

EDUCATION AND DISABILITY IN CROSS- CULTURAL PERSPECTIVE

edited by
Susan J. Paxson

Education And Disability In Cross Cultural Perspective

Jennifer Lavia, Michele Moore



Education And Disability In Cross Cultural Perspective:

Education and Disability in Cross-Cultural Perspective Susan Jeanne Peters, 2013-11-26 A radical departure from previous chronicles of education for people with disabilities this book views special education from a broader perspective Its central thesis is that cultural values and expectations play a dominant role in understanding the structure and function of special education While theories of the social construction of disability have been written about in a growing body of research since the 1960s no attempt has been made to create a cross cultural framework This work offers such a framework Eight chapters written by educators in each country s educational system cover the following nations China Great Britain Hungary Japan Iran Pakistan United States and Zimbabwe Historical discussions in each chapter provide a context for current practice An index and illustrations are also included

Disability, Human Rights and Education Felicity Armstrong, Len Barton, 1999-10-16 This book recognizes the importance of an informed cross cultural understanding of the policies and practices of different societies within the field of disability human rights and education It represents an attempt to critically engage with issues arising from the historical and contemporary domination of portrayals of the western as advanced democratic and exemplary in contrast to the construction of the rest of the world as backward primitive and inferior in these fundamental areas How human rights are understood in different contexts is a key theme in this book Importantly some contributors raise questions about the value of a human rights model across all societies Other contributors see the struggle for human rights as at the heart of the struggle for an inclusive society The implications for education arising from this debate are identified and a series of questions are raised by each author for further reflection and discussion as well as providing a stimulus for developing future research Disability Human Rights and Education is recommended reading for students and researchers interested in Disability Studies inclusive education and social policy It is also directly relevant to professionals and policy makers in the field seeking a greater understanding of cross cultural perspectives

Education and Disability in Cross-Cultural Perspective Susan Jeanne Peters, 2013-11-26 A radical departure from previous chronicles of education for people with disabilities this book views special education from a broader perspective Its central thesis is that cultural values and expectations play a dominant role in understanding the structure and function of special education While theories of the social construction of disability have been written about in a growing body of research since the 1960s no attempt has been made to create a cross cultural framework This work offers such a framework Eight chapters written by educators in each country s educational system cover the following nations China Great Britain Hungary Japan Iran Pakistan United States and Zimbabwe Historical discussions in each chapter provide a context for current practice An index and illustrations are also included

Policy, Experience and Change: Cross-Cultural Reflections on Inclusive Education Len Barton, Felicity Armstrong, 2007-02-08 One of the qualities of this book is the authors engagement with personal experience This is part of the contextualising of issues within particular cultural historical

and social contexts I shall begin the Foreword in the same spirit by recounting an experience that is still a foundation for analysing and developing my own understanding This happened some twenty five years ago I was going with Vic Finkelstein a disabled academic and activist to a seminar on a hot summer's day making our way across the Open University campus in Milton Keynes The seminar was entitled The Problems of Integration Making conversation with Vic I suggested that the seminar sounded interesting His response was immediate and direct no it was not interesting the problems for disabled people were the problems of segregation not the problems of integration As he did often for me Vic turned understanding on its head and his seemingly simple observation carried ever increasing ripples of critical questioning Reading of international developments and of the specifics of education policy provision and practice across the widely differing circumstances found in different nation states from the majority as well as the minority world challenges deepens and confirms understanding There are not surprisingly considerable diversities and complexities and recurring themes that speak to both and fire critical questioning The complexities pretty quickly give food for thought and ring bells of caution The first for me is the lack of digestion the impossibility of comprehensive knowledge Cross-Cultural Perspectives on Policy and Practice Jennifer Lavia, Michele Moore, 2009-09-10 This book provides a space in which struggles for indigenous knowledge within communities are articulated valued heard and responded to The volume takes change as its focus yet acknowledges that the origins and significance of change are frequently found to be unsettling Contributors explore different understandings of change that forge sustainable inclusive and just communities and examine issues related to citizenship resistance peacemaking critical literacies and second chance opportunities The authors seek to promote advocacy of change that recognises the importance of an informed engagement with cross cultural issues in order to foreground those missing perspectives that are often marginalised silenced ignored or denied All contributors are concerned with how the process of change can bridge the gap between social justice and exclusion and develop critical understandings of the implications of changing policy and practice for those within and working with the educational organisations and communities Disability & the Politics of Education Susan Lynn Gabel, Scot Danforth, 2008 Disability and the Politics of Education An International Reader is a rich resource that deals comprehensively with the many aspects of the complex topic of disability studies in education For nearly two decades global attention has been given to education as a human right through global initiatives such as Education for All EFA and the Salamanca Statement Yet according to UNESCO reaching the goals of EFA remains one of the most daunting challenges facing the global community Today millions of the world's disabled children cannot obtain a basic childhood education particularly in countries with limited resources Even in the wealthiest countries many disabled children and youth are educationally segregated from the nondisabled particularly if they are labeled with significant cognitive impairment International agencies such as the United Nations and the World Bank have generated funds for educational development but unfortunately these funds are administered with the assumption that west is best thereby

