THE INDEX FOR INCLUSION

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Abstract: This article will explain the Centre for Studies on Inclusive Education (CSIE) Index for Inclusion, which offers ordinary schools a dynamic process of change allowing them to investigate their cultures, policies and practices by engaging in a series of indicators and activities that help set new priorities for school development and inclusive education. Information recently collected by CSIE about the Index in use across schools in England is also shared, along with feedback from a number of overseas countries.

The British Government placed the CSIE Index (2002 Booth & Ainscow) in all schools and local education authorities in England and Wales. It has also been translated for use in 35 languages overseas in countries in the North and the South, and adapted in English in four more.

The CSIE Index uses the social model of disability and rejects the medical model; it encourages a deep scrutiny of all activities in a mainstream school, and calls on schools to seek the views of teachers, pupils, parents and others in establishing new priorities in inclusive education.

Introduction

In an earlier publication “Inclusive Education: readings and reflections” (Thomas & Vaughan, 2005) we examined the key influences behind the moves towards inclusive education. The book features more than 50 extracts from key documents and classic texts, along with commentaries.

This first quote is written by us at the beginning of the book, begins to answer the question: 'What is inclusion?':

‘Inclusion represents the confluence of several streams of thought, social and political as well as educational. Those moves to inclusion in fact come not from one direction – not, for example, solely from research about the effectiveness of special education and special pedagogy – but from several directions: from research, certainly, but more importantly from the imperative to greater social justice; from calls for civil rights; from legislation that prohibits discrimination; from the stimulus provided by original, distinctive projects started by imaginative educators; from the voices of people who have been through special education. All of these in their own ways have played their part in the changes that have occurred in the last quarter of the twentieth century and the first part of the twenty-first.'

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