

# Obrnuta inkluzija - pedagoške vrijednosti i potencijali

---

**Romstein, Ksenija; Sekulić-Majurec, Ana**

*Source / Izvornik:* **Pedagogijska istraživanja, 2015, 12, 41 - 52**

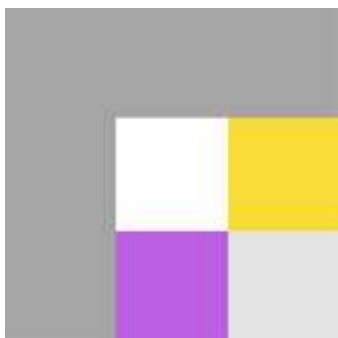
**Journal article, Published version**

**Rad u časopisu, Objavljena verzija rada (izdavačev PDF)**

*Permanent link / Trajna poveznica:* <https://um.nsk.hr/um:nbn:hr:141:419135>

*Rights / Prava:* [In copyright](#) / [Zaštićeno autorskim pravom.](#)

*Download date / Datum preuzimanja:* **2024-09-01**



*Repository / Repozitorij:*

[FOOZOS Repository - Repository of the Faculty of Education](#)



## Summary

# Reverse inclusion – pedagogical values and potentials

Ksenija Romstein  
Faculty of Educational Sciences University Josip Juraj Strossmayer, Osijek, Croatia

Ana Sekulić-Majurec  
Faculty of humanities and social sciences, University of Zagreb, Croatia  
Department of Pedagogy

Inclusion, as a contemporary pedagogical concept, is often operationalized within the regular education system. The recent literature explicitly states that inclusion presents the desirable ideology in education, but some authors claim that educational institutions support status quo in social relations, which obstructs its implementation. Because of that, for the last 5-10 years it has been increasingly debated on the international level that the reverse inclusion had started. The reverse inclusion is the inclusion of the children with normative development (i.e. the children with typical development pattern or without disabilities) in special education. There are several reasons why the advocates of the reverse inclusion argue that the reverse inclusion enables children with normative development to learn in a high-quality environment: a high adults-children ratio, more possibilities for designing individual programs and for the individualized work with children, and teacher's high expertise on learning and teaching. On the other hand, the reverse inclusion allows the children with disabilities to widen their social network and gain the competences necessary for social functioning on daily basis. The observation of such classroom practices in special education confirms the existence of the high adults-children ratio and the dominance of individual/individualized approach with specific didactic and audio-visual aids. The results indicate that there are certain resources within special education which can be adequate for the reverse inclusion.

**Keywords:** inclusion, reverse inclusion, special education, quality of education.