SPACED OUT:
POLICY, DIFFERENCE AND THE CHALLENGE OF INCLUSIVE
EDUCATION

Inclusive Education: Cross Cultural Perspectives

VOLUME 1

Series Editors:

Len Barton, *Institute of Education, University of London, United Kingdom*

Marcia Rioux, *School of Health, Policy & Management, Atkinson Faculty of Liberal & Professional Studies, York University, Toronto, Ontario, Canada*

Editorial Board:

Mithu Alur, *National Resource Centre for Inclusion, Bandra (West), Mumbai, India*

Susan Peters, *College of Education, Michigan State University, East Lansing, MI, U.S.A.*

Roger Slee, *Education Queensland, Brisbane, Queensland, Australia*

Ronald G. Sultana, *Euro-Mediterranean Centre for Educational Research, University of Malta, Msida, Malta*

SCOPE OF THE SERIES

This series is concerned with exploring the meaning and function of inclusive education in a world characterised by rapid social, economic and political change. The question of inclusion and exclusion will be viewed as a human rights issue, in which concerns over issues of equity, social justice and participation will be of central significance. The series will provide an inter-disciplinary approach and draw on research and ideas that will contribute to an awareness and understanding of cross-cultural insights and questions. Dominant assumptions and practices will be critically analysed thereby encouraging debate and dialogue over such fundamentally important values and concerns.

Spaced Out: Policy, Difference and the Challenge of Inclusive Education

by

FELICITY ARMSTRONG

*Institute of Education,
University of London, U.K.*

KLUWER ACADEMIC PUBLISHERS

NEW YORK, BOSTON, DORDRECHT, LONDON, MOSCOW

eBook ISBN: 0-306-48164-2
Print ISBN: 1-4020-1261-6

©2003 Kluwer Academic Publishers
New York, Boston, Dordrecht, London, Moscow

Print ©2003 Kluwer Academic Publishers
Dordrecht

All rights reserved

No part of this eBook may be reproduced or transmitted in any form or by any means, electronic, mechanical, recording, or otherwise, without written consent from the Publisher

Created in the United States of America

Visit Kluwer Online at: <http://kluweronline.com>
and Kluwer's eBookstore at: <http://ebooks.kluweronline.com>

CONTENTS

Series Editors' Foreword	ix
Acknowledgements	xi
1 Researching the Practices and Processes of Policy Making	1
Introduction	1
Inclusion: principles, discourses and practices	2
Background to the study	4
Policy, space and place	5
The structure of the book	6
2 Space, Place and Policy Making: Developing a Theoretical Framework	9
Introduction	9
Space, discourse and values	12
Mobility, space and social practice	17
Placing and spacing the other	20
Conclusion	28
3 Process, Practice and Emotion: Researching Policy and Space within a Cross-cultural Framework	29
Introduction	29
Background to the enquiry	30
Research practices in different national contexts	33
The research notebooks	36
Multiple methodologies and policy research	39
Overview of methodology	42
Finding a cross-cultural perspective	47
Discourse, the researcher and the field	49
Issues and dilemmas	50
Conclusion	53

4	The History of Special Education: Humanitarian Rationality or ‘Wild Profusion of Entangled Events’?	54
	Introduction	54
	Writing history	55
	Education and the workhouse	56
	‘Traditional history’ and ‘effective history’	58
	History, education and disability in England and France	60
	A critique of ‘traditional history’	68
	Identity creation and the power of labelling	72
	Conclusion	73
5	Space, Place and Exclusion: Constructing Alternative Histories	74
	The space of social reproduction	74
	Place, identity and power	81
	Conclusion	88
6	Four Settings: Dividing Spaces	90
	Introduction	90
	The English research setting	92
	France	97
	Conclusion	110
7	Discourse, Power and Policy Making: Uncovering the Politics of Social Practice in England	111
	Introduction	111
	Policy as discourse	113
	The challenge of ‘analysis’	115
	Freelands: naming and placing from the inside	116
	Naming and placing: the struggle for space	123
	Conclusion	141

