicap & Society*, 5(2), 137-152.
- Cooke, C. (2021). *LibGuides: Understanding Review Types: Scoping Reviews*. <https://libguides.lib.umanitoba.ca/reviewtypes/scoping>.

- Daresh, J. C., & Lynch, J. (2010). *Improve Learning By Building Community: A Principal's Guide To Action*. Thousand Oaks, CA: Corwin
- Dyson, A., Howes, A., & Roberts, B. (2002). *A Systematic Review of The Effectiveness of School-Level Actions for Promoting Participation by all Students*. Research Evidence in Education Library. London: EPPI-Centre, Social Science Research Unit, Institute of Education, University of London.
- EENET. (1997). *Focus on Teacher Education in Enabling Education: Issue 2*. Manchester: EENET
- Engevik, L. I., Næss, K.-A. B., & Berntsen, L. (2018). "Quality of Inclusion and Related Predictors: Teachers' Reports of Educational Provisions Offered to Students with Down Syndrome". *Scandinavian Journal of Educational Research*, 62(1), 34–51. DOI: 10.1080/00313831.2016.1212252
- Gartner, A., & Lipsky, D. K. (1987). "Beyond Special Education: Toward a Quality System for All Students." *Harvard Educational Review*, 57(4), 367–395. <https://doi.org/10.17763/haer.57.4.kj517305m7761218>
- Hall, W., Schmader, T., Inness, M., & Croft, E. (2022). "Climate Change: An Increase in Norms for Inclusion Predicts Greater Fit and Commitment for Women in STEM." *Group Processes & Intergroup Relations*, 25(7), 1781–1796. <https://doi.org/10.1177/13684302211035438>
- Hardy I, Woodcock S. (2015). "Inclusive Education Policies: Discourses of Differences, Diversity And Deficit." *Int J InclEduc*, 19(2), 141–164. <https://doi.org/10.1080/13603116/2014.908965>
- Helmer, J., Kasa, R., Somerton, M., Makoelle, T. M., & Hernandez-Torrano, D. (2023). "Planting the Seeds for Inclusive Education: One Resource Centre at a Time." *International Journal of Inclusive Education*, 27(5), 586–602. <https://doi.org/10.1080/13603116.2020.1864791>
- Jordan, R., & Powell, S. (1994). 'Whose Curriculum? Critical Notes on Integration and Entitlement.' *European Journal of Special Needs Education*, 9, 27–39.
- Katsui, H., & Kumpuvuori, J. (2008). "Human Rights Based Approach to Disability in Development in Uganda: A Way to Fill the Gap between Political and Social Spaces?" *Scandinavian Journal of Disability Research*, 10(4), 227–236.
- Lai, C. K., Marini, M., Lehr, S. A., Cerruti, C., Shin, J. E. L., Joy-Gaba, J. A., Ho, A. K., Teachman, B. A., Wojcik, S. P., Koleva, S. P., et al. (2014). "Reducing Implicit Racial Preferences: Comparative Investigation of 17 Interventions". *Journal of Experimental Psychology: General*, 143(4), 1765–1785. doi:10.1037/a0036260
- Luciak, M., & Biewer, G. (2011). *Equity and Inclusive Education In Austria. A Comparative Analysis*. In A. J. Artiles, E. B. Kozleski, & F. R. Waitoller (Eds.), *Inclusive education. Examining equity on five continents* (pp. 17–44). Harvard Education Press.
- Lyons, W. E., Thompson, S. A., & Timmons, V. (2016). "'We Are Inclusive. We Are A Team. Let's Just Do It': Commitment, Collective Efficacy, And Agency In Four Inclusive Schools." *International Journal of Inclusive Education*, 20(8), 889–907. <https://doi.org/10.1080/13603116.2015.1122841>
- McLoughlin, C., & Oliver, R. (2000). "Designing Learning Environments For Cultural Inclusivity: A Case Study Of Indigenous Online Learning At Tertiary Level". *Australian Journal of Educational Technology*, 16(1), 58–72
- Nelis, P., Pedaste, M., & Šuman, C. (2023). "Applicability Of The Model Of Inclusive Education In Early Childhood Education: A Case Study". *Frontiers in Psychology*, 14, 1120735. <https://doi.org/10.3389/fpsyg.2023.1120735>

- Neves-Silva, P. (2016). "Rights-Based Approach Project For Social Inclusion of Persons With Disabilities At Cape Verde", *Africa. Edorium J DisabilRehabil*, 2, 96–104.
- Nevøy, A., Rasmussen, A., Ohna, S. E., & Barow, T. (2013). Nordic Upper Secondary School: regular and irregular programmes – or just one irregular school for all? In *Springer eBooks* (pp. 191–210). https://doi.org/10.1007/978-94-007-7125-3_11
- Nilholm, C., & Göransson, K. (2017). "What is meant by inclusion? An analysis of European and North." *European Journal of Special Needs Education*, 32(3), 437–451. <https://doi.org/10.1080/08856257.2017.1295638>
- Payne, R. K. (2001). *A Framework for Understanding Poverty* (New rev. ed.). Highlands, Tex., Aha Process.
- Putnam, J. W., Spiegel, A. N., & Bruininks, R. H. (1995). "Future Directions In Education and Inclusion of Students With Disabilities: A Delphi Investigation". *Exceptional Children*, 61(6), 553–576.
- Ruijs, N. M., and Peetsma, T. T. D. (2009). "Effects of Inclusion on Students With And Without Special Educational Needs Reviewed." *Educ. Res. Rev.*, 4, 67–79. doi: 10.1016/j.edurev.2009.02.002
- Skrtic, T. M., Sailor, W., & Gee, K. (1996). "Voice, Collaboration, and Inclusion: Democratic Themes in Educational and Social Reform Initiatives." *Remedial and Special Education*, 17(3), 142–157. <https://doi.org/10.1177/074193259601700304>
- Suleymanov, F. (2015). "Issues of Inclusive Education: Some Aspects to be Considered." *Electronic Journal for Inclusive Education*, 3(4).
- Timmons, V., & Wagner, M. (2008). *Inclusive Education Knowledge Exchange Initiative: An Analysis of Statistics Canada Participation and Activity Limitation Survey: Final Report*. Ottawa, Ontario: Canadian Council on Learning.
- Turnbull, H. (2016). *The Illusion of Inclusion*. Business Expert Press. Retrieved from <https://www.perlego.com/book/402797/the-illusion-of-inclusion-pdf>.
- U.S. Congress, Senate. (1975). *Education for All Handicapped Children Act*. S. 6, 94th Congress, 1st Session, Report No. 94-168.
- Walton, E., Nel, N., Hugo, A., & Muller, H. (2009). "The Extent and Practice of Inclusion In Independent Schools In South Africa." *South African Journal of Education*, 29(1). <https://doi.org/10.1590/S0256-01002009000100007>
- Wolfensberger, W. (2011). Social role valorization: a proposed new term for the principle of normalization. *Intellectual and Developmental Disabilities*, 49(6), 435–440. <https://doi.org/10.1352/1934-9556-49.6.435>