

Module 4. Management

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1. Chapter 10. University policies

The policies of an educational institution such as a university are one of the main elements of the Index for Inclusion.

Researchers Booth and Ainscow wrote about the Index for Inclusion in 2000, 2002 and 2011.

According to the Index for Inclusion, inclusive cultures make **inclusive** policies.

And inclusive policies enable inclusive practices to take place.

Something is **inclusive** if it integrates everyone into the community life alongside other people, regardless of their origin, profession, economic situation or thoughts.

The researcher Ainscow said in 2003 and 2004 that attendance, participation and progress tell us about the level of inclusiveness of education and training activities.

Therefore, assistance, participation and progress are very useful for organising institutions that want to be inclusive.

The 2006 United Nations Principle of **Reasonable Accommodation** contrasts with the **biopsychosocial** approach that the International Classification of Functioning created in 2011.

Reasonable accommodation is an adaptation to enable people with disabilities to use a service or

According to the researcher Romañach Cabrero in 2009, the biopsychosocial approach states that disability exists within a **context**.

A **biopsychosocial approach** is an approach that gives importance to medicine, psychology and culture.

This context can make accessibility easier or more difficult within the Relational Model of Disability Studies.

A **context** is a set of situations in which an event occurs.

Researcher Shakespeare created the Relational Model in 1994.

This model says that the relationship between the disability and the context makes accessibility easier or more difficult.

Therefore, according to the researcher Soldevila Pérez in 2015, people with disabilities have more barriers to learning.

According to the biopsychosocial approach,
the following factors are very important
for the **management system**:

A **management system** is a way of organising the structure and work of the members of some entity.

- Enable people with intellectual disabilities to participate in academic life.
- Self-assess and improve the quality of inclusive activities with the participation of all interested people, such as students with intellectual disabilities.
- Understanding the needs of learners with intellectual disabilities according to the biopsychosocial model to adapt the Relational Model approach.
The relational approach believes that the human being has evolved in different ways and one of those ways is disability.
- Design plans to make knowledge accessible taking into account the needs of each person with intellectual disabilities.
These plans must comply with the principles of reasonable accommodation and must be made with the participation of students with disabilities.
- Disseminate and report on the activities carried out inside and outside the university.

All university workers need specific training
to achieve inclusion.

For example, the university governance team,
the managers of the inclusion process and teachers.

In order to adopt the biopsychosocial approach,
university needs to do the following:

- Manages the spaces of the university
to make them inclusive and accessible to all.
- Adjust the pace of life at the university
to make it **sustainable** and responsive
to the needs of students.
- Adopt useful strategies to make information
accessible at the university.
- Implement strategies to adapt the **educational offer**.
This involves adapting content, tools
and other requests from teachers.

Something is **sustainable** if it
can be maintained for a long
time because it respects the
resources of, for example, a
country, a region or a society.
It does not harm the
environment.

The **educational offer**
is the set of studies
taught in a school

1.1. Online material for Chapter 10

These are the materials that
have been used for this chapter.

This material is not in easy reading.

The social model of disability: an **outdated** ideology?

https://www.um.es/discatif/PROYECTO_DISCATIF/Textos_discapacidad/00_Shakespeare2.pdf

Out-of-date means old-fashioned.

These articles analyse how the British academic and policy debates on the social model began. It also says that this model needs to be changed. These articles criticise the British social model. Criticism focuses on the issue of impairment, the impairment/disability dualism, and the issue of identity.

The articles say that **ontology** is very important for disability studies.

Ontology is a part of philosophy that studies human beings and their characteristics.

The articles also make recommendations for creating a more adequate social theory of disability.

ICF stands for International Classification of Functioning, Disability and Health.

T Hellblom-Thibblin, N Klang & K Åman (2012)

Biopsychosocial model and the ICF-CY in in-service training: general educators' reflections, International Journal of Developmental Disabilities, 58:1, 12-19,
DOI: 10.1179/2047387711Y.0000000003:
<https://www.tandfonline.com/doi/full/10.1179/2047387711Y.0000000003?scroll=top&needAccess=true>

DOI stands for Digital Object Identifier. It is a code given to some scientific articles on the internet to identify them.

For general educators, special educators and other professionals working with children with disabilities, it is very difficult to provide support to improve the participation of children with disabilities in inclusive classrooms.

This study uses the biopsychosocial model for training general educators about children with disabilities.