urging developing countries to mimic educational policies in the United States and the United Kingdom in order to prove their aid worthiness This McDonaldization of education reproduces the labeling resource allocation and social dynamics long criticized in disability studies The authors in this volume explore these subjects and other complexities of disability and the politics of education In doing so they demonstrate the importance and usefulness of international perspectives and comparative approaches

The Inclusion for Students with Special Educational Needs across the Asia Pacific

Wendi Beamish, Mantak Yuen, 2022-10-06 This book offers a comprehensive overview of how inclusion for students with special educational needs SEN has developed and is continuing to evolve in mainstream schools across the Asia Pacific region The authors provide an applied analysis of inclusive education in 10 geographical settings covering legislative historical and cultural perspectives A diverse range of factors that influence inclusive policy to practice implementation in these contexts are highlighted and practical strategies to address some key issues are put forward The settings in focus are the Maldives Singapore the Republic of Korea Mainland China Hong Kong Macao Japan Province of British Columbia Canada New Zealand and Australia

Disability, Human Rights And Education Armstrong, Felicity, Barton, Len, 1999-10-01

This book recognizes the importance of an informed cross cultural understanding of the policies and practices of different societies within the field of disability human rights and education It represents an attempt to critically engage with issues arising from the historical and contemporary domination of portrayals of the western as advanced democratic and exemplary in contrast to the construction of the rest of the world as backward primitive and inferior in these fundamental areas How human rights are understood in different contexts is a key theme in this book Importantly some contributors raise questions about the value of a human rights model across all societies Other contributors see the struggle for human rights as at the heart of the struggle for an inclusive society The implications for education arising from this debate are identified and a series of questions are raised by each author for further reflection and discussion as well as providing a stimulus for developing future research Disability Human Rights and Education is recommended reading for students and researchers interested in Disability Studies inclusive education and social policy It is also directly relevant to professionals and policy makers in the field seeking a greater understanding of cross cultural perspectives

The Sociology of Disability and Inclusive Education Madeleine Arnot, 2013-09-13 Len Barton's intellectual and practical contribution to the sociology of disability and education is highly significant and widely known The leading scholars in this collection including his long term collaborators offer both a celebration and a reassessment of this contribution addressing the challenge that the social model of disability has presented to dominant medicalised concepts categories and practices and their power to define the identity and the lives of others At the same time the authors build upon some of the key themes that are woven through Len Barton's work such as his call for a politics of hope This collection explores a wide range of topics including difference as a field of political struggle the relationship of disability studies disabled people and their struggle for inclusion radical activism organic

