

Micro-exclusion in inclusive school contexts

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Background

Since the late 1990s, international documents have affirmed that inclusion is the principle that should guide education policies. However, the goal of an inclusive school system has not yet been achieved. Even today, we still see discriminations and inequalities, which are reflected into exclusions at both the macro and micro levels.

Aims

- Explore the phenomenon of **micro-exclusion** at school in international literature
- Analyse **similarities** and **differences** in the phenomenon in different international school contexts

Methodology

Literature review

Exploratory survey of international literature

Phase 1: Identification and screening of records from EBSCO, ERIC, Scopus, Web of Science, JSTOR

Phase 2: Identification and screening of records from Google Scholar

Phase 3: Snowballing

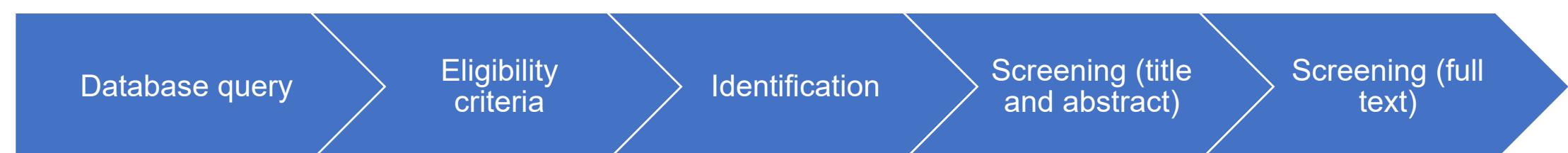


Figure 1. Selection process of phase 1 and phase 2

Database	Identification	Screening (title and abstract)	Screening (full text)
EBSCO	3	3	3
ERIC	6	3	3
Scopus	30	6	4
Web of Science	5	0	0
JSTOR	5	2	2
Total	49	14	12

Figure 2. Screening of records (phase 1)

Database	Identification	Screening (title and abstract)	Screening (full text)
Google Scholar	342	121	77

Figure 3. Screening of records (phase 2)

Results

The records (12) obtained from database query (phase 1) failed to answer the research questions. Therefore, it was necessary to screen relevant records (77) from Google Scholar query (phase 2). Furthermore, there has been a shift from a systematic to a narrative approach in order to achieve the set aims. The 89 relevant records, to which those selected in a subsequent snowballing phase (phase 3) were added, showed the following results about micro-exclusion:

- ✓ it is a hidden but pervasive phenomenon;
- ✓ it occurs in inclusive school contexts because the adoption of inclusive policies removes macro-exclusion;
- ✓ It is more visible in relation to pupils most at risk of marginalisation;
- ✓ it is an exclusion that can take different forms and occur at various level, depending on the school context (e.g. push and pull out, separate teaching activities, ...).

References

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