

## **1. PHILOSOPHICAL, LEGAL AND HISTORICAL OVERVIEW**

### **1.1 Principles and Philosophy**

**Biklen, Douglas. (1985). Integration in school and society. In Biklen, Douglas (Ed.). *Achieving the Complete School: Strategies for effective mainstreaming*. New York: Teachers' College Press, Columbia University, pp. 174-186.**

"Success with integration in schools depends on and also fuels integration in society at large." This chapter suggests five principles upon which to base the social transformation which must accompany successful integration.

**Booth, T. (1988). Challenging conceptions of integration. In L. Barton (Ed.). *The Politics of Special Educational Needs*. London: Falmer Press, pp. 97-122.**

The author suggests that the goals of integration are to redefine "normality" to include diversity and to support people to identify their own aspirations and opportunities. He looks critically at the different ways in which the concept of integration has been interpreted in literature. The concept of integration should prompt teachers and others to challenge the social relations and curricula of schools and link these to the ways in which inequalities are maintained.

**Brown, Bill. (1990). La dolce vita: Integrated schools in Italy make it possible for everyone. *entourage*, 5(2&3), pp. 15-17, 20.**

In 1971, integrated schooling was mandated by Italian law for all students aged six to fourteen years. This article describes the continuing struggle with issues of labelling, program