intellectuals and the disability movement discrimination exclusion and effective change inclusive education the politics of hope resilience and transformative actions universal pedagogy human rights and citizenship debates The Sociology of Disability and Inclusive Education highlights Len Barton's humane vision of academic work of the nature of an inclusive and non discriminatory society of the role of an education system which addresses the rights and potential of all participants It indicates how such a society could be achieved through the principles of social inclusion human rights equity and social justice This book was originally published as a special issue of the British Journal of Sociology of Education Disability Classification in Education Lani Florian, Margaret J. McLaughlin, 2008-04-03 Makes a strong contribution to the field illuminating many issues and significant concerns Mary Carlson Special Education Teacher Park Hill K 8 School Denver CO A unique timeless collection that raises interesting questions about disability classification internationally Wendy Dallman Special Education Teacher New London High School WI Promote equal educational opportunity through improved classification practices The identification of children for special educational services has long been a topic of debate Are students classified accurately Do current classification systems produce adequate education services Have systems designed to ensure equity instead resulted in discrimination Disability Classification in Education offers a comprehensive analysis of current classification systems and categorical labels in the United States the United Kingdom and other countries Covering specific national policies from historical sociological and legal perspectives this collection of articles from a group of esteemed educational researchers identifies the disparities between different classification systems and suggests changes based on recent requirements challenges and trends Aligned with NCLB and the reauthorization of IDEA 2004 this edited volume examines The evolution of special education classification policies The relevance of existing disability classification systems Dilemmas educators face in using current classification procedures Alternatives for serving learners with special needs Approaches to developing a standardized or universal classification policy Intended to stimulate discussion and spark change this guide helps school or district administrators and university faculty improve the professional practice of those entrusted with the development and well being of children with disabilities Advancing Cross-Cultural Perspectives on Educational Psychology Gregory Arief D. Liem, Allan B. I. Bernardo, 2013-08-01 Scholars and practitioners in the fields of education and educational psychology have come to agree that conceptions of learning and teaching student and teacher motivation engagement learning and teaching strategies and by implication student academic achievement and teacher effectiveness are also influenced by a sociocultural context where the schooling process takes place This raises the question if educational psychology theorizing and findings can be adopted to inform and guide teaching and learning in different cultures As such there is a compelling and timely need for educational psychology researchers to harness advanced cross cultural research designs and look at the different key facets of student and teacher academic careers from a cross cultural perspective Dennis McInerney is one of the key pioneering figures in cross cultural educational psychology and has also

edited a book series on Research on Sociocultural Influences on Motivation and Learning Information Age Publishing His ideas and research have inspired many to examine the role of sociocultural context in motivation and learning This volume is a celebration of McInerney s numerous and extensive contributions as a scholar as well as an appreciation of his personal qualities that make him such an inspiring person In this festschrift the editors seek to extend the scholarly contributions of Dennis McInerney by inviting internationally recognized and leading educational psychology scholars who have inspired and been inspired by his work to re examine their research expertise from a cross cultural perspective The volume aims to stimulate researchers scholars and graduate students in their endeavor to re look their research from a cross cultural lens

Comparing Special Education John Richardson,Justin Powell,2011-05-17 Comparing Special Education unites in depth comparative and historical studies with analyses of global trends to uncover similarities and differences found in special education systems around the world **Encyclopedia of Special Education** Cecil R. Reynolds,Elaine Fletcher-Janzen,2007-01-02 Offers a thoroughly revised comprehensive A to Z compilation of authoritative information on the education of those with special needs **Annual Review of Comparative and International Education 2013** Alexander W. Wiseman,2013-09-06 This inaugural volume is a forum for stakeholders and scholars to examine current trends and identify future directions in comparative and international education using several essays as a context for discussion and analysis **Social, Educational, and Cultural Perspectives of Disabilities in the Global South** Ndlovu, Sibonokuhle,Nyoni, Phefumula,2021-01-15 Technology and research for disabilities and disability support are largely produced by the Global North even though it is utilized globally including in the Global South For this reason the encouragement of greater research efforts and technological creation are essential for advanced disability support in the Global South Social Educational and Cultural Perspectives of Disabilities in the Global South is an essential scholarly publication that examines scholarship and academics with disabilities with an emphasis on the disruption of stereotypes as well as lived experience Featuring a wide range of topics such as feminist theory student motivation and artificial intelligence this book is ideal for academicians academic professionals researchers policymakers and students *Inclusion, Disability and Culture* Santoshi Halder,Lori Czop Assaf,2017-05-08 This book provides a global and social examination of how disabilities are played out and experienced around the world It presents auto ethnographic perspectives on disability across cultures societies and countries by documenting individuals personal narratives thought processes and reflections Chapter authors share cross cultural perspectives within and across various countries such as India Australia United States Sri Lanka United Kingdom Croatia Brazil South Africa and Qatar Adopting a self reflective stance following qualitative research methodology the chapter authors discuss the current challenges in the field Next they deconstruct disability identities explore the complexities of communication with differently abled persons examine inclusive policies practices and interventions and present insights from caregivers The book concludes with critical reflections and a look to the future of

