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# Inclusion in experiential education as a strategy for working with differentness

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## Abstract

This paper focuses on the concept of differentness and the unique needs of persons with disabilities and the ways how this concept can be used in the educational environment. At first we focus on the general concepts of differentness and equal opportunities from the perspectives of the Olympic ideals of amateurism and from the point of view of the International classification of functioning and disability of WHO (2001). Later we discuss the meaning of the term inclusion from the historical perspective and from the point of view of the theoretical approach of two central/eastern European authors (Jesenský, 1998; Vítková, 1999). Finally we explore the potential of experiential education programs in understanding differentness and enhancing full inclusion. We provide specific examples of programs and activities which can help to enhance the inclusion of persons with disabilities in the educational environment.

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