

# Learning to Include Yourself as a Person With a Disability

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This research uses a model of inclusive capital to study how people with disabilities learn how to be included in cultural institutions, such as colleges, schools and museums. The model draws on previous theories of value in human labour and social, cultural and technical capitals. Inclusive capital is defined as the sense of inclusion we all need to feel. Inclusive capital is acquired in four stages: 1) bonding with a network; 2) learning inclusion through networks; 3) collecting information by using technologies; 4) physical access to spaces and places. Through this research, I argue our understanding of the value of human skills and knowledge has gone through rapid evolution. However, previous social and economic theories of the value of skills and knowledge

have emphasised quantification; e.g. values embedded in factory and farming production (Marx), knowledge and habits valued as cultural and social capitals (Bourdieu) and values of technological skills as technical capital (Yardi). Alternatively, inclusive capital is discussed as a qualitative form of capital. Inclusive capital is something we strive for instinctively, and cannot be valued objectively. The research includes case studies of the development of inclusive capital in museums and schools by people with disabilities. These case studies show how inclusive capital differs between adults born before and after gaining internet access, and adults born with disabilities and those adults who acquire their disabilities later in life.