Inclusion is a concept which has been introduced by UNESCO in order to fight the exclusion that people with certain disabilities experience in education as well as numerous other contexts.

But not only people with certain disabilities have to overcome barriers to exercise their rights.

Despite the ideal of equality that inspires democratic societies, their members are embedded in a *matrix of inequality*:

depending e.g. on their age, phenotypes, gender, dis/abilities, religion, educational background, nationality/ethnicity,

it is for some easier than for others to exercise their rights in certain situations.

Let's consider the **right to education**:

according to the principle of inclusion
every student has the right to access the best possible education.

In the framework of inclusion what is 'best' cannot be measured through generalised standards and be imposed on everyone. What is best for me is not necessarily what is best for you!

Exactly this is the shift that the introduction of this concept stimulates: it fosters recognition of the needs of the different students and invites to take them seriously and to develop learning processes which consider these differences.

Education in Time of Inclusion

Under the paradigm of Inclusion, teachers and educators MUST therefore conceptualise educational experiences which foster individual developmental processes.

Rigid structures make it difficult to be flexible.

The challenge for policy makers is therefore the flexibilization of the structures in which teachers and educators can display inclusive pedagogical strategies.

The challenge for teachers and educators is to work as inclusive as possible in the given framework.

The Dialogic Approach

A pedagogic approach which favors inclusive educational processes is the dialogic one,
i. e. one inspired by *equality, empathy* and *empowerment*. Indeed it succeeds to transform the diversity of the group into a resource.

How?

By fostering the creation of a balanced system

in which everyone feels like and is able to participate,

- sharing their knowledge and abilities,
- expressing their needs and difficulties,
- taking on small or big responsibilities for themselves and others.