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Nota di contenuto	Contents; Acknowledgements; Foreword; Introduction; 1 Inclusive and Special Education: Incoherence in Practice and Dilemmas in Theory; 2 The Social Model of Disability: A Philosophical Critique; 3 The Social Model of Disability and Inclusive Education; 4 The Capability Approach: Re-Examining Impairment and Disability; 5 Beyond the Dilemma of Difference: The Capability Perspective on Disability and Special Educational Needs; 6 Capability Equality and the Egalitarian Debate; 7 Justice and Equality in Education: Towards a Principled Framework 8 Objections to the Principled Framework for Educational Equality: A ResponseConclusion; Notes; Bibliography; Index
Sommario/riassunto	What constitutes a justeducational provision for disabled learners? This book contributes to thedebate on justice and equality in education by dealing with the timely andcontentious issue of provision for children with disabilities and specialeducational needs. The topic of educational provision for these learners iscurrently controversial in almost all Western industrialized countries. Itinvolves arguments related to public policy as well as considerations ofeducational theory and practice, but philosophical issues have often beenneglected. Lorella Terzi employs a

2. Record Nr.	UNINA9910979582803321
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