8	Landscapes of Naming and Placing: Structures and Practices of Selection and Sorting in France	144
	Introduction	144
	Interpreting ‘the foreign’	145
	Structures and procedures: ‘making comparisons’	146
	Management and control of specialist provision	147
	The role of professionals as brokers in processes and Procedures of exclusion and inclusion	150
	The Commissions and special education	151
	The practices of removal	152
	Specialized structures inside the education system	153
	Integration as exclusion	157
	‘Patient’ or ‘pupil’? The Institut Médico-Professionnel	158
	Conclusion	160
9	Conclusion: Space, Place and the Production of the Other	161
	Introduction	161
	Theories of space and place	162
	No conclusion	170
	References	171
	Index	181

SERIES EDITORS' FOREWORD

This is an extremely important book containing a wealth of ideas and insights and raising important questions for discussion and further exploration. In a lucid and cogently argued analysis, the author both challenges dominant ideas and interpretations and provides some alternative innovative perspectives. These include, the making and meaning of policy; the varied and complex ways in which inclusion and exclusion can be understood; the nature and function of categorisation, labelling and discursive practices within official discourse and procedures and the position and relationship between space, place and identities in relation to the experience of marginalized people including disabled children and young people.

Drawing on concepts and insights from social and cultural geography Armstrong is able to seriously examine and discuss daily activities within institutional and social settings in England and France from several different angles. In sensitive, thoughtful and imaginative ways the micro-politics of social settings and encounters are explored through a process of deconstruction and reconstruction. Subtle, overt and contradictory features of interactions are carefully identified and critically discussed. This covers how meanings, decisions and outcomes of such encounters are developed, challenged and changed.

Both in relation to discussions of the history of special education and her critical self-reflections on the research process, the author challenges homogeneous conceptions and sanitized accounts of what, she argues, is an essentially messy process. It is the unevenness, discontinuities and contradictions of social conditions and relations that are depicted in insightful and disturbing ways.

One of the most challenging aspects of the book is the analysis of the social construction of difference and its contingent relations with the broader socio-political, cultural context. Armstrong is particularly interested in how categorizations of difference are transformed into deviance through the activities of significant professionals and institutional conditions and relations. Thus, the focus of attention is directed towards spatializing processes and discourses. The complex, overt, subtle ways in which space is used and what Armstrong calls 'segregated space' and its impact on social relations, identities and opportunities, provide a series of alternative questions, insights and understandings that make this such an exciting and significant book.

Whilst the explorations of particular social settings are in England and France, the author both clearly demonstrates the difficulties of cross cultural research and maintains that this is not a comparative study. These two contexts are quite different and this impacts on how language is used, categories defined and policies developed, experienced and changed. The author is therefore particularly interested in raising questions and identifying issues which emerge from both contexts.

The stories that are presented are not from the position of an uncommitted,

neutral observer. Armstrong is passionately concerned with issues of democracy, equality and social justice and as she contends, 'with what the broader picture means in terms of the lives of individuals and what those relationships mean in terms of issues of equity and inclusion, which are important' (p. 169) This has motivated her to place the voices of particular people to the centre stage of consideration. It is about the lives, experiences, feelings of real people that this book is about.

In this book the reader is able to recognise the complex exploration that the author undertakes of ideas, issues and understandings with regard to the topic under examination. The quality of the book has been enhanced by the lucid, readable, informative and thought-provoking style of the writing. It is a major piece of work which provides a wealth of issues and questions requiring further investigations and as such, will be of importance in encouraging debate and dialogue over these fundamentally important concerns.