This study evaluates the effects of this model on training.

To assess these effects, it analyses general educators' end-of-year reflections on how they can meet the needs of children with disabilities.

The study finds that general educators believe that the biopsychosocial model is useful for understanding problems may arise in the classroom.

But general educators also believe that there is a need to collaborate with other professionals.

At the end of the course, educators reflected on how they can meet the needs of children with disabilities and also on the knowledge about children with disabilities.

The results show us that it is important to know different disabilities to solve problems.

ICF online:

https://www.reteclassificazioni.it/portal_main.php?portal_view=public_custom_page&id=85

On this website we can see the International Classification of Functioning, Disability and Health in Italian and English.

The Italian Collaborating Centre for the Family of International Classifications of the Autonomous Region of Friuli Venezia Giulia of the World Health Organisation has developed and revises the ClAML formats of the International Classification of Functioning, Disability and Health in its 2001 and 2014 versions.

To find the information you are looking for, look through the different levels until you find the category you are interested in.

When you select the category, on the right hand side you will see a page with all the information.

Developing Inclusive Education Systems, Mel Ainscow:

https://sid-inico.usal.es/idocs/F8/FDO6565/mel_ainscow.pdf

The idea of inclusive education emerged at the Salamanca World Conference on Special Needs Education almost ten years ago.

Since this idea emerged, many countries have tried to make their policies and education more inclusive.

This article looks at research in England to see what has been done on inclusion and how further progress can be made.

This article focuses on tools to make education systems more inclusive.

La inclusión escolar de un niño con diversidad funcional: una historia de vida:

[https://www.tdx.cat/handle/10803/315838#page=1 /](https://www.tdx.cat/handle/10803/315838#page=1/)

<http://hdl.handle.net/10803/315838>

This research describes and analyses the process of inclusion in school in order to make the inclusion of a child with learning difficulties more effective.

This research has been carried out over four and a half years in collaboration with the school.

This research identifies the most important aspects of activities and strategies to support the inclusion process of children with disabilities.

To achieve this, situations of inclusion in different contexts and countries has been analysed, the main research on this topic has been studied and the experiences of schools have been analysed.

Ethnography is a part of anthropology that studies cultural practices.

In addition, an **ethnographic** analysis has been carried out to create the child's life story.

An **action research** process has also been developed to improve the child's quality of life.

Action research is a form of research that consists of analysing social situations in order to improve them.

Inclusive education as a right. **Framework** and guidelines for action for the development of a pending revolution:

https://bibliotecadigital.mineduc.cl/bitstream/handle/20.500.12365/18038/23_La%20educacion%20inclusiva%20como%20derecho.pdf?sequence=1&isAllowed=y

The idea of integrated education is of growing interest to more and more people.

A **research framework** is the structure that the research will follow.

In richer countries, many young people leave school without having learned much.

Other young people are forced to do other things instead of studying.

The meaning of inclusive education or integrative education remains unclear and there are several definitions.

Inclusión y exclusión educativa. De nuevo "voz y quebranto":

https://repositorio.uam.es/bitstream/handle/10486/661466/REICE_11_2_5.pdf?s

In this text, the author proposes ideas and questions to discuss and analyse some issues and approaches to the educational inclusion process.

1.2. Documents for download

Index for inclusion (Booth e Ainscow):

<https://www.eenet.org.uk/resources/docs/Index%20English.pdf>

An **index** is a material used to evaluate something.

This index is called index for inclusion: to assess the development of learning and participation in schools.

This index is a set of materials to support a school's self-evaluation, for example activities:

- In the playground
- In the staff rooms
- In classrooms
- In school-related communities

The index encourages workers, parents, caregivers and children to participate in an inclusive development plan.

International Classification of Functioning,

Disability and Health:

https://apps.who.int/iris/bitstream/handle/10665/43737/9789241547321_eng.pdf?sequence=1

According to the World Health Organisation in 2001, the International Classification of Functioning, Disability and Health for Children and Youth is derived from the International Classification of Functioning, Disability and Health.

This classification records the characteristics of the developing child and the influence of its surrounding environment.

ICF e-learning Tool: https://www.icf-elearning.com/wp-content/uploads/articulate_uploads/ICF%20e-Learning%20Tool_English_20220501%20-%20Storyline%20output/story_html5.html

The International Classification of Functioning, Disability and Health is a classification of health and health-related issues.

