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Nota di contenuto	Introduction Cultures of Inclusive Education and Democratic Citizenship: Comparative Perspectives -- 1. Epistemology of the Inclusive Process, Education for Democracy and Respect for Individuality of Man as Two Basic Conditions of Inclusive Ideas, Ideologies and Policies -- Inclusive Education as a Magnifying Glass of Problems of the Democratization of School Education -- Inclusive Democracies in the Era of Global Threats: Challenging the Narratives of Division through the Enactment of the Ideals of Public European Education -- Inclusion and Neoliberal Education Reforms: What Has Gone Wrong, and Why Knowledge Should Be an Essential Part of the Solution -- 2. Conditions, Tensions and Tools Currently Discussed Enabling Truly Humanistic Implementation of Inclusive Education -- Inclusion in the School Environments of a Democratic Society -- Implementing Inclusive Policies: What Are the Local Realities? -- Key Universal Conditions for the Successful Implementation of Inclusive Schools -- 3. Problems, Opportunities and Barriers in the Inclusion Plan of Concrete Inclusive Cases, Laws or Situations -- A View of the Current State of Inclusion in Czech Schools: Inclusive Practice in Education since 2016 -- Educational Paths in Social Exclusion -- Opportunities and Barriers of Inclusive Education for Persons with Autism Spectrum Disorder in Poland: "Together Forward" Case -- 4. About the Authors

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Sommario/riassunto

Inclusive education has aroused heated debate among teachers, parents, politicians, and the general public, yet for many involved and affected the basic concepts and real goals of inclusion are unclear or misunderstood. Presenting research by scholars from the Czech Republic, France, Norway, Poland, Canada, and Switzerland on education, democratic citizenship, and the inclusive philosophies and politics of various countries, *Cultures of Inclusive Education and Democratic Citizenship* examines and clarifies the cultural, professional, and political issues surrounding the implementation of inclusive education. The first section of the book examines the epistemology of the inclusive process. The second section compares the logic of inclusion from an international perspective. The final section explores concrete problems encountered in the different states represented.
