

1. Record Nr.	UNINA9910784685303321
Titolo	Contextualizing inclusive education : evaluating old and new international perspectives // edited by David Mitchell
Pubbl/distr/stampa	London ; ; New York : , : Routledge, , 2005
ISBN	1-134-36641-8 1-134-36642-6 1-280-21567-4 9786610215676 0-203-60680-9
Descrizione fisica	1 online resource (309 p.)
Classificazione	81.83
Altri autori (Persone)	MitchellDavid R
Disciplina	371.9/046
Soggetti	Inclusive education - Social aspects Children with disabilities - Education - Social aspects
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Introduction: Sixteen propositions on the contexts of inclusive education / David Mitchell -- The global context of inclusive education: the role of the United Nations / Peter Mittler -- Inclusive education in the globalization age: the promise of a comparative cultural-historical analysis / Alfredo Artiles and Alan Dyson -- Philosophy, politics and economics? The story of inclusive education in England / Alan Dyson -- Push and pull: forces that are shaping inclusion in the United States and Canada / Margaret J. McLaughlin and Anne Jordon -- Inclusive education in some Western European countries: different policy rhetorics and school realities / Ingemar Emanuelsson, Peder Haug and Bengt Persson -- Education and the politics of recognition: inclusive education - an Australian snapshot / Roger Slee -- Diverse socio-cultural contexts for inclusive education in Asia / David Mitchell and Ishwar Desai -- Inclusive education and equity in Latin American / Todd Fletcher and Alfredo J. Artiles -- Inclusive education in South Africa: an emerging pedagogy of possibility / Sigamoney Manicka Naicker -- Inclusive education in Middle Eastern cultures: the challenge of tradition / Ronald C. Brown -- Future directions / Todd Fletcher.

## Sommario/riassunto

Inclusive education is a complex and problematic concept that raises many questions. A team of prominent academics present fresh and critical perspectives on these issues, drawing upon their global resources and knowledge. The over-arching theme of this book is that social, political, economic and cultural contexts play a central role in determining whether or not inclusive education is implemented in a range of regions and countries around the world. A series of original and provocative conclusions is presented, such as: inclusive education means creating a single system

---