

# Contextualizing Inclusive Education: Evaluating Old and New International Paradigms



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 of education, which serves all children inclusive education is a site of conflicting paradigms of children with special needs, centering on a psycho-medical model and a socio-political model while many countries seem committed to inclusive education in their rhetoric, legislation and policies, in practice this often falls short. This major landmark resource is suitable for educational policy makers, researchers, teacher educators, students and international agencies with interests in education.

**Contextualizing Inclusive Education: Evaluating Old and New** Contextualizing Inclusive Education: Evaluating Old and New International Paradigms. Front Cover. David Mitchell. Taylor & Francis, Apr 30, 2005 - 312 pages.

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