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Introduction

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Artykuł został opracowany do udostępnienia w internecie przez Muzeum Historii Polski w ramach prac podejmowanych na rzecz zapewnienia otwartego, powszechnego i trwałego dostępu do polskiego dorobku naukowego i kulturalnego. Artykuł jest umieszczony w kolekcji cyfrowej bazhum.muzhp.pl, gromadzącej zawartość polskich czasopism humanistycznych i społecznych.

Tekst jest udostępniony do wykorzystania w ramach dozwolonego użytku.

Introduction

The economic, political, religious and cultural determinants of social inclusion (and their practical designata in the form of activities aimed at this inclusion) seem to burden the content-based discussion on the educational dimension of inclusion. On second thought however, the burden, which apparently hinders its clear implementation into educational theories and practices, might provide valuable inspiration. Searching for and identifying it, as well as its embedding in the processes of education and social rehabilitation constitute a significant determinant in the choice of problems presented in this volume.

Inclusive education is not a clear set of methods aimed at including learners with special educational needs into the mainstream of educational activities in the school space. The essence of this education is deeply founded on heterogeneous concepts and ideologies which are culturally, economically, religiously, and (particularly recently) politically biased. Therefore, it is difficult to undertake attempts at its thorough theoretical overview and at placing it in educational practices with no regard to political changes and the related different opinions on the education of learners with diversified educational needs. Even though the issues presented in the further parts mostly concern children and youth with the certified need of special education, contextually they refer to many other socially marginalized groups. The subject matter of this volume, despite its deep embedding in special pedagogy and sociology of disability, draws from many other thematic fields associated with multiculturalism, diversity, communality, subjectivity. This allows for broadening the traditional discourse in education (rooted in the categories of discrimination, exclusion, marginalization) with the categories of the Other/Alien, folklore, borderland, reserve, emancipation, social inclusive movements, which the authors do with hope for enriching the discussion with new potentialities. What becomes an important element of the contents are the issues which organize the subject matter in the perspective of educational networks, support, models of inclusion, and a review of the research into the discussed social practices. This constitutes an introduction to

the presentation of some selected practical aspects of inclusive education comprised in empirical data.

The publication contains some divergent concepts and contradictory views on the essence and the role of inclusive education, which are presented from different standpoints and which stem from diverse experiences. Some of them relate to and consolidate the ideas, concepts and beliefs which have been already expressed in expert literature, the others constitute its extension or falsifiability. By expressing our gratitude to the authors, we hope that their content-based discussion will enrich the theory of educational inclusion (especially of disabled learners) and will enhance the development of practice.

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