

Inclusive Education: Are We There? Some Global Challenges, Contradictions and Anomalies

Tsediso M. Makoele

University of Johannesburg, South Africa
E-mail: tmakoele@uj.ac.za

KEYWORDS Inclusion. Inclusive Education. Inclusive Pedagogy. Implementation. Integration

ABSTRACT Since the signing of the Salamanca statement in 1994, various countries have vowed to implement inclusive education. Different version of inclusion have been adopted worldwide but critics are beginning to suspect that, while inclusion sounds good in theory, it has not yet translated into implementable and realisable ideals. The study on which this analytical paper is based therefore explored challenges, contradictions and anomalies in the implementation of inclusive education globally. Various articles by leading scholars in the field of inclusive education were reviewed. The findings indicate, inter alia, that inclusive education has not yet come into its own right due to the varied contexts, conceptualisations and interpretations of the notion. It follows that leading scholars and practitioners in the field of inclusion should review the status quo, as well as reconceptualise and redesign the strategies to enhance its pedagogical implementation.