

Special Issue: Thinking critically about inclusive education in Southern contexts

Call for Papers

Disability and the Global South: The International Journal

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Guest Editors: Leda Kamenopoulou (Department of Psychology and Human Development, UCL Institute of Education, UK) & Amani Karisa (IDEA, Department of Health and Rehabilitation Sciences, University of Cape Town, South Africa)

Sustainable Development Goal 4 calls on countries *to ensure inclusive and equitable quality education and promote lifelong learning opportunities* for all by 2030. In mainstream inclusive education literature, there is limited work on global South contexts and the field is dominated by research that is led by Northern values and theoretical frameworks. Critical theoretical and research literature on inclusive education from the global South, particularly that related to intersectional dimensions, can usually only be accessed in the local language and in local publications. Consequently, we know little about how children and young people from different vulnerable groups, including those with disabilities, experience education in these geographical areas and we need more evidence on the dynamics of inclusion and exclusion operating within these contexts. More nuanced research is also scarce, including that on inclusive education and how it faces up to historical and geopolitical specificities and heterogeneities. As a result, inclusive education is too often celebrated uncritically at global fora, without consideration of how it translates into practice in different spaces, and whether it is even relevant or wanted.

The aim of this special issue is to bring together researchers, academics, practitioners, advocates, and activists and to open up a safe space for critical reflection. By doing this, we aim to disseminate cutting-edge research and thinking about and from the South to a global audience.

We encourage contributions exploring a range of themes including (but not limited to):

1. The current state of educational inclusion and exclusion in global South countries, including successes to date, remaining challenges and current priorities.
2. The complex factors, for example historical, economic, sociocultural and geopolitical, which shape inclusion and exclusion within particular local contexts/geographical regions.
3. The challenge of translating international policies like the UNCRPD into local practices and the role that Northern biases and assumptions play in this process.
4. The role of intersections, for example between migration, displacement, gender and disability, in shaping the inclusion in and exclusion from education and the wider society.
5. Innovative projects such as whole-school approaches to inclusive education in local contexts.
6. Examples of inclusive education models in rural and remote or deprived urban areas.
7. The voices, perspectives and experiences of parents and children.
8. The inclusion in education of children and young people with multiple and complex needs.

9. The impact of the Covid-19 pandemic on access to quality education for children who are disadvantaged and at high risk for exclusion from education.
10. Research approaches that can capture complex phenomena and the voices of all those living in the global South, who have thus far been excluded from research in the field.
11. Research that adopts a colonial/post-colonial and critical disability studies theoretical perspective.

We will accept theoretical and empirical papers and reflections from the field, but we particularly encourage and will prioritise articles reporting on original research.

Instructions for authors:

If you wish to submit an article, please email your full manuscript to the guest editors, Leda Kamenopoulou (leda.kamenopoulou@ucl.ac.uk) & Amani Karisa (amani.karisa@alumni.uct.ac.za)

In the email subject line, please insert 'Submission for Inclusive Education: Thinking critically about inclusive education in Southern contexts Special Issue'.

Papers should be no more than 8000 words, with an abstract of 150-200 words. Please follow the journal's instructions on formatting prior to submission <https://dgsjournal.org/information-for-authors/>.

Manuscripts will be sent anonymously for double peer review, and comments and recommendations relayed to authors through the editors.

Deadline for submission: 30th June 2022.

Intended publication date: March 2023.