

Social coordination of individuals with disabilities in the context of sustainable development of an inclusive reality

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Abstract. The article actualises the need to search for and form a correct conceptual and categorical apparatus that serves as a methodological and theoretical basis for adequate representation, comprehension, interpretation and understanding of the whole range of problems of inclusive society formation. It is shown that the phenomenological analysis of various aspects of the everyday world of the inclusive society using the concepts of social coordination, social partnership and interaction is of particular interest. It is postulated that the context of the study of inclusive everyday life implies not only the representation and description of the life and local history of an individual with health limitations (HL) within the framework of social everyday life, but the emphasis is shifted to the analysis of multilevel transformations and transformations of inclusive reality in the course of everyday activities of various social groups. The aim of the article is to systematically investigate the concept of social coordination in the segments of manifestation of subjective time of an individual with HL, which makes it possible to consider the inclusive society as a special social group of people with HL from the position of interpretation of everyday inclusive reality. The methodological foundations of the study are determined by modern philosophical, pedagogical, and sociological sources that reflect the peculiarities of understanding, comprehension, and interpretation of various segments of the study of inclusive society, taking into account the conceptual apparatus of analytical philosophy and social phenomenology.

1 Introduction

There is a growing interest in modern scientific, socio-philosophical, psychological, and pedagogical sources in discussing theories, concepts and ideas of formation and adequate design of inclusive society with a comprehensive and integrated study of existential features of inclusive environment which involves people with local or complex limitations regarding their existence and daily life activities in various spheres of transforming

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activities (people with disabilities). Search and presentation of an adequate theory of inclusive society is associated with an analytical approach to the available concepts which implies conceptualization of ideas about inclusive environment with the subsequent development of inclusive educational technologies. However, the study of various sources concerning the substantive aspects of the inclusive environment functioning shows the ambiguity of the applied approaches; non-systematicity in the interpretation of the basic principles of inclusion; inconsistency in the assessments of the effectiveness of the theoretical segment formation of the inclusive micro-society research study for people with disabilities (HL). [2, 6, 8, 23, 32].

In the context of modern concepts and approaches, a number of scholars have made a significant contribution to the definition of theoretical and conceptual grounds for conceptualizing and interpreting the problems of constructing an inclusive society. Therefore, M.Olive, C.Barnes [22]; R.Rudolph [27]; actively discussed the problem of the correlation of traditional society with inclusive society, and the latter was considered as the result of a kind of introduction of the dominant spiritual and educational values of traditional society into the sphere of socio-educational communication of inclusive society. However, we consider that the research in this direction is very ambiguous from the position of some "discrimination" of the formation of its own educational subculture of the inclusion society. Moreover, the "spiritual boundaries" of the inclusive environment are not explicitly designated, which is important when identifying and postulating the attitudes of individuals with disabilities in the process of their socialization. The concept A.O'Reilly, [23] rightly emphasizes the consideration of various aspects of the formation of a social group of individuals with disabilities who are free from possible discriminatory moments in the sphere of labor activity and education. In our opinion, there is a need for a systematic study of inclusive environment in the context of the existential foundations of the individual being in a special group of individuals with HL in this research direction. On the other hand, in A.O'Reilly's conception, the basic existential characteristics of individual being of people with HL have not been further explored by the reason of weakening A.O'Reilly's position related to the study of value segments and basic scenarios on the involvement of individuals with HL in an inclusive environment. Very original and significant ideas were presented by R.Bourdieu [23] concerning the formation of a special socially-oriented construct of environment with the highlighting the concepts of "disability" and "disorder". Such a construction reflects the presence of certain local disorders in people with HL, often showing a behavioral or physiological inadequacy, which can be considered as a psychological and mental disorder or disease, and in some cases identified as a stereotype or behavioral feature that has a negative connotation for individuals with disabilities. As a result, R.Bourdieu necessarily raises a rather serious question: the individual with HL loses priority opportunities to use their own socio-educational parameters, as these parameters concern real competition in the segment of socially significant preferences and services. In this direction, an interesting position [4], concerning the designation of a number of pragmatic problems of "socially adapted" education in an inclusive society in direct correlation with complexes of integrated local educational technologies. We will draw attention to the fact that the application of the conceptual apparatus of modern phenomenology and existential philosophy provides an opportunity for systematization and integration of ideas and concepts reflecting the specificity of individual time of a person with disabilities in the sphere of inclusive educational environment with the priority of existential possibilities of their individual being accomplishment. The purpose of the article is to study the specificity of inclusive educational environment of people with disabilities in the context of existential grounds of their individual existence in the inclusive society. The scientific novelty concerns the representation of individual time of a person with disabilities in the system of existential fundamentals of his individual being with the

