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Nota di contenuto	1. School Placement, Special Education and Physical Disability in Norway -- 2. Social Mobility and Disability: The Influence of Family Background and Geographical Context on Educational Attainment -- 3. School Placement and Parental Educational Expectations -- 4. Disability, Social Participation and the Role of the School -- 5. What Can We Learn from World of Warcraft? Social and Digital Inclusion in Secondary School.
Sommario/riassunto	This book explores the ability of the Norwegian school system to support the achievement of formal competencies among children with physical disabilities, as well as its role in the informal dimensions of social participation and networking. Schools contribute to social inclusion in several ways: they are arenas for building official competencies, ensuring future access and success in the labour

market. They are also sites for meeting other children, and developing friendships – friendships are not only important for strengthening cognitive development, but are vital to both good mental health and the building of various forms of social capital. By examining schools and the ways in which inclusion is incorporated early, this book aims to bridge the opportunity and employment gap that people with physical disabilities are more likely to face later in life. Jon Erik Finnvoll is Research Professor at Oslo Metropolitan University, Norway.

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