

Rewriting Educational Narratives: The Historical Trajectory of Inclusion

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Abstract: Inclusive Education has transformed the very attitude toward providing such equitable opportunities to the students, based on ability, gender, socio-economic background, or ethnicity. A history of the underpinnings of this inclusive education includes tracing the backhand exclusions that followed until developing fully integrated systems. Its scope around the world and regionally traces its journey in milestones and changing philosophical underpinnings alongside theoretical frameworks. Such knowledge is helpful in allowing significant matters in the policy and practice of education in the future.

1. Introduction

For centuries, it has been understood that education forms part of human development, but only a few privileged people could afford it. Huge chunks of society were kept away from joining education. Among them were persons with disabilities, women, and those belonging to a lower socio-economic group? With this growing human rights awareness, equity, and the value for diversity in the society, this trend towards inclusionary education was brought about. The historic achievement embodied in the 1994 Salamanca Statement by UNESCO has been a fixed benchmark for the advocacy efforts towards inclusive education, open to all children within schools, irrespective of their physical, intellectual, social, or linguistic differences. This paper explores the historical trajectory of inclusive education as it might guide its origins, implications, and meanings for the current period.

2. Theoretical Background

Inclusive education is founded on the concept that all human beings are of equal right quality education with no concern for their abilities, socio-economic statuses, gender, or cultural backgrounds. That is not mixing children of varied needs but an atmosphere in which every learner may feel cherished and catered for. Philosophical, social, and educational discourses regarding equity, diversity, and smashing systemic barriers have been of paramount importance in the evolution of inclusive education. The approach has invested in creating the kinds of inclusive societies where education acts as a powerful force for social change. The process of theory development for the study on inclusive education captures the principles underpinning it and gives an outline for its application further. Several theoretical concepts underpin inclusive education:

- **Social Justice Theory:** promote the sharing of resources and opportunities; UNESCO, 1994.
- **Constructivism:** relate to mutual learnings with others of different backgrounds; Piaget, 1967.
- **Ecological Systems Theory:** by Bronfenbrenner, 1979, claims that inclusive education flourishes when people are supported by strengthening interconnected systems that include family, school, and community.
- **Critical Pedagogy:** leverage education as a vehicle for empowering those who are marginalized; Freire, 1970. These theories have collectively informed policies like the Convention on the Rights of Persons with Disabilities (CRPD, UN, 2006), emphasizing the need for inclusive practices globally.

3. Historical Perspectives on Exclusion and Inclusion

Learning and education in ancient societies were privileged commodities for the elite. For example, in India, the caste system excluded the Dalits and other disadvantaged groups from formal learning (Sharma, 2005). Medieval systems in Europe were also predominantly sexist and discriminatory towards people with disabilities.

The Industrial Revolution 18th–19th Centuries

- Mass education systems did emerge in the context of the Industrial Revolution, but these were very often instances of segregation. Special schools for children with disabilities were created for example, the first schools for the deaf in France and for the blind in England (Winzer, 1993). These developments represented a step in the right direction but

retained the notion that particular population groups could not be educated with normative population groups.

Post-World War II (1940s–1960s)

- The devastation of World War II prompted global discussions on human rights, culminating in the Universal Declaration of Human Rights (United Nations, 1948). Article 26 of this declaration emphasized education as a fundamental right. Simultaneously, advocacy groups began calling for integration rather than segregation, particularly for children with disabilities.

4. Philosophical Shifts from Charity to Rights-Based Responses

Historically, inclusion has been conceptualized from the charity or beneficence point of view—where students who were different or disabled were provided with education as a grace or sympathy and not as a right. The internal structure of the charity model inadvertently facilitated marginalization by giving secondary status to the education of students with disabilities, from the normative track of education. Such a view ran counter to the new post-World War II ideology of rights-based thinking, fueled by the civil rights movement. The new line of action advocated the inherent dignity and equal rights of all, irrespective of ability. Inclusive education was thus integrated into international agendas on justice, equity, and democratic participation. Such a paradigm shift led to powerful international declarations like the Universal Declaration of Human Rights (1948) and the Convention on the Rights of Persons with Disabilities (2006), which reconfigured inclusion as a legal and moral imperative rather than a charitable deed.

5. Role of Parent Advocacy and Grassroots Movements

While government and global policies have been potent initiators of inclusive education, the incessant pressure and activism of disability rights groups and parents have been just as effective. In many countries, persistent pressure from parents for their disabled offspring to have the right to join schools in their neighbourhoods has been the driving force for transformative reform. These groups of advocates not only opposed the practice of segregation through education but also advocated for community-based approaches to inclusion. One of the best examples of this power is the 1975 United States Individuals with Disabilities Education Act (IDEA), a direct result of such strong mobilization. The same has been occurring in Latin America, South Asia, and Africa as well, challenging localized notions of inclusion and pushing back against one-size-fits-all solutions. These movements call for inclusion to be culturally, linguistically, and contextually responsive yet universal in its commitment to equity and participation.

