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Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Threads of Inclusive Schooling -- Understanding Difference: Method and Practice -- Acknowledging Difference, Responding to Diversity -- Majority and Minority Relations: A Question of Power -- Complicating Schooling: The Question of Ethnicity -- Gendered Subjects: Extending Beyond a Critique of Culture -- The Economics of Schooling: Class and Poverty -- Resisting Normalcy: Disability and Inclusive Schooling -- Language as a Site of Exclusion -- Evoking the Sacred: Religion and Spirituality in Schools -- Concluding with a Comparative Lens: Lessons and Possibilities.
Sommario/riassunto	Since the 1950s when most African countries gained political independence, schooling has presented very difficult challenges. In the

discussion of these challenges, however, the issue of diversity has received relatively little attention. *Schooling and Difference in Africa* aims to understand how differences such as ethnicity, class, gender, language, religion, and disability play out in African schools systems, and more specifically in Ghana. Together, George J. Sefa Dei, Alireza Asgharzadeh, Sharon Eblaghie Bahador, and Riyad Ahmed Shahjahan promote 'educational inclusion' in the context of African schooling. The aspects of diversity explored in this study include: minority / majority relations, race, ethnicity, gender, language, class, religion, and physical (dis)ability. The authors build their analyses of these issues around a series of interviews, which project a perspective that policy makers and administrators rarely seek out. By studying the challenges of inclusive education in Ghana and, further, by making comparisons with the Canadian context, this volume seeks to shed light on the ongoing struggle for an empowering school system in Africa and elsewhere.

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