The World Health Organisation uses this classification to assess health and disability at the individual and group level.

On 22 May 2011, 191 member states of the World Health Organisation adopted this classification to describe and assess health and disability.

The classification also includes a list of **environmental factors**, because people's functioning and disability occurs in context.

The classification has the same **principles** as the International Classification of Diseases and the International Classification of Health Interventions.

Environmental factors are elements related to the environment that can influence something.

A **principle** is a fundamental rule or idea that defines how a person or an institution should act.

International Classification of Functioning, Disability and Health:

ICF Education Portal

<https://icfeducation.org/>

This Education Portal belongs to the International Classification of Functioning, Disability and Health.

This Education Portal supports the work of the World Health Organization Family of International Classifications Network to implement the World Health Organization reference classifications.

It also wants to improve the level and quality of these classifications in the Member States.

1.3. Objectives

- To be aware of the importance of eliminating exclusion of students with intellectual disabilities from university participation
- To know how to self-assess and improve the quality of inclusive activities
- Collaborate with teachers to make academic knowledge accessible to people with intellectual disabilities
- Informing colleagues about the measures taken inside and outside the university
- Participate in time management at the university, respecting sustainability.
- Be aware of how to achieve inclusive management of university spaces
- Identify and use useful strategies to make information accessible at the university
- Share and design strategies for curricular adaptation and educational provision with teachers

1.4. Activities

Activity 1

Make a **concept map** with all the concepts studied in chapter 10 and the relationship between each concept.

A **concept map** is a map showing the main ideas on a topic.

Activity 2

Make an example of a **podcast** to explain university application procedures adapted to the needs of students with intellectual disabilities.

A **podcast** is a broadcast of a sound recording that can be downloaded from the internet.

2. Chapter 11. Governance

A leadership-based governance system favours a **vision** focused on motivating people.

A **vision** is a way of thinking about something.

There are different classification systems proposed by different authors, such as the following from 1999:

- K. Leithwood
- D. Jantzi
- R. Steinbach
- Changing Leadership for Changing Times
- Open University Press
- Buckingham

The classification systems of these authors identify eight types of leadership:

Doing something **rationally** means doing it by thinking and by impulse.

- Managerial leadership: Activities are organised **rationally** and each member has a professional role. Great importance is placed on fulfilling the tasks and objectives of each school function.
- Transformational leadership: Vision is essential to organise all activities involving all people in the educational context.

Leadership is very important in the educational context to achieve school autonomy.

- Participatory leadership: The leader participates in creating and developing a vision with others.
- Transactional leadership: The ability to work depends on the motivation of the person.
- Postmodern leadership: Attention is paid to all individual views of the people interested.

Therefore, the organisation is not-**hierarchical**.

- Moral leadership: Leadership is based on defending the principles and values of the organisation.
- Didactic leadership: Leadership focuses on teaching and learning processes so that teachers and students improve in their responsibilities.
- Contingent leadership: There are no universal leadership styles, because leadership style has to be adapted to the context.

Hierarchy is the order established by categories and grades.

According to researcher Salo in 2015, through innovation, participative leadership, transformational leadership and collaborative leadership create a vision that encourages people to be motivated and inspired. This helps to meet the institution's objectives and to improve inclusion.

In this approach, academic authorities support their leadership in active and participatory policies.

This leadership encourages an open attitude to new experiences and challenges:

- Creating spaces for university student participation
- Creating spaces for student representation in governing bodies
- Creating specific environments and processes for students with disabilities

2.1. Online material

These are the materials that have been used for this chapter.

This material is not in easy reading.

- Calatayud Salom, M. A. (2015). El liderazgo emergente de los directores escolares en España: La voz del profesorado. Revista Iberoamericana De Educación, 69, 207-228. <https://doi.org/10.35362/rie690150>

This paper explains the results of the research entitled “Improving School Leadership from the perspective of teachers”.

The aim of this research is to analyse the opinions of
of teachers of Primary Education in Spanish public schools
on the type of leadership that
a school head must have in order
to face educational challenges.

To achieve its objective, the research review
recent international studies on leadership.

These studies explain how leadership influences
learning and school outcomes.

Also 450 teachers were surveyed in the study.

The results helps us to understand what kind of
leadership school organisations want according to
teacher's perspectives.