6. Inclusion as a Reflection of Societal Values

Inclusive education is more than a shift in education more an indicator of what most values in society. It is a challenge to deep-seated prejudices and encourages systems to take account of diverse learner needs in a humane and equitable way. As schools include, they represent respect for human dignity, social justice, and equal opportunity. The turn towards inclusion necessitates a reconceptualization of what it means to learn, who gets to learn, and how learning is built. It is an invitation to unpack structural inequalities, rebuild curricula, and reenvision teacher roles in service of all learners, but particularly those historically marginalized.

7. Constructing a Future of Meaningful Inclusion

Looking to the future, the sustainability of inclusive education rests on all of us policymakers, teachers, communities, and students to collectively own the responsibility. Inclusion then transcends physical presence in classrooms to accessibility to emotional, cognitive, and social inclusion. This can be brought about through sustained long-term investment in teacher professional development, universal design principles, context-responsive resources, and community engagement. It also demands ongoing observation of implementation and hearing the voices of the most impacted girls from disadvantaged socio-economic groups, students with disabilities, and disadvantaged socio-economic students. It is only when inclusion is fully integrated into the fabric of educational practice and policy that we can be certain that education functions as a force for change, building a world in which no one is left behind.

8. Expanding the Scope of Inclusion

Although the historical evolution of inclusive education has come a long way, complex and emerging issues still require urgent attention. Real inclusion is more than policy statements and classroom placement it has to permeate every aspect of the education system. Achieving genuine inclusive education is an ongoing, multi-faceted process that includes something as simple as determining the intersectional needs of students to a complete overhaul of curriculum, testing, and leadership practices. Tackling these still nascent fields is something that needs to be accomplished in order to make inclusive education a genuine possibility, and not some fantasy of the future, for all learners, everywhere on the planet.

9. Unexploited Aspects of Inclusive Education

Despite a strong global momentum towards inclusive education, some key dimensions are regularly bypassed in the prevailing discourse. For example, the quality of neuroscientific evidence supporting inclusive pedagogy, demonstrating the ways in which brain-based learning can be used to benefit learners with a range of needs, is gradually gaining attention. But the all-critical dimension of intersectionality—wherein students are multiply disadvantaged based on factors like gender, caste, language, or disability—is still being bypassed in policymaking. Even as access and infrastructure tend to grab headlines, the critical translation of curriculum content, pedagogy, and assessment to actually effect inclusion remains bypassed. In addition, critical dimensions like mental health provision, linguistic diversity, and community engagement continue to be systematically downplayed in implementation plans. The issue is even more critical in higher education, where inclusive provisions are woefully lacking, especially for invisible disability or conflict-affected groups. A clear understanding of these bypassed dimensions is essential to break through rhetoric and develop a deeply embedded, holistic, and student-centered inclusive practice that actually addresses the needs of all. The following table further identifies these needed but underemphasized dimensions of inclusive education, emphasizing the strengths of a more holistic and context-sensitive approach centered on the student.

Aspect	Details
Neuroscience and Inclusion	Current brain science underpins personalized learning, confirming the necessity for inclusive and adaptive pedagogy.
Intersectionality in Inclusion	Students tend to experience layers of marginalization (e.g., gender + disability + language), necessitating multi-strand inclusion policy.

Aspect	Details
Inclusive Curriculum Design	Curriculum, as well as infrastructure, needs to address diverse histories, voices, and experiences—particularly those of groups most often marginalized.
Mental Health Inclusion	Emotional and psychological care for students is crucial to real inclusion, particularly in a post-pandemic context.
Role of Language in Inclusion	Language disadvantage tends to result in exclusion; teaching multilingually empowers linguistic minorities and enhances learning
Inclusive Leadership in Schools	Training principals and administrators in leadership is important to maintain inclusive school environments.
Inclusion in Higher Education	Emphasis is usually on primary, but institutions of higher learning still have no full inclusion strategies.
Community Engagement	Inclusion works better when parents, caregivers, and local leaders participate actively in decision-making within schools.
Inclusive Assessment Practices	Traditional tests tend to disadvantage students with learning challenges; other assessment models guarantee equity.
Crisis and Conflict Settings	Inclusion of refugees in education or disaster-affected areas continues to be a big challenge but is essential for building resilience.

