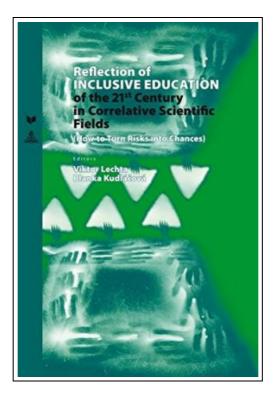
## Reflection of Inclusive Education of the 21st Century in the Correlative Scientific Fields



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## Reviews

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## REFLECTION OF INCLUSIVE EDUCATION OF THE 21ST CENTURY IN THE CORRELATIVE SCIENTIFIC FIELDS



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Peter Gmbh Lang Jun 2014, 2014. Buch. Condition: Neu. Neuware - This monograph reflects this fact from an interdisciplinary point of view (among the authors are special pedagogues, social pedagogues, doctors, psychologists, philosophers, pedagogues, legislation specialists) and from an international perspective (the team of authors consists of experts from the Slovak Republic, the Czech Republic, Poland, Hungary and Germany). The monograph is founded upon several research projects, whose organic part was formed by partial research focused mainly on the success and failure of inclusive education in the Central European region; on individual dimensions of inclusive education and the quality of life of persons with disabilities. The outcomes of the research, which were parts of individual projects, have been published in several publications by various publishing houses in Slovakia, the Czech Republic and Poland. The most significant is considered the publication published under the editorship of V. Lechta Fundamentals of Inclusive Education in 2010 (435 p.), which was published by the publishing house Portál in Praha and it is the result of the activity of the authors from four Central European countries. The submitted publication is the result of more than 6 years of research into the issue of inclusive education. Its focus is the synthesis of existing knowledge resulting into perspectives of dealing with inclusive education in the 21st century. The content of the first part is formed by a reflection of inclusive education through the lens of several scientific fields: educational sciences, psychology, ethics, law and applied educational disciplines (school politics, school management, non-formal education, leisure time education). The content of the second part is formed by a reflection of inclusion in the context of education of children with the most frequent types of disabilities, disorders or endangerment. We hope that the publication will evoke discussion among concerned specialists...

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