

Call for Special Issue of Exceptionality Education International
Inclusive Education: Canada's Connection to the World

Framing the Special Issue:

Comparative and international perspectives on educational issues are not new. As scholars, we need to consider comparative and international perspectives so that we can engage in learning that is trans-national and which speaks to fundamental human issues.

Inclusive education is one such area which requires local and global exploration, sense-making, and renewed efforts to address the barriers that students with disabilities often experience. Mel Ainscow stated that “The issue of how to build more inclusive forms of education is arguably the biggest challenge facing school systems throughout the world” (Ainscow & Sandill, 2010, p. 401). Inclusive education is premised on the belief that every child, no matter their strengths or needs, is able to fully and authentically participate in their neighbourhood school. It is a foundational aspect of one of the Sustainable Development Goals (SDG). SDG4 states that governments around the world will, "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (United Nations, n.d.).

Comparative and international education is critical in this process of understanding inclusive education since, “...comparative education offers a starting point for improving our education systems and our classroom practices. It also challenges us to think broadly about the link between local practices and global issues, and to explore the overlapping values and social systems that underpin the educational enterprise itself”(Bickmore et al., 2017, p. 2).

Comparative and international education research frameworks on inclusive education provide opportunities to better understand inclusive education from a contextualized, localized, and relational perspective (Schuelka & Lapham, 2019). Local contexts can inform broader knowledge and vice versa. Sustainable change is often best pursued through locally and regionally driven efforts that identify relevant issues and leveraging the assets on the ground to make that innovative change happen (Brissett, 2018). The lessons learned in these contexts can illuminate opportunities in other locations.

For Canadian scholars, comparative research on inclusive education is critical in advancing knowledge on how effective inclusive education can be implemented in Canadian schools particularly with increasingly diverse student populations (Porter & Towell, 2017). The experiences of students, families, and educators in diverse global contexts can provide lessons, illustrations, and case examples to expand research on inclusive education.

Call for Submissions:

Researchers from Canada working in other countries or researchers outside of Canada working within Canada are invited to submit articles up to 8000 words including references for this special issue *Inclusive Education: Canada's Connection to the World*. Submitted works should involve a comparative lens with Canada situated within that lens of education for students with disabilities. Such works may relate to policy, theory, or practice of inclusive education.

Planned Timeline and Manuscript Submission Process:

April 15, 2023: Submission deadline for abstracts. Abstracts should contain a maximum 1000 words (including at least 5 key references) and can be sent directly to Dr. Jacqui Specht or Dr. Steve Sider, the editors of the special issue (jspecht@uwo.ca or ssider@wlu.ca)

May 15, 2023: Invitations for full manuscript submission will be sent to selected authors

September 15, 2023: Full manuscript submission deadline

December 15, 2023: Reviewers' feedback will be sent to authors

February 1, 2024: Revised manuscripts due from authors

March 30, 2024: Reviewers' feedback of revised manuscripts returned to authors

May 15, 2024: Final revisions must be received; final editorial decisions

Full manuscripts in this special issue will undergo rigorous double-blind-peer review by at least two anonymous referees following the schedule outlined above. Authors should be prepared to serve as reviewers for other submissions. All full manuscript submissions should be prepared in accordance with the author guidelines of the journal and submitted to

<https://ojs.lib.uwo.ca/index.php/eei/about/submissions> indicating in the submission cover letter that it is for the special issue *Inclusive Education: Canada's Connection to the World*.

General inquiries can be addressed to the Editors of the special issue:

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