

School achievement and changes in inclusive vs exclusive support

Review of 50 years supporting students with intellectual disabilities and special educational needs in Sweden

Description

Sweden's education system has seen a shift towards more segregated support for students with intellectual disabilities since the mid-1990s, despite its reputation for inclusivity. The study reveals that inclusive approaches were more common before the 1990s but have since given way to more specialised solutions. Notably, students with mild intellectual disabilities and special educational needs who received inclusive support showed strong academic performance over five decades, highlighting the value of integrating these students into regular classrooms. The article also underscores how socio-economic factors and gender can intersect with disability and stresses the importance of inclusive education in promoting social inclusion.

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