priority of highlighting the key existential-individual characteristics and parameters correlated with the everyday-collective consciousness of individuals. The results achieved and the conclusions obtained have practical significance in solving educational, sociocultural, and philosophical issues, and problems of methodological and conceptual-semantic character. These results reflect the specificity of using phenomenological and existential constructs within the framework of adequate modeling of inclusive educational environment with a focus on socio-educational communication in the life activity of individuals with HL.

Of particular interest is the study of various aspects of the everyday world of the inclusive society using the concepts of social coordination, social partnership and interaction, and this issue is little explored. It should be noted that the priority of theoretical understanding of everyday reality from the position of social coordination becomes an integral study of stereotypes of behaviour, everyday lifestyle of people in different social groups and strata, complexes of motives of behavioural activity and psycho-emotional reflection of radical transformations of life activity in society. The context of the study of inclusive everyday life implies not just the representation and description of the life and local history of an individual with disabilities (HL) within the framework of social everyday life, but the focus is shifted to the analysis of multilevel transformations and transformations of inclusive reality in the course of everyday activities of different social groups in the totality of political and event, ethnic, confessional, historical and cultural aspects. The social construction of the world of inclusive everyday life presents it as a reality interpreted and understood by individuals as a certain "coherent" world. The emerging system of meanings is formed socially and actualised within the process of social coordination and social interaction. That is, the society initially determines to a person the initial symbolic apparatus by means of which he comprehends reality, organises his own experience and interprets his existence. Of particular scientific value for the author's position was the concept of M.Hartimo [18], who presented a rather original and theoretically significant concept that reflects the methodological importance of using phenomenological and socio-constructive approaches in the study of everyday inclusive reality of individuals with disabilities in an inclusive society. It was M.Hartimo who noted that serious attention should be paid to analysing the culture of a special social group of individuals with HL, which in the context of social coordination in the social group is regularly subjected to certain discriminatory actions coming from social institutions and associated with educational stereotypes of traditional society. A certain influence on this study was exerted by: P. Turchin [29], who outlined the trends of formation of special social groups in the inclusive everyday space in historical dynamics; C.Fricke, F.Follesdal [14], S.Greene [15], who noted the priority of interpreting the specificity of culture and peculiarities of professionally oriented education of people with HL in a special social group and identified the main principles and scenarios of the formation of inclusive culture within the framework of social coordination; F.Badie [10], who linked the effectiveness of theoretical research of social processes with the wide use of formal ontology; A.Hakhver. The aim of the article is a systematic study of the concept of social coordination in the segments of manifestation of subjective time of an individual with disabilities, which makes it possible to consider the inclusive society as a certain type of community (a special social group of people with HL) from the position of interpretation of everyday inclusive reality. Scientific novelty is determined by the phenomenological approach to the study of social coordination in the inclusive everyday reality, which demonstrates the possibilities of a person with HL to systematically and adequately accept, represent and state the proper-personal experience of other individuals with HL in relation to the formation of collective and shared experience of a special group of individuals with HL. The conclusions and results obtained by the authors have conceptual, practical and methodological significance

for the study of philosophical and socio-cultural aspects of considering the specifics of inclusive everyday reality. They demonstrate the peculiarities of social coordination as a manifestation of intersubjective ties and relations that synchronise the processes of people's life activity in an inclusive society.

2 Materials and methods

The source base of this study is formed by philosophical and interdisciplinary research on the problems of existence and life activities of people with disabilities, related to various issues of systemic approach to the features and mechanisms of functioning and existence of everyday inclusive space. Monographs and articles by leading scholars, specialists in the field of philosophy of inclusion, philosophy of education and social philosophy, as well as materials of conferences on the problems of inclusive culture and education were actively used. The underlying principles of this study are based on the materials of the Salamanca Declaration on Principles, Policies and Practices in Special Needs Education, which were made publicly available on the Internet and in official reports. The methodological foundations of the study are prioritised by contemporary philosophical, pedagogical and sociological sources that reflect the peculiarities of understanding, comprehension and interpretation of various segments of the study of the inclusive society, taking into account the conceptual apparatus of analytical philosophy and social phenomenology. Correct and adequate representation of priority tasks and directions of transformation of the inclusive society with reliance on socio-pragmatic and phenomenological approaches implies the use of methods of phenomenological reduction, symbolic interactionism, comparative analysis, content analysis and practical methods. A significant role is played by philosophical methods and principles of research: induction and deduction, the principle of systematicity, analysis and synthesis.