The results also serve to understand the situation of
the present and future leadership of the director
in Latin American educational centers.

- Graham Wise, Connie Dickinson, Tuntiak Katan & Maria Cristina Gallegos (2020) Inclusive higher education governance: managing stakeholders, strategy, structure and function, Studies in Higher Education, 45:2, 339-352, DOI: 10.1080/03075079.2018.1525698 .

Full article:

<http://www.grahamwise.net/docs/wise%20g%20-%20inclusive%20higher%20ed.pdf>

Indigenous higher education governance is a fundamental element of diversity, equality and inclusivity at universities with significant indigenous students.

Management approaches to establish inclusive governance is complex.

Little guidance exists to support university managers to establish indigenous **advisory councils**.

This research analyses the creation of an indigenous advisory council at the university.

This council is made up of members from up to 11 different indigenous nationalities.

An **indigenous** person is a person or a village living in a region or a country on a stable basis and for a long period of time.

An **advisory council** is a group of people who advise someone.

The results of this creation process are analysed considering the following:

- Participation and inclusion
- **Rule of law**
- Non-discrimination and equality
- Transparency
- Mutual trust and respect

The **rule of law** is a model of government in which all people obey the same laws.

This research explains to higher education policy researchers and university managers how to achieve indigenous university governance. This research aims to train indigenous leaders to participate in higher education. In this way education and research are improved for indigenous students and communities.

Total Quality Management in Higher Education

https://www.researchgate.net/publication/298462542_Challenges_and_Information_Training_Requirements_for_Managing_and_Governing_Universities_within_the_Framework_of_the_EHE

[A](#)

This article aims to adapt the concept of Total Quality Management for use in Higher Education institutions.

This article explains the results of a research in design science studies.

The article explains the characteristics of higher education and especially educational processes based on experiences in Egypt and the Netherlands.

Thus, we can understand how total quality is managed in education.

These experiences help us to create a model for applying Total Quality Management in Higher Education institutions.

These are only experiences from two countries with different cultures.

Therefore, we do not know how the model is used in other countries.

We do know that many attempts have been made to apply Total Quality Management in Higher Education.

But the application of both Total Quality Management and quality management models in teaching and learning is rare.

The application of total quality management is also scarce in two very different countries.

2.2. Documents for download

- Inclusive University Manifesto:

https://www.unhcr.org/it/wp-content/uploads/sites/97/2020/09/Manifesto-dellUniversita-inclusiva_UNHCR.pdf

The Inclusive University Manifesto focuses on the situation of young people with international and temporary protection who want to continue their studies and research in the **country of asylum**. The University Manifesto was written because the cultural, technical and intellectual experiences of different parts of the world can be a great resource for Italy.

A **country of asylum** is a country that hosts a refugee fleeing from their country of origin.

- Training politicians towards a more inclusive leadership:

A proposal:

https://cadmus.eui.eu/bitstream/handle/1814/74594/PA_2022_14_STG.pdf?sequence=1&isAllowed=y

Equality and representation are founding principles for contemporary democracies.

In recent years, there have been increasing efforts to increase the representation of people with disabilities in politics.

But there is still exclusion in politics
and this affects the quality of decision-making.

This brief fulfils two main objectives.

The first objective is to defend
the advantages of favouring an inclusive model
of leadership in politics and to propose
a way to achieve this inclusive model.

For that, the focus should be
on the behaviour and organisation of political parties
and experienced politicians.

The second objective is to propose
a training curriculum of the Inclusive Leadership Initiative.

This curriculum provides politicians with
useful and innovative content and skills.

Politicians can thus learn to prevent
political exclusion.

The curriculum modules are based on
the results of a research
and a **pilot study** held in 2018.

A **pilot study** is a type
of study that is done
before the real study.

- Transformation school leadership in a transactional policy world, Kenneth Leithwood
http://wvde.state.wv.us/principalsinstitute/institute07-08/docs_fall/Fall_PreRead_TransformationalLeadership.pdf

Transformational leadership is a word that has increasingly appeared in education studies since the 1980s.

According to researcher Leithwood in 1992, schools in most developed countries must adapt to change.

This is why transformational leadership is useful for schools.

Often this word has a common sense, non-specialised meaning.

For example, Webster's Dictionary in 1971 said that to transform is to change form or composition.

This means that transformational leadership is always changing.

