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**Publisher review of the collective scientific publication**

***Within the sphere of inclusions issues.***

***Polish and Ukrainian scientific experience exchange.***

**Collective work scientific edited by:**

**Alicja Antas-Jaszczuk, Sergiusz Nikitin, Agnieszka Roguska**

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The book entitled *Within the sphere of inclusions issues. Polish and Ukrainian scientific experience exchange*, joins the current in search of understanding ambiguity of the meaning of inclusion and attempts to solve some of the issues connected with it. The form and content of the book have both epistemological, didactic and practical character. Separate authors' articles present further development and revision over numerous views on the issue of inclusion which again may entail changes in the consciousness of the European nations and stimulate towards new common initiatives.

For you planning to read this book I have some few words. Firstly, you will meet sincere, engaged and interesting articles concerning "inclusion" in its widest sense. This is good, since inclusion today often is associated just with inclusive education. The book standpoint is a societal perspective of inclusion as a human right; On the one hand a right to be recognized, understood, respected and supported by institutions and the public and on the other hand the necessary development of personal skills and interpersonal relations for those in different "risk zones" as counter factors to social exclusion.

Secondly, the book is also an ambitious example of researcher collaboration between disciplines and nations (Poland and Ukraine) and an important three-lingual strategy, both reaching actors internally in both countries languages, and also in English for a broader international audience. It can be read as a current insight from a life span - perspective on inclusion, ranging from

socialization, upbringing, education, habilitation/re-habilitation and even re-adoption.

Thirdly, most of the articles are built on many years of deep-going empirical research, and some of them focus on conceptual, theoretical and philosophical (ch 8) development. All however showing a great deal of respect for the complexity in practice to develop more inclusive institutions and society. Therefore the substance is not purely of interest for other researchers, it is also rather reader friendly for policymakers, practitioners and citizens who have engagement in the questions raised and answers given in different articles. However, most articles problematize barriers to increased inclusive capability such as insufficient teacher education and training (ch 7) to meet the needs of e.g. children with visual impairment (ch 3) and the organizing of existing resources in schools and other institutions.

Fourthly, the context specific challenges of the countries are taken into account, by e.g. Konovalchuk (ch 5) writing:

“The introduction of inclusive education in the region does not only require the consolidation efforts of teachers, psychologists, social workers, but also the efforts of local authorities, educational executives and business. Therefore, the question of strengthening internal capacity of non-governmental organizations, development of social partnership in the region, attracting students and volunteers to support children with special needs, make full implementation of inclusive education in Ukraine”.

Bud’ko (ch 8) does a very important and general remark concerning knowledge transfer between countries and cultural regions:

“The specific problem of inclusion development in Ukraine as well as in post-Soviet countries in general is, in our opinion, the practice of incorrect borrowings – (this problem is much broader than the sphere of inclusive education embraces): copying on an instrumental level and trivial transferring of the most proven foreign models onto native cultural and educational grounds without any distinct theoretical and methodological orienting points, without considering cultural and mental distinction as well as national educational experience”.

The articles from Poland also addresses strong social challenges such as poverty, homelessness, physical fitness and new features as cyberbullying. Antas-Jaszczuk (ch 10) describes the following challenges in Poland, easily recognizable in many other countries:

“Changes in the 80’s and 90’s also brought restrictions in the area of educational state actions, lowering down the standards and quality of social infrastructure services which since 1989 were subsidized from the state budget. Such phenomena as privation, poverty and homelessness, which before the period of economic changes had been treated by contemporary propaganda as non-existing problems, surprisingly fast have begun real and turned into everyday experience of thousands of Poles.”

Finally, one fundamental part of a more inclusive development, “creativity”, is an under stream in several contributions, reminding us that future schools and societies need to better take care of the children’s creative capacities; knowing that schools is not just about teaching what we already know by classical curriculum thinking, but also to take care of and stimulate young people’s participation, ideas and initiatives. Radchenko (ch 6; compare Leniv ch 9) formatively writes that:

“An inclusive curriculum should address the students’ cognitive, emotional and creative development.

It is based on the four pillars of education for the 21st century - learning to know, to do, to be and to live together. This starts in the classroom.”

To sum up, the book gives a realistic insight in current challenges, but in each chapter points out to possibilities and necessities of development of more trust, understanding, collaboration, competence development and some structural changes. Read it and take part in the development!