

Editorial

“We can measure the ethical level of each society by how the society cares for those who are handicapped or vulnerable. Moreover, the level of social maturity is determined by the place and role taken by the handicapped in the society” (Lopez Melero, p. 132).

The level of maturity of each society is reflected in its care for individuals who, one way or another, are in danger of social exclusion. Two tendencies can be observed in the development of human rights. The first is evident in the universality of rights, in that all people, irrespective of their race, gender, social position or religious beliefs, have the same rights. The second tendency is evident in the expansion and more precise definition of the rights of people whose rights can quickly be threatened. This includes the rights of women, children, prisoners and people with special needs. All declarations link inclusion with fundamental human rights. The concept of inclusion initiates new ways of thinking that advocate life without exclusion. Such a concept of inclusion emphasises a fundamental right of the individual, the right to establishing relationships with others. This opens up philosophical, legal, political, conceptual and professional questions regarding how to conceptualise inclusion in various contexts and, even more importantly, how to realise inclusion in everyday life.

The present edition presents a diverse selection of topics that open a range of questions regarding inclusion in New Zealand, America, Poland and Slovenia. The diversity of the topics, which cover various problems of different age groups, demonstrates the multifaceted nature of the question of inclusion, which requires numerous steps from concept to quality realisation.

In an article entitled *Inclusive Education is a Multi-Faced Concept*, David Mitchell, an internationally recognised expert in the field of inclusion, takes as his point of departure the fact that the UN Convention on the Rights of Disabled Persons places the idea of inclusion in the foreground of education throughout the world. The author understands the concept of inclusion in a much broader sense than simply the inclusion of children in the classroom; inclusion in school means a philosophy, a concept that embraces the entire school, its climate, curriculum and relationships. Inclusion conceived in this way is, as the author states, a multifaceted concept that must satisfy numerous criteria – vision, placement, instruction, support, assistance, etc. – and can certainly no longer be conceived purely in terms of placement. In his article, David Mitchell presents a model with indicators that can aid the planning and evaluation of the quality of inclusive education.

The article by Marija Kavkler, Milena Košak Babuder and Lidija Magajne, entitled *Inclusive Education for Children with Specific Learning Difficulties*:

Analysis of Opportunities and Barriers in Inclusive Education in Slovenia, focuses on the inclusion of children with specific learning difficulties in Slovenia. In spite of their average and above average cognitive abilities, these children frequently achieve lower educational outcomes and are often socially excluded. The authors analyse the influence of policy, legislation and practice on the inclusion of children with specific learning difficulties. In Slovenia, the proportion of children with various levels of learning difficulties is approximately 20% of all school-age children, amongst which a distinction is made between general learning difficulties (LD) and specific learning difficulties (SLD). It is precisely for this reason that early diagnostics and appropriate support measures are essential in order to improve the success of these children. On the basis of an analysis of legislation and practice, the authors determine that the development of inclusion in Slovenia is too slow, and the gap between legislation and practice is too wide. They go on to identify the various factors that contribute to this situation.

In an article entitled *The Effects of the Comprehensive Inductive Educational Approach on the Social Behaviour of Preschool Children in Kindergarten*, Robi Kroflič and Helena Smrtnik Virtulić present an evaluation of a five-month implementation of an inductive education programme in kindergarten. In the study, the children in the experimental groups achieved better results on a scale of social behaviour. The theoretical premises of the comprehensive inductive educational approach are based on findings that the introduction of social skills increases prosocial behaviour and reduces internalised forms of behaviour (depression, anxiety, dependence), thus acting preventively against the later emergence of behaviours that could form the basis of personal difficulties.

The article entitled *Mental Lexicon, Working Memory and L2 (English) Vocabulary in Polish Students with and without Dyslexia* by Marta Łockiewicz and Martyna Jaskulska presents empirical research comparing two groups of native Polish speakers learning English as a foreign language, one group with dyslexia and the other without. The researchers' expectations that the group of students with dyslexia would demonstrate poorer access to the mental lexicon and weaker working memory were not entirely realised. They did, however, determine that dyslexia presents a risk of poorer access to the mental lexicon and impairs comprehension and writing competence.

Jeanne Novak's article entitled *Raising Expectations for U.S. Youth with Disabilities: Federal Disability Policy Advances Integrated Employment* analyses a somewhat overlooked topic within the study of inclusion; namely, how young people with special needs make the transition from school to adulthood. Employment of these young people means social inclusion. The article focuses on an overview of the development of legislation in this area, which has a powerful

influence on the employment of young people with special needs. In this regard, important criteria of equal opportunity include full participation, an independent life and economic independence.

The focus articles in this edition highlight many dilemmas associated with the realisation of inclusion both on the legislative and practical levels, including numerous problems associated with inclusive education: how to achieve increased prosocial behaviour and reduce risk factors through emotional and social learning in the preschool period; how to enable children with dyslexia more success and greater inclusion; how to plan and evaluate the quality of inclusive education; and how to ensure an appropriate transition from education to employment. This undoubtedly represents a contribution to ensuring better quality inclusion in everyday life. The employment of young people with special needs most likely represents a major challenge in the majority of countries, and is a touchstone of democratic society.

The question of inclusion is not a question that can be dealt with rapidly and conclusively. Ongoing reflection on inclusion means caring for one's fellow human being and ensuring the rights of people with special needs to enjoy a life in the community.

In the second, *Varia* part, there are two papers. In the first written by Sanja Tatalović Vorkapić and Vesna Katić entitled *How Students of Preschool Education Perceive Their Play Competences – An Analysis of Their Involvement in Children's Play* the main objective of the study was to analyse the roles of students of preschool education in children's play. A qualitative analysis of the students' preparations for their practice showed that the majority of students use didactic play and play with rules with children. Thus, the question of how to improve the acquisition of play competences in students of preschool education is still present. The second paper *School – Possibility or (new) Risk for Young Females in Correctional Institutions* is written by Ivana Jeđud Borić and Anja Miroslavljević. In this paper, the authors deal with the education of girls in a Croatian correctional institution as a risk factor for social exclusion based on the data obtained via semi-structured interviews with experts and the girls and via the documentation analysis method. The authors compare the perspectives given by the girls and experts and explore the questions related to possibilities of the education of girls in correctional institutions.

The number is concluded with a review of a Simola Hannu book – *The Finish Education Mystery* (2014) prepared by Slavko Gaber.