2.3. Objectives

- Informing students about the importance of creating spaces for active university participation
- Encourage student participation in the governing bodies
- Encourage the creation of specific participation environments and processes for students with disabilities.

2.4. Activities

Activity 1

Think about three forms of engagement to participate in processes of self-evaluation and improvement of the university's level of inclusiveness.

Activity 2

Write a simplified form that students with intellectual disabilities can use to submit complaints to the student secretary's office.

3. Chapter 12. Procedures

The disability studies approach is based on the **self-determination** of people with disabilities.

Challenging **normative** culture and practices is important to avoid exclusion.

According to researchers Slee and Allan in 2001, moving beyond inclusion is to stop ignoring exclusion and to develop cultural, political, educational and **pedagogical** practices to improve inclusion.

Procedures and the management of procedures can be approached in two different ways.

The first way is to rely on normative principles and to label people without caring what they look like.

The second is to take into account characteristics of people that make them different from others.

Each form develops a different model of management of procedures.

The first model is the standardised procedure by type of person.

The second model is the procedure based on active listening to the individual.

In this way, we can know how to help each person.

Self-determination is the ability to take decisions for oneself.

Something **normative** complies with the norm or custom.

Something **pedagogical** that aims to educate, teach or instruct in a given field.

According to the Relational Model, in the management of the procedures we must share information with the support services for intellectual disabilities.

This way, actions are more efficient.

But we also have to analyse each person to develop the most effective actions for each person.

According to the researcher Morin in 1990, the context can reduce a person's abilities.

This can be avoided by the ideas of **relativism** and independent autonomy.

These ideas explain that actions designed for some people are not effective for others.

Therefore, inclusion can only be achieved if we consider the characteristics of each person.

Flexibility and customisation should be a feature of procedure management.

Flexibility is being able to make changes to procedures.

Relativism is a theory that denies the existence of absolute truths.

According to researcher Baldacci in 2005,
personalisation is different from individualisation.

Individualisation says that the goals
are the same for all people

but some people cannot do the same as others.

Personalisation says that each person
decides what to do.

3.1. Online material

- Roger Slee & Julie Allan (2001) Excluding the included: A reconsideration of inclusive education, International Studies in Sociology of Education, 11:2, 173-192, DOI: 10.1080/09620210100200073:
<https://www.tandfonline.com/doi/pdf/10.1080/09620210100200073?needAccess=true>

This article analyses how regular and special education
have limited the development of inclusive education policies.

The variety of opinions on education policies and
personal interests of each person favour exclusion.

The authors of the article say that inclusive education
is not something that is done automatically.

Therefore, we need to strive to understand
what special educational needs are.

Deconstruction is one way of exposing exclusion as indicated by inclusive education policies:

Deconstruction is analysing our ideas and eliminating ideas that are discriminatory.

The article covers the following topics:

- Relationship between ideas and policy
 - A new research policy
 - Inventing ways of enrolment that avoid the modernist model
 - Reflexivity
 - Teaching for inclusion
-
- Elizabeth J. Done y Helen Knowler (2022) A tension between rationalities: "off-rolling" as gaming and the implications for head teachers and the inclusion agenda, Educational Review, 74:7, 1322-1341, DOI: 10.1080/00131911.2020.1806785:
https://www.researchgate.net/publication/343391471_A_tension_between_rationalities_off-rolling_as_gaming_and_the_implications_for_head_teachers_and_the_inclusion_agenda

This article analyses different exclusionary practices in schools in England with the ideas of **fabrication, subjectivation** and **performativity**.

Fabrication is the making of something.

Subjectivation consists in thinking subjectively about oneself.

Performativity is the action of pretending something.

This analysis focuses on school exclusion.

According to the national school inspectorate, school exclusion is the illegal removal of a student from a school roll in order to enhance academic performance data.

This definition of social exclusion has become popular in a short period of time.

The importance we give to economics and performativity are the causes of social exclusion.

Dropping out of school is a subject of study, a government problem and a political tool.

The dropout rate show us that head teachers in England are not complying with the legal procedures for social exclusion.

Dropping out of school is an example of performativity.

Performativity favours the market, management and performance.

But the political context since the 1990s has favoured exclusion.

And policy ideas about inclusion have not succeeded in eliminating educational exclusion.