3 Results

Systematic individual time consideration of an individual with HL in the segments of inclusive educational environment directly concerns the application of phenomenological referents which implies correlation of accumulated individual experience of a person with HL with indices on the moment-defined structure of time. In this case, the individual educational trajectory shows internal transformations of individual time, reflecting the main stages of existential experience of their individual being by people with disabilities on the interval structure of time. The main parameters of the individual time of a person determine its exceptional importance in finding effective ways to involve people with HL in the inclusive educational environment. Research in this direction is associated with a certain conceptualization of ideas about the essence and existential character of individual time. As a consequence, the educational trajectory in the context of the individual time experienced by a person acts as a kind of interval on which the processes of current educationally-oriented events and phenomena in the inclusive environment are estimated.

The allocation of the triad structure ("past-present-future") of individual time of people with disabilities suggests its correlation with the direct mechanisms of awareness and understanding of the essence of such time in relation to the synchronization of a set of educational trajectories experienced by an individual in the segment of "present" which acts as the main temporal referent for the consideration of basic scenarios and effective prospects for the inclusive educational environment formation. The segments of individual time initiate the assertion of multidirectional tendencies that influence the content of mental and sensory images of people in relation to the inclusive society. Therefore, the

mechanisms of imagination, attention and memory form the existential framework of individual time of a person which makes it possible to consider them as necessary prerequisites of socially-orientated tendencies of functioning of a special group of individuals with HL in the educational environment.

Individual time of a person with HL in the segments of inclusive educational environment acts as the main parameter of existential and socio-educational communication, and is an existentially essential characteristic, compared to the everyday collective ideas and representations of individuals in inclusive existence. In fact, individual time accumulates segments of biographical, situational and psychological time synthesizing the periods of socialization and existential identification of a person with HL in the inclusive educational environment. Substantial characteristics of individual time provide the opportunity to construct multilevel models reflecting the complexity of intents and existential experiences of a person with HL of the peculiarities of their own educational trajectory from the position of their involvement in inclusive environment. As a consequence, the system of sensory perceptions and mental images of individual human consciousness undergoes a significant reconstruction.

The peculiarity of the structure of individual human experience manifests itself in the synchronization of segments of individual time and existential experience of this time. The functional orientation of individual time determines the specificity and content of the complex of experiences of people with disabilities of their life activity results and their existence in the inclusive educational environment. On the other hand, the existential experience of individual time is significant in the study of stereotypically unique forms of sensory-imaginative reflection of educational trends and trajectories in the inclusive reality. Therefore, the existential experience of time undergoes accumulative transformations in the segments of individual time, demonstrating the peculiarities of sensual-individual experience and peculiar features of mental images, and representations of a disabled person, acting as formation stages of an adequate system of socially-oriented events indexed in individual human experience. From the position of representation and understanding of the socially-oriented events system, a person with disabilities experiences "existential immersion" in the sphere of existential experiences of the whole set of socio-educational processes and events reflecting the transformations of the social structure of society. It should be noted that existential experiences of people with HL correlate with essential internal transformations in the inclusive educational environment, demonstrating the hidden mechanisms of its instability and openness to further transformations. Such internal instability of the inclusive society directly affects the design and constructive-educational activity of an individual with disabilities who should activate their search capabilities to positively transform the conditions of functioning of the inclusive educational environment. Existential intentions concerning the mechanisms of adaptation of people with HL to socially-oriented communication activity in the inclusive communication being come to the forefront.

