



THE ESSENTIALS OF INCLUSION

Video: What is inclusion ?

Theme Inclusion

Text transcription of the video

Module Discovering

Territory World

Subject Inclusion Accessibility Evolution

The term "inclusion" has become established in our contemporary discourse.

It is found in education, disability, digital technology, social policies and even employment.

But do we really know what it covers?

Is this simply a synonym for integration or a profound transformation of our relationship to difference, to the norm, to society?

The word "inclusion" comes from the Latin "includere", "to bring in", "to enclose in".

It first designates a spatial action, that of integrating an element into a closed whole.

In French, this term was only used late, first in the scientific lexicon and then in the social sciences.

The common use of the word "inclusion" in the sense of "social justice and equal rights" is largely derived from the English inclusion, particularly in the educational field since the 1980s, notably in Canada and the Nordic countries.

Inclusion is distinguished from integration.

Integration requires the different person to adapt to a predefined framework.

Inclusion, on the other hand, invites us to rethink the framework itself.

It is no longer up to the individual to fit the norm, but up to the norm to evolve to include human diversity.



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Inclusion is now at the heart of many reference texts.

At the international level, the UN and UNESCO promote an inclusive society based on human rights.

They assert that inclusion is a fundamental principle for achieving the Sustainable Development Goals.

Article 24 of the UN Convention on the Rights of Persons with Disabilities enshrines inclusive education as a fundamental right.

In Europe, the Lisbon Strategy of 2000 and the Europe 2020 strategy, placing inclusion at the heart of social and economic development.

In France and Cyprus, inclusion has become a major focus of public policy.

For example, plans against poverty, educational and social inclusion, employment and professional training, sport and culture accessible to all.

These public policies help make inclusion a norm.

This is why, today, inclusion is appearing in many sectors and is disrupting practices.

For example, at school, it challenges the logic of sorting and selection.

It promotes universal pedagogy, differentiated support, and multidisciplinary teams.



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In the company, she questions managerial practices, recruitment processes, and human resources policies. In the public sphere, it requires an overhaul of services, digital accessibility, administrative simplification, and unconditional welcome.

Inclusion is not just about people with disabilities. It is also aimed at the elderly, migrants, people who are isolated from employment or culture, neuro-atypical children, and users who are unfamiliar with digital technology. It involves a global transformation of the relationship to law and citizenship.

But inclusion goes even further. It proposes to anticipate these needs in the very design of environments, devices and services. Universal design, also called "Design for All," which emerged in the 1990s, embodies this approach. It involves creating accessible environments without the need for specific adaptation. This principle is enshrined in the Convention on the Rights of Persons with Disabilities and encouraged by the Council of Europe.



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An elevator in a train station is not only for people in wheelchairs.

It also helps parents with strollers, the elderly, and even travelers with heavy luggage.

What is accessible to some benefits all.

An accessible website is not only beneficial for visually impaired people, but also for seniors or smartphone users in direct sunlight.

Universal design is based on seven fundamental principles. The first is equal use.

Anyone can use the product or space.

The second principle is flexibility of use, that is, adaptability to different capacities.

The third principle is simplicity, which is characterized by ease of use and learning.

The fourth is perceptible information, that is, accessible via several senses: visual, auditory, tactile.

The fifth principle is tolerance for error.

It is designed to reduce the risk of error and warn of potential dangers depending on use.

The sixth principle poses minimal physical effort with ease of use.

The seventh and final principle concerns dimensions and space. The design is suitable for wheelchair users, children and seniors.



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Incorporating universal design from the start only costs 1% more in a project.

On the other hand, failure to do so can lead to much greater economic and social losses.

An accessible place attracts more visitors, stimulates the local economy and promotes inclusion for all.

Universal design is not a luxury, it's a necessity.

It concerns us all, today and tomorrow.

But inclusion is a process in tension.

It is often mentioned as obvious, but rarely implemented in all its radicality.

There are many obstacles.

Lack of training, institutional barriers, cultural resistance, economic logic.

However, progress is being made, laws are progressing, digital tools are becoming more accessible, mentalities are evolving and young people have new expectations.

In conclusion, let's not forget that inclusion does not simply mean "welcoming all audiences."

This means fundamentally rethinking norms, institutions, spaces and uses.

It is a social project, a demanding project, a project that brings emancipation.

Because an inclusive society is not only a fairer society, it is a richer, more creative, more vibrant society.