- The Disability Studies perspective and Italian Disability Studies and its impact on schools and services for adults with disabilities:

<https://rivistedigitali.erickson.it/integrazione-scolastica-sociale/it/visualizza/pdf/1091>

This research explains the theoretical and cultural origins of disability studies and disability studies in Italy.

The research explains the outcomes of schools and services for adults with disabilities.

The researchers have chosen these contexts because they are very useful for analysing inclusion.

This analysis focuses on:

- The meaning of disability
- The causes of disability
- The influence of the causes of disabilities on school and service practices

The analysis demonstrates the importance of analysing contexts and barriers to learning.

- Dobusch, L. (2021), The inclusivity of inclusion approaches: A relational perspective on inclusion and exclusion in organizations. Gender Work Organ, 28: 379-396. <https://doi.org/10.1111/gwao.12574>

Full article:

<https://onlinelibrary.wiley.com/doi/epdf/10.1111/gwao.12574>

Organisational inclusion is a key concept to eliminate diversity and inequality in organisations.

Organisational inclusion wants to include all people.

But we do not know whether mainstream and critical inclusion approaches will achieve this.

This article analyses two ideas from these approaches: belongingness and recognition.

These ideas are analyses from a feminist perspective of disability and the interests and needs of autistic people.

The analysis shows that the two approaches to inclusion have **enabling** ideas that we do not see. Inclusive practices therefore segregate autistic people.

Something **enabling** discriminates against persons with disabilities.

The article does not believe that the inclusion project is a failure.

The article says that inclusion is not total.

It is therefore important to realise that inclusion should have no limits.

3.2. Documents for download

- Comprehensive and coordinated efforts for the management of autism spectrum disorders:

https://apps.who.int/gb/ebwha/pdf_files/EB133/B133_4-en.pdf

Autistic spectrum disorders are developmental disorders characterized by impairment in functions related to central nervous system maturation. Examples of autistic spectrum disorder include autism, childhood disintegrative disorder and Asperger syndrome.

These disorders consist of disturbances in the ability to socialise and communicate.

In addition, people with these disorders tend to have specific interests.

Autistic Spectrum Disorders belong to the category of Pervasive Developmental Disorders of the International Classification of Diseases and Related Health Problems. The category of pervasive developmental disorders is within the category of mental and behavioral disorders.

- Convention on the Rights of Persons with Disabilities:
<https://www.un.org/disabilities/documents/convention/convoptprot-e.pdf>

The Convention on the Rights of Persons with Disabilities and its Optional Protocol were adopted on 13 December 2006 at the United Nations in New York.

The signing of this convention was approved on 30 March 2007.

The convention entered into force on 3 May 2008.

The United Nations had been working for years to change attitudes and approaches towards persons with disabilities.

Thanks to the convention, people with disabilities began to be seen as worthy of rights and capable of fighting for their rights, deciding about their lives freely and participating in society.

The Convention aims to promote human rights and social development of people with disabilities. Therefore, it says that all people with any kind of disabilities should enjoy all rights and freedoms.

The Convention explains how to apply all rights to people with disabilities and what accommodations we need to make in order for people with disabilities to have these rights.

The Convention also explains violations of the rights of people with disabilities and how to protect them.

- Disability studies and inclusive education - implications for theory, research, and practice:

https://www.researchgate.net/publication/236221750_Disability_studies_and_inclusive_education_-_implications_for_theory_research_and_practice

This article is an introduction
to disability studies in education.

Disability studies in education appeared ten years ago.

Disability studies in education is now
a very interesting and useful research topic
for social and educational advocacy.

The authors of this article investigate the origins
of disability studies in the United Kingdom
and the United States..

In addition, the authors describe the creation of
international networks dedicated to disability
studies in education.

The authors also explain the evolution of disability studies in education with its principles and examples.

The authors discuss twelve papers selected for this special double issue of the International Journal of Inclusive Education.

Finally, the authors reflect on the importance of disability studies in education for theorists, researchers and practitioners.

In addition, disability studies in education help to improve the lives of people with disabilities.

3.3. Objectives

- Knowing how to learn about inclusive processes in the educational community.
- Knowing how to use the tools of educational differentiation.
- Understand and know how to develop inclusive administrative and educational procedures adapted to the needs of each individual.

3.4. Activities

Activity 1

Think of an example of a simplified procedure for evaluating a curriculum or an Erasmus application. What criteria should this procedure have?

Activity 2

Prepare an evaluation test for all university teachers on the inclusion policy.