The peculiarities of identification and personal maturation of people with HL in the educational environment are largely determined by the content and meaningfulness of their individual time. Therefore, individual time forms the basic levels of perception and understanding of an individual's being which corresponds on the one hand, to the allocation of the evaluative level as a sphere of individual time with indexing in the segment past individual time-present individual time; and on the other hand, to the allocation of the level of existential-identification perspectives with indexing in the segment present individual time - future individual time. The evaluative level of individual time demonstrates the features of the initial-basic existential and phenomenological concepts in the system of which the processes of understanding the meaningful aspects of the inclusive educational environment formation are carried out. For example, at the evaluative level, correlating

with the segment past individual time - present individual time, a comprehensive assessment of the system of existential-qualitative characteristics of educational trajectories of people with disabilities is realized. This process is associated with the identification of an individual with HL in relation to the level of understanding and synchronization in their subjective experience of the sequence and ordering of events and phenomena of inclusive existence. Systemic assessment is realized in relation to the segment of the past individual time, and it is in this segment that complexes of existential perceptions and images of people with HL are accumulated and indexed. The relevance of such systemic assessments is initiated by the identification of basic characteristics (irreflexivity, transitivity, continuity, etc.) of individual time of a person with HL, which chronologize the inner content transformations of the inclusive educational environment.

4 Discussion

Within the framework of very active discussions and debates reflecting the cognitive field of searching for correct theoretical and conceptual constructs of modeling and constructing various segments of inclusive educational environment, some rather original and interesting positions have emerged. L.Pautova's [6] position concerning multilevel modeling of inclusive society reflects the synergetic idea of the principle of fractality in the understanding of existential being. The concept of "success" is considered as a basic one, and it is associated with the process of identification of an individual with HL in an inclusive educational environment with the allocation of its complex self-assessment. The effectiveness of the synergetic methodology application for the research of existential problems of the inclusive reality assumes the activity determining the possibility of obtaining actual social and professional success achieved in the process of multidimensional socially-oriented educational communication in the inclusive society. Such communication in the educational environment causes a peculiar synergetic effect, which demonstrates the specificity of subjective assessment of multilevel entry of a person with disabilities into the educational environment of social existence of a special group of people with HL. Such subjective assessment on the basis of individual time is achieved through the allocation of stages of an individual's entry into a special social group, which reflects the process of their socialization and identification with the allocated points of bifurcation formation of society. Meanwhile, the concept of Pautova has not been fully discussed and developed, which does not enable us to speculate about its systematization. At the same time, it is fair to note that the conceptual social synergetic system has broad expressive and heuristic possibilities, which characterizes it as an effective and pragmatically-oriented toolkit for studying existential problems of inclusive society.

Significant original ideas regarding the peculiarities of inclusive environment from the position of synthesis of instrumental and existential approaches are outlined in the concept of A. Shemanov [8]. The construction of inclusive environment is implemented on the basis of subjective experience and individual time of a person with HL in relation to the existential attitudes, stereotypes and values used by an individual, which were formed in the communication and educational inclusive environment. The formation of existential value attitudes of the inclusive environment determines the need for large-scale social transformations of the inclusive society aimed at creating a favorable atmosphere and adequate conditions that allow modeling real mechanisms of productive involvement of an individual with disabilities in inclusive educational spheres. Shemanov rightly distinguishes the basic directions of adequate correlation of social models of stereotypical behavior and activity preferences of people with HL with the construction of optimally effective ways and scenarios of an individual's entry into the inclusive educational environment. Such correlation is connected with the use of the idea of social constructivism and existential

philosophy in the construction of theories of inclusion and correlation of individual-oriented and socially-oriented multilevel models of studying the inclusive society. It should be especially noted that the systematic consideration of conceptual and socio-structural specifics of the inclusive society, its inherent spiritual and normative regulators from the position of individual time of disabled people allows us to advance the study in this direction to a new research level. The concept of I.Vachkov [2] is related to the polysubjective approach to the existential grounds of individual existence of a person with HL in an inclusive context. The emphasis in the concept is made on the methodological principles of the theory of inclusion, which implies postulating the mechanisms of polysubjective communication of individuals with disabilities in an inclusive environment. It should be noted that very original aspects of subject-subject interaction as a variant of polysubjective existential dialog of people with the allocation of activity and motivation-value moments. As a result, Vachkov's ideas are aimed at affirming the object-subject segment of individuals' interaction with HL, which allows us to raise the existential problem of forming a collective subject of existential dialog. The study of such existential problem is very significant for the formation of inclusion theory, and this problem initiates research interest in the consideration of different spheres of inclusive existence of individuals with HL, and the existential synthesis of objective and subjective within the functioning and life activity of inclusive educational environment comes to the fore. This position is associated with the recognition of existential aspects of individual time and individual being as structure-forming, which determines the specifics of their comprehension, understanding and correct interpretation by a person with HL of their abilities and preferences for the basic characteristics of personal individual being.