global diversity and inclusion **Disability, Poverty and Education** Nidhi Singal,2014-10-29 This book is a succinct and distinctive presentation of current research addressing educational issues in relation to children and young people with disabilities in Southern contexts Even though people with disabilities are disproportionately over represented in the majority world there is a lack of texts which bring together empirical insights highlighting the unique socio economic and cultural realities of these contexts and the ways in which these have shaped developments in education This book provides a comprehensive and critical overview of a range of issues such as the dilemmas in conceptual translations analysis of international aid and national policies evaluation of various educational interventions and issues interrogating the purpose of education Bringing together various research projects conducted in eight different countries this book successfully captures a unique spread of cross cultural issues It was originally published as a special issue of the International Journal of Inclusive Education International Encyclopedia of Education ,2009-04-17 The field of education has experienced extraordinary technological societal and institutional change in recent years making it one of the most fascinating yet complex fields of study in social science Unequalled in its combination of authoritative scholarship and comprehensive coverage International Encyclopedia of Education Third Edition succeeds two highly successful previous editions 1985 1994 in aiming to encapsulate research in this vibrant field for the twenty first century reader Under development for five years this work encompasses over 1 000 articles across 24 individual areas of coverage and is expected to become the dominant resource in the field Education is a multidisciplinary and international field drawing on a wide range of social sciences and humanities disciplines and this new edition comprehensively matches this diversity The diverse background and multidisciplinary subject coverage of the Editorial Board ensure a balanced and objective academic framework with 1 500 contributors representing over 100 countries capturing a complete portrait of this evolving field A totally new work revamped with a wholly new editorial board structure and brand new list of meta sections and articles Developed by an international panel of editors and authors drawn from senior academia Web enhanced with supplementary multimedia audio and video files hotlinked to relevant references and sources for further study Incorporates ca 1 350 articles with timely coverage of such topics as technology and learning demography and social change globalization and adult learning to name a few Offers two content delivery options print and online the latter of which provides anytime anywhere access for multiple users and superior search functionality via ScienceDirect as well as multimedia content including audio and video files **Disabled International Students in British Higher Education** Armineh Soorenia,2013-12-30 A wealth of evidence demonstrates that disabled domestic students experience disabling barriers in such areas as funding pedagogy and social life in Higher Education HE Research also indicates that non disabled international students experience a wide range of cultural and linguistic difficulties throughout their university experience whilst studying in England Nevertheless there is a dearth of research concerning the specific experiences of disabled international students in English universities With the increasing internationalisation of HE

in the past two decades this is highly significant. Analysing disabled international students accounts in British universities appears to be all the more pertinent due to the current austerity measures which have impacted on the financial situation of Higher Education Institutions. Armineh Soorenia comments on the relevance of inclusive educational theories and policies within an increasingly internationalised HE system with reference to disabled international students' experiences in England. The project is both timely and appropriate as there is an acute shortage of documentation on the application of policies for the inclusion of disabled students and disabled international students specifically in English universities. The findings identify key barriers in the four broad categories of 1 Information Access and Funding 2 Disability Services 3 Learning and Teaching and 4 Non Disability Support Services such as accommodation and social life. The study provides an up to date snapshot of disabled international students' accounts and the multiple disadvantages they experience in their universities based on their identities as disabled international and sometimes mature students. The author also draws on a number of insights which could contribute towards a more inclusive HE system. The implication of concentrating on disabled international students' experiences have direct ramifications not only for this specific group but also a wide range of students from diverse minority backgrounds who could gain from inclusive practices in education.

Spaced Out: Policy, Difference and the Challenge of Inclusive Education F. Armstrong, 2006-01-02. This is an extremely important book containing a wealth of ideas and insights and raising important questions for discussion and further exploration. In a lucid and cogently argued analysis the author both challenges dominant ideas and interpretations and provides some alternative innovative perspectives. These include the making and meaning of policy the varied and complex ways in which inclusion and exclusion can be understood the nature and function of categorisation labelling and discursive practices within official discourse and procedures and the position and relationship between space place and identities in relation to the experience of marginalized people including disabled children and young people. Drawing on concepts and insights from social and cultural geography Armstrong is able to seriously examine and discuss daily activities within institutional and social settings in England and France from several different angles. In sensitive thoughtful and imaginative ways the micro politics of social settings and encounters are explored through a process of deconstruction and reconstruction. Subtle overt and contradictory features of interactions are carefully identified and critically discussed. This covers how meanings decisions and outcomes of such encounters are developed challenged and changed. Both in relation to discussions of the history of special education and her critical self reflections on the research process the author challenges homogeneous conceptions and sanitized accounts of what she argues is an essentially messy process. It is the unevenness discontinuities and contradictions of social conditions and relations that are depicted in insightful and disturbing ways.

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