Len Barton
Marcia Rioux
January 2003

ACKNOWLEDGEMENTS

Although there are numerous references to the work of other people in this book, it is difficult to provide formal acknowledgement for ideas which float to the surface as a result of conversations which take place on tops of buses, over dinner, in the chat which follows a seminar, a visit to the cinema or on a train journey. These ideas emerge often after years of lying fallow and are hard to place once they become 'your own'. So I want to thank all the friends, family members and colleagues who have provided me with ideas and encouragement in so many different ways and at different stages over a number years. I have borrowed ideas from you, sometimes ill-digested, re-moulded them, and reintroduced them in different contexts and from different perspectives.

In particular, I would like to thank the following people for generously sharing their ideas through discussion, argument, their writing, paintings or photographs, and suggestions for reading:

Alan Alcock, Derrick Armstrong, Phil Armstrong, Zoë Armstrong, Len Barton, Nathalie Bélanger, Brigitte Belmont, Tom Billington, Patrice Blougorn, Tony Booth, Andrew Brighton, Catherine Brighton, Shane Brighton, Henry Brighton, Melissa Clarke, Peter Clough, Barbara Cole, Robert Doré, John Ferguson, Nicholas Garant, Andrew Glyn, Danny Goodley, Suzy Harris, David Hyatt, Claire Tregaskis, Judy Mabro, Gary McCulloch, Alison Meyric Hughes, Henry Meyric Hughes, Michele Moore, Darren Murphy, Selena Murphy, Jon Nixon, Moises Pedraza, Helen Phtiaka, Eric Plaisance, Pam Poppleton, Patricia Potts, Sharon Rustemier, Nel Saumont, David Sibley, Bob Sutcliffe, Aliette Verillon, David Walsh, Chris Winter.

My thanks and gratitude also go to Roger Slee and Jenny Corbett for commenting on my work and encouraging me to develop it at a crucial stage.

I thank Len Barton for taking an interest in my work, sharing ideas and encouraging me over the past nine years. He has made a major contribution to the development of this book.

I thank Phil Armstrong for his gargantuan contribution in terms of the amount of time, patience and energy he has given in reading, commenting on, proof reading and setting out this book, and for encouraging me for so long.

I thank the following organisations for allowing me to try out and discuss ideas relating to this book in lectures and seminars: The Centre for Educational Research, Canterbury Christchurch University College; The Centre for Inclusive Education, University of Sheffield; Centre de Recherche sur le Liens Sociaux

(CERLIS) Université de Paris V; Centre de Recherche sur l'Éducation Spécialisée et l'Adaptation Scolaire, Institut National de Recherche Pédagogique, Paris; Centres Nationaux de l'Adaptation et de l'Intégration, Suresnes, France; Institut d'Études Pédagogiques de l'Ontario, Centre de Recherches en Éducation Franco-Ontarienne, University of Toronto (Canada); Département des Sciences de l'Éducation, Université du Québec at Montréal (Canada); University of Cyprus; University of Edinburgh; The British Educational Research Association (Annual Conference)

I wish to thank Astrid Noordemeer-Zandee and Tamara Welschot from Kluwer Academic Publishers for contributing their support, enthusiasm and detailed work to the process of producing this book.

I thank Len Barton (again) and Marcia Rioux for inviting me to contribute to this series on *Inclusive Education: Cross-Cultural Perspectives*

Finally I thank all those – in England and in France – who generously gave up their time to discuss issues with me and be interviewed, or who allowed me to observe meetings, or visit their work setting and come into their classrooms. Without this help, I would not have been able to carry out the research which forms the basis for this book.

Chapter 4 of this book is a revised version of the following paper:

Armstrong, F. (2002) The historical development of special education: humanitarian rationality or 'wild profusion of entangled events'?, in *History of Education*, Vol. 31:5, 437–456.

Some of the material discussed in Chapter Seven is discussed from a different perspective in a forthcoming article:

Armstrong, F. (2003) Difference, discourse and democracy: the making and breaking of policy in the market place, in *International Journal of Inclusive Education*, Vol: 7.

Felicity Armstrong
2003