A. Hickey-Moody [19] and R.Slee [26] have shown considerable interest in studying the theoretical platform of constructing a society of inclusion. Hickey-Moody is based on the study of inclusive reality in juxtaposition with the concept of egalitarianism which asserts the principle of equality that affirms the existential equivalence of initial social position, status, and vectors of social being formation in social groups of different modalities. The socially pragmatic life activity of the inclusive society forms a situation in the framework of which the principles of binary opposition and binary opposition of people with HL in relation to the complex evaluation of their true purposive-rational activity within a special group are actually eliminated from the environment of social interaction and partnership. The existential representation of inclusive reality reflects the refusal to apply binary-defined concepts "disabled - not disabled", "adequate - inadequate", "typical - atypical", "capable - incapable". The initial principles of binary opposition have a negative impact on the "effectiveness" of the choice of scenarios for the inclusive reality formation, "deforming" the understanding of the essence of existential bases of individual existence of people with HL. A distinctive feature of building a model of inclusive society will be the use of structural-functional methods in the study of social partnership and social interaction, which is very significant in describing the mechanisms of constructing individual-oriented socio-educational perspectives and social elevators of individuals with HL, capable of optimizing the scenarios of people's involvement in various spheres of inclusive educational environment. At the same time, Hickey-Moody postulates the importance of socio-pragmatic inclusive technologies that enable the formation of a system of person-centered inclusive education. This will allow to build strategic vectors of constructing an inclusive reality with the priority of motivational-existential and attitudinal moments, and the allocation of individual time of an individual and its existential beingness basis represents fundamental research perspectives. The position of R. Slee regarding the vectors of constructing an inclusive educational environment was determined by the concept of effective socially-oriented activity. The social model of inclusive educational microcommunity assumes the process of identification of individuals with HL by a number of existential

parameters (stereotypes, existential attitudes, norms), which are actualized in the world of inclusive everyday life, where there are no social reasons for discriminatory actions towards people with HL. The main concepts of such a social model are "impairment", "inadequacy", "inability", etc., which reflects a set of negative physical, biophysiological and psychological characteristics of people with HL. It should be noted that the problem of correlation of the inclusive educational microsociety and modern transforming society has received a very active discussion in socio-philosophical, sociological and pedagogical sources, and the consideration of existential issues related to the mechanisms of accumulation in the environment of socio-educational communication of the inclusive society of the complex of spiritual and existential values, norms and attitudes of the traditional society has taken the leading role. Meanwhile, the real scientific developments in this research direction are very ambiguous, given a certain discrimination regarding the real trends of the inclusive society peculiar subculture formation. Of course, the study of existential and phenomenological "spiritual orientations" of the inclusive educational environment which determines the basic orientation of spiritual and attitudinal preferences and attitudes of people with disabilities is of particular importance (M. Oliver, C. Barnes, R.E. Rudolph, P. Turchin) [22, 27, 29].

5 Conclusions

The existential interpretation of individual time shows that it acts as a reflection of socially-oriented life activity of people in the inclusive educational environment. The study of existential orientation of individual time demonstrates that there are stages of perception, understanding, and comprehension of probable scenarios of entry of an individual with disabilities into the inclusive educational environment in the segments of individual human consciousness. Therefore, individual time is a specific existentially-oriented action in the life activity of an individual with disabilities in the inclusive educational being. Substantial characteristics of individual time can construct multilevel models that reflect the complexity of intents and existential experiences of a person with HL peculiarities of their own educational trajectory of involvement in the environment of inclusive existence. The peculiarities of identification and personal formation of people with HL are largely determined by the content and significance of their individual time. Therefore, individual time forms the basic levels of perception, comprehension, and understanding of existential-personal existence by an individual with HL.

Acknowledgements

The study was carried out at the expense of the grant of the Russian Science Foundation № 24-28-00320, <https://rscf.ru/project/24-28-00320/> in Rostov State University of Economics in the framework of the research project "Existential bases of individual being of a person with disabilities in the inclusive society" (Project Leader: Professor O.A. Muzika).

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