10. The Moral Imperious of Inclusion

Inclusive education is not a matter of modifying pedagogical practice; it is a deep moral awakening. It is the realization, again and again, that segregation in whatever guise it presents itself is a denial of our common human dignity. Inclusive education upholds the value that being is not something to be achieved but a natural right of all. In the welcoming of each child, no matter ability, background, or identity, we are not simply reforming school environments but positively re-making the social world. Schools are then environments of radical solidarity in which children do not only learn academic subjects but also the fundamental life lessons of resilience and compassion, capacities constructed through shared living, working, and playing together.

Inclusion reminds us that the aim of education is not to construct sameness but to foster human diversity's richness imagining education as an entry of possibility, not a gate-keeping apparatus.

11. Key Milestones in Inclusive Education

The Salamanca Statement (1994): The Salamanca Statement by UNESCO, 1994 is a seminal document that was asking education systems to be designed universally from the beginning. It insisted that regular schools should cater for all children irrespective of disabilities in making the society inclusive.

The Right to Education Act, (2009, India): India's Right to Education Act guarantees free and compulsory education for all children aged 6–14. It underlines the importance of inclusive practices, especially for marginalized groups (Government of India, 2009).

Universal Design for Learning (UDL): The 21st century began with a shift toward technology-enabled inclusion. The UDL framework encourages flexible curricula to accommodate diverse learners (CAST, 2011).

12. National and Global Perspective

Scandinavian countries have always been put forward to include inclusive education policies. For instance, Norway is supposed to take all students regardless of their ability into mainstream schools (Norwegian Ministry of Education, 2015).

Programs such as the Sarva Shiksha Abhiyan (SSA) in India attempted to increase children's access to education with disabilities. This is an area where much has been done, but many remain to be made: the infrastructure and other resources, for example, as well as the preparation of teachers (Jha & Subramanian, 2012).

13. Challenges and Advocacy and Policy Role

In spite of historical progress toward inclusive education, several persistent challenges continue to impede its full realization. A major obstacle is the policy-practice gap, where laws and declarations often don't translate into meaningful classroom experiences. Inadequate teacher preparation in inclusive pedagogies and differentiated instruction prepares educators insufficiently to address diverse learner needs. Resource limitations, such as lack of assistive technologies, accessible infrastructure, and support personnel, further isolate students who need specialized support. Furthermore, deeply ingrained social attitudes, such as disability stigma, gendered biases, and linguistic bias, continue to entrench exclusion. These issues underscore the necessity of a systemic, intersectional, and long-term attempt to actually integrate inclusion into the fabric of education.

- **Insufficient Resources:** There was a lack of skilled teachers and appropriate materials to help them adapt to the new policies (Winzer, 1993).
- **Cultural Barriers:** In certain cultures, and societies, stigma toward disability and sexism limited access (UNESCO, 2005).

Much of the success of inclusive education has been due to the advocacy of persons such as Helen Keller, who fought for the rights of the disabled, and Paulo Freire, who ushered in the era of equity in education. Organizations such as UNESCO and UNICEF have been instrumental in developing country, regional, and global policies.

14. Emerging Trends in Inclusive Education

Technological developments are now assisting with artificial intelligence and assistive devices that are bringing inclusive education in a revolutionary

way. For instance, AI-based tools involving speech-to-text applications, access to personalized learning platforms, have really opened doors for students with disabilities (World Bank, 2021). Technological advancements in virtual reality and augmented reality, for example, are radically transforming the way inclusive education is being provided. These technologies enable interactive learning experiences that can be tailored to the unique needs of each student, thus enabling students with disabilities to participate in perceptive conceptualizations of sophisticated ideas in new ways. For example, VR simulations offer safe spaces for students with autism to rehearse social interactions, whereas AR applications enhance the visually impaired student's learning experience through audio-visual assistance. More online education platforms that are equipped with adaptive capabilities guarantee learners from diverse backgrounds in distant or less advantaged regions have access to quality education, hence minimizing the digital divide and improving global inclusiveness.

15. Conclusion

The route of inclusive education is not only a shift in pedagogies—it is an ontological shift from silence to voice, and from segregation to visibility. Uncovering its origins is to explore how education, once the province of the few, has incrementally been redeemed as a right, not a privilege, for all. Landmarks like the Salamanca Statement and the Convention on the Rights of Persons with Disabilities are less policy milestones than humanitarian declarations of the enlarging human conscience. Regardless, inclusion is still unfinished business. The ongoing gaps in teacher preparation, infrastructure, mental health services, and intersectional awareness require constant, locally informed engagement. The destiny of inclusive education is in celebrating diversity not as something to be managed, but as something to be cherished.

When all schools embrace every learner, they don't educate they liberate, empower, and inspire. Only when all children, regardless of ability, identity, or background, are not merely in classrooms, but fully engaging, thriving, and driving change will true inclusion be achieved.

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