

Call for Contributions

Education for All: Inclusion, Social Justice and Children's Rights

Editors

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Series

[Inclusive Learning and Educational Equity Edited Series published by Springer](#)

Series Editor

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Aims and Scope of Series

This book series reflects on the challenges of inclusive education as a strategy for improving educational equity. The series addresses issues of diversity in support of the UN Sustainable Development Goals (SDGs) which set the global education agenda for 2030 in SDG 4: Ensure inclusive and quality education for all and promote lifelong learning.

Although considered an important aspect of a global human rights agenda ensuring education for all is a complex endeavour that is subject to the forces of globalization, and the exclusionary pressures associated with migration, mobility, language, ethnicity, disability, and intergenerational poverty. Acknowledgement of the reciprocal links between these markers of diversity and educational underachievement has led to an increasing interest in the development of inclusive education as a strategy for improving educational equity.

By addressing these and related diversity issues, this series aims to contribute important advances in knowledge about the enactment of inclusive education. The development of educational processes and pedagogical interventions that respond to the tensions between education policies that promote competition and those designed to promote inclusion at individual, classroom, school, district, national, and international levels are explored by the contributors to this series.

This series:

Offers a critical perspective on current practice.

Stimulates and challenges further developments for the field.

Explores global disparities in educational provision and compares developments. Provides a welcome addition to the literature on inclusive education.

Aims and Scope of Proposed Book

Education for All is a key tenet of the UN Sustainable Goals reflected in SDG4: Ensure inclusive and quality education for all and promote lifelong learning. As part of a series that seeks to position inclusive education as a strategy for improving educational equity, this edited book adds to the debate through examining the tensions, challenges and dilemmas that the quest for Education for All brings through an exploration of the relationship between inclusion, social justice and children's rights from a global perspective. As outlined in the introduction to the series, the quest for Education for All is a complex endeavour that is subject to the forces of globalization, and the exclusionary pressures associated with migration, mobility, language, ethnicity, disability, and intergenerational poverty. It is not the intention of this book that it should systematically explore each of these aspects as there are other edited books which adopt this approach. This edited book is more focussed on examining the complex relationships between inclusion, social justice and children's rights from a global perspective and it can be anticipated that, in the course of this exploration, many of the ways in which children and young people may experience their lives as marginalised will feature in individual chapters.

Audience

The intended audience for this edited book is researchers, under-graduate students at an advanced level and post-graduate students, practitioners and policy makers who have a locus in improving educational equity for children and young people and creating inclusive learning environments globally.

Proposed Content

It is envisioned that the book will be structured in the following manner and potential contributors should indicate where they consider their contribution might best fit.

Introductory Section

- Overview of Edited Edition

This will consist of an introductory chapter written by the three editors which will provide an overview of the aims and objectives of the book and contributions to it, outlining the structure of the book.

Education for All

- The evolution of Education for All through examination of the international policy context: tensions, challenges and dilemmas

The Education for All (EFA) movement emanated from the World Education Forum in Dakar, Senegal in 2000 with 164 governments agreeing to meet a set of six ambitious targets by 2015 [1]:

- Early childhood care and education

- Universal primary education
- Youth and adult skills
- Adult literacy
- Gender parity and equality
- Quality of education

The EFA Global Monitoring Report [1] of 2015 identified that tremendous progress had been made in achieving these goals but observed that ‘marginalized and disadvantaged groups, hardest to reach and still not enjoying their right to education, must be a priority’ (pp. i-ii). Subsequent to this, the 17 [Sustainable Development Goals](#) were adopted by all United Nations members in 2015, of which, SDG 4: ‘Ensure inclusive and quality education for all and promote lifelong learning’ [2] is most relevant to this edited book whilst recognising its relationship to other related SDGs. We therefore invite theoretical perspectives on the quest to achieve Education for All as it pertains to children and young people, exploring tensions, challenges and dilemmas.

The conceptualisation of social justice and children’s rights in different international contexts

Social justice is closely aligned to the concepts of equality, equity and inclusion. It could be argued that without equality, equity and inclusion there can be no social justice. However, the interplay of these concepts is complex and how they are understood is socio-culturally situated and rooted in historical values, beliefs and practices. This implies that, within different contexts across the world, how social justice is understood and experienced and the priorities expressed and articulated in public policy regarding it may vary to a significant degree. Within the context of the United Nations Convention on the Rights of the Child, how are children’s rights and social justice understood from a global perspective as they pertain to children and young people? We therefore invite chapters which may be theoretical or empirical in nature to explore these two concepts and the relationships between them within the context of SDG 4.

Inclusive Education in the quest for Social Justice?

The express aim of this book series is to explore how **educational equity** can be realised through inclusive education and the challenges inherent within this. However, it cannot be taken for granted that, **in the quest for social justice**, this is the case (hence the question mark). We therefore invite theoretical or empirical contributions which explore the relationship between inclusive education and social justice and the practical mechanisms at policy and school levels by which inclusive education can potentially lead to a more just society and more equitable outcomes for children and young people, exploring tensions, challenges and opportunities:

- as represented within the international and national policy context and/or
- as represented through inclusive education and practice.

Concluding Section

The concluding section of the book seeks to integrate the themes that have gone before in relation to both policy and practice and to set out markers for the way ahead – implications for policy and

practice globally, bringing the threads of the discussion together. The three editors will be responsible for writing this chapter.

Writing the Abstract

We are looking for abstracts which:

1. Are closely aligned to the aims and objectives of the edited series, the proposed book and the section to which you wish to contribute
2. Have an international perspective, whilst it may be located within a single nation/jurisdiction
3. Bring out the relationships between the concepts of inclusion, social justice and children's rights as relevant for the section of the proposed book selected
4. Provide a brief outline of methodology if relevant (conceptual chapters are welcome)
5. Bring out clearly the ways in which the proposed chapter will offer fresh insights to advance theory, methodology, policy and/or practice in the field.

Submission of Abstract

1. Submit an abstract (of 500 words max) of your potential contribution by **Friday, 8th March** using the attached form. Abstracts will be reviewed by the editors and feedback will be offered to indicate conditional acceptance, whether amendments are required, or rejection, subject to the proposal being accepted by the publisher. Abstracts should be submitted to joan.mowat@strath.ac.uk.
2. After receiving acceptance from the publisher and responding to any requested modifications by the publisher, confirmation will be provided of acceptance of the chapter (subject to any requested amendments having been made) and a definitive date will be provided for submission of the 1st draft of the chapter.

Further Information

If you require further information or would like to have an informal discussion with the editors about your ideas, please contact:

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gale.macleod@ed.ac.uk

Stephen.McKinney@glasgow.ac.uk

References

1. UNESCO. Education for All 2000-2015: achievements and challenges; EFA global monitoring report, 2015. **2015**.
2. UNICEF Office of Research. Children and the Sustainable Development Goals. Available online: <https://data.unicef.org/children-sustainable-development-goals/> (accessed on 28/03/2019)