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EXCLUSIONARY INCLUSION: A COMPARATIVE ANALYTICAL STUDY

Special education students are oftentimes assigned specialized placements, segregating them from their non-disabled peers. The premise for the exclusion is commonly attributed to the nature of the students' disabilities. The inclusive rights of students with disabilities are protected by several international and local laws (World Health Organization, 2011; Tesemma, 2011; UNESCO, 2009, 1994; Ajuwon, 2008; CRPD, 2006; Ajuwon, 2008; Tesemma, 2011). However, due to regional variances in the process of execution of inclusive education practices, the researcher narrowed the study settings to the province of Quebec for Canada, the state of Texas for the United States of America (USA) and England, for the United Kingdom (UK). As these territories are forerunners in their inclusive education practices, they mandate the provisions of Special Education in their state-funded schools; under the Education and Government Acts; chapter 1-13.3, section 447 (2000) Commission des droits de la personne (CDPDJ, 2018), the Federal law of Individual with Disabilities Education Act (IDEA, 1975) and England with its Education Act of 1996 and the Special Educational Needs and Disability Bill of (2001) respectively.

This study is a comparative and systematic examination of existing literature, policies and data, on the exclusion segregation and inclusive education placements of students with disabilities, in both Primary (Elementary) and Secondary schools, across the province of Quebec, the State of Texas and England.