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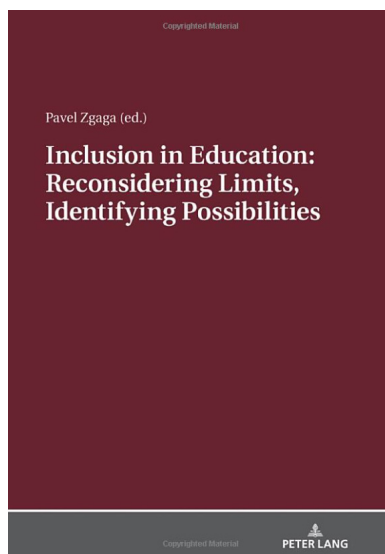
Pavel Zgaga (ed.), *Inclusion in Education: Reconsidering Limits, Identifying Possibilities*, Peter Lang: 2019; 271 pp.: ISBN 978-3-631-77859-3

Reviewed by MELINA TINNACHER¹

Edited by Pavel Zgaga and published by Peter Lang, this book on inclusion represents an excellent contribution to the ongoing debate on educational and social inclusion. The book originated from an interdisciplinary research group at the University of Ljubljana (Slovenia) and is published as an edited volume in collaboration with international scholars working on inclusion. It is addressed to anyone interested in inclusion, be it in a social, educational, or theoretical context.

The volume comprises 10 contributions divided into three parts, which discuss inclusion from a multi- and inter-disciplinary perspective. Common to all chapters is the idea of inclusion as fundamental to the challenges and changing perspectives of the 21st century. However, what distinguishes it from other volumes on the subject is the broader context in which it situates its discussion, namely society in general rather than the more restricted frame of reference of the school system. It also provides an unprecedented insight into the inclusion debate in Slovenia, comparing it with other countries.

The book is divided into three sections. Part 1 consists of four texts on educational policy, pedagogical discussions around inclusion, and educational inclusion as it relates to schools in Slovenia and Italy. Part 2, which consists of three articles, extends the perspective to the broader concept of inclusion at the societal level, dealing with migration, housing, and intersectionality. Part 3



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concludes the analysis with three articles providing a theoretical discussion of concepts of inclusion, integration, and exclusion.

Many of the contributions provide new ideas and prompt further reflection on the concept of inclusion. In the first part of the book, dealing with pedagogical and school-specific aspects of inclusion, Lani Florian highlights how teaching and differentiation techniques are changing because of the lowered expectations accompanying any official diagnosis of a special need. Her article takes a novel approach to a cornerstone of inclusive education, providing a new perspective on differentiation in the classroom. Doubts may arise while reading her argument that differentiation leads to increased exclusion in the classroom and a more significant burden in terms of marking, but the socio-cultural perspective brought by the chapter is of great relevance. The need for changes in pedagogical thinking is unquestionable, and Florian's criticisms relate to the bell curve that has been an established feature of education and student achievement for far too long. She encourages readers to rethink and question approaches to inclusive education, both in their classroom practice and in research.

Peček and Macura argue that approaches should focus on the principle of need rather than the principle of equity and that it is thus vital to consider disadvantage. Their use of examples in their discussion of diversity encourages the reader to rethink stereotypes relating to teachers. Lesar and Žveglič Mihelič do not explicitly pose questions, instead offering a text on how teachers think about inclusion and a highly effective presentation of the importance of the microenvironment.

A Comparative Analysis of Inclusion in Slovenia and Italy by Zorc-Maver, Morganti, and Vogrinc takes a transnational look at inclusion, first presenting a historical background of inclusive education in both countries and then comparative research looking at teachers' perspectives and skills in Italy and Slovenia. This is followed by a discussion of the significant differences between the countries' perceptions and the development of inclusive education. *Intersectionality as a Tool for Overcoming Barriers to Inclusion* by Špela Razpotnik deals with an approach based on empirical research into families at risk. The analysis here is clear and specific as the author reflects on binary approaches and categorisations, which trap us as human beings and only allow us to actively deviate and question why we persist in certain types of discourses in the context of our nature as relational beings.

Bojan Dekleva focuses on exclusion based on residence and housing rights and references a more extensive European framework. His chapter is followed by Nina Marin's consideration of refugees, which focuses more on an

inclusive approach to migration than on integrating refugees into society. Discussion of pedagogical and sociological issues is followed by a chapter on locating the phenomenon of inclusion in our thinking. Nika Šušterič situates inclusion in history and points out how the concept, and thinking related to it, may have been diluted. Kordeš and Klauser, in turn, attempt to address the question we may have been pondering throughout the previous chapters, namely the place of data when considering the phenomenon of inclusion.

In the final chapter, Krek rhetorically discusses subjective inclusion on human rights, universal historical, and epistemological perspectives. Differences are discussed throughout the chapter and form a thread throughout a self-reflection on subjective inclusion. The author presents the topic of subjective inclusion rhetorically, almost philosophically, in such an interesting way and relates it to traditional concepts of inclusion that it is absolutely stimulating to read his contribution to this extraordinary book.

In the canon of books on inclusion, this book adds value by taking the concept further and extending it to all socially disadvantaged groups. The personal reflection that it prompts makes it difficult to put the book down. It should be incorporated into scholarly discourse and research in an equally interdisciplinary way and used to encourage social science and educational science researchers to acquire new perspectives on inclusion.

The book brings expertise, discourses, and perspectives from Slovenia to the international discourse on inclusion. Although the definition of inclusion has broadened from being a purely disability-related term to cover all marginalised groups, publications still tend to refer to disadvantage as affecting one single group of people or one specific social or educational setting. This book attempts to map the full range of inclusion.

Inclusion is explored not only in an educational context but also in a variety of social contexts, which is very much one of the book's strengths. From a personal perspective, I would recommend this book to anyone with an interest in the topic. Its interdisciplinary nature makes it a fascinating read, and its thought-provoking and varied selection of articles prompt profound reflection.