Inclusive Education: The Education that you are looking for. It will agreed squander the time.

This handbook first-of-its kind volume spans the breadth of disability research and practice specifically focusing on the global South. Established and emerging scholars alongside experienced practitioners provide in-depth coverage of the relationships between disability and issues of gender, race, ethnicity, space and religion; structural barriers to redistribution and realization of rights; and processes of disability representation. This handbook advances the right to inclusive education, a fundamental human right, within and beyond the global South. It also contributes to the evolution of a robust, justice-oriented disability studies through the inclusion of a range of critical questions, methodologies, and perspectives. This handbook addresses the ways in which inclusive education is understood, enacted, and critiqued within states and regions across the global South and beyond.

The Right to Inclusive Education in International Human Rights Law

Jonathan Rix - 2018-01-16

The Right to Inclusive Education in International Human Rights Law examines the right to inclusive education in international human rights law, focusing on the relationship between the right to basic education and the right to inclusive education. Drawing on international human rights treaties, this book argues that the right to inclusive education is an essential part of the right to education.

Disability Studies

Handbook of Development Policy

This handbook provides a comprehensive guide to the field of disability studies. It covers a wide range of topics, from the history of disability studies to contemporary debates and challenges. The book is divided into three sections, each focusing on a different aspect of disability studies: conceptual and theoretical foundations, political economy and social justice, and knowledge and practice.

Foundations of Inclusive Education Research

The first international conference on disability and society, this book brings together leading experts on the topic of inclusive education. It covers a range of issues, including the history of inclusive education, the role of disability in education, and the relationship between disability and society.

Foundations of Inclusive Education Policy and Practice in Africa

This book provides a comprehensive overview of inclusive education policies and practices in Africa. It covers a range of topics, including the historical and cultural context of inclusive education, the roles of governments and non-governmental organizations, and the challenges and opportunities of implementing inclusive education policies.

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Inclusive Education Isn't Dead, It Just Smells Funny

This book is a critique of the recent backlash against inclusive education that has dismissed it as a field of research and practice which has become outdated and unfit for purpose. With profound insight and clear-sighted analysis, the authors argue that inclusive education has become a cornerstone of democracy, social equality and effective education, offering a timely response to the recent conservative backlash.

Who's In? Who's Out? portrays the successes and the challenges inclusive education researchers take on in striving to dismantle barriers involving access, presence, participation, andfull inclusion for children with disabilities. This book provides a critical analysis of the successes and challenges of inclusive education, and a call for broader dissemination of the research and practice.

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The purpose of this article is to examine the history of inclusive education and to highlight the links between policies, research, practices and strategies. It begins by reviewing the evolution of the concept of inclusion and its impact on educational practice. It then goes on to examine the challenges that face educators and students in implementing these strategies. The article also discusses the ethical and moral implications of inclusion, and identifies key issues for future research and policy development. The authors argue that inclusive education is a complex and multifaceted issue, and that it requires a multidisciplinary approach to address. They also suggest that more research is needed to understand the experiences of students and educators in implementing inclusion strategies. The article concludes by calling for a renewed commitment to inclusive education, and for a focus on the development of effective policies and practices.