

Call for Papers

“Resources for Inclusive Education – Impacts of Funding and Provision“

Guest-Editors

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Possible Key Themes With the ratification of the Convention on the Rights of Persons with Disabilities (UN-CRPD), the signatory states have committed themselves to guarantee equal access to the general school system for students with and without special educational needs (SEN). In order to achieve this goal, the states have to ensure that 'Reasonable accommodation of the individual's requirements is provided' (UN-CRPD Art. 24, 2c).

On the level of policy making, the new legislation has created various new challenges. Although many studies have reported that an inclusive school system is more cost-efficient, countries that adhere to a double-structure of inclusive and special schools experience a massive increase in costs (Peters 2004). This circumstance is in part attributable to the model of financing for special educational needs. The different objectives to be achieved through specific modes of funding (e.g. demand-orientation, fairness, effectiveness) are often accompanied by unintended side-effects (Banks, Frawley, & McCoy 2015; Fletcher-Campbell 2002; Goldan 2019; Meijer 1999). While, for example, a demand-oriented supply of resources is best achieved through input-funding, i.e. on the basis of formally identified needs, studies show that this form of financing generates strategic behavior, commonly known as 'diagnosing for dollars' (Banks et al. 2015; Crawford, Sibieta & Vignoles 2011; Pijl & Dyson 1998). Furthermore, labelling students as “students with SEN” might enhance dichotomous thinking that contradicts the idea of individualized learning and non-discriminatory practices. At the same time, an abandonment of formal diagnoses impedes adequate provision for students that are eligible for special needs funding (Booth & Ainscow 2002; Peters 2004).

Since inclusive education is implemented within different educational systems all over the world, not only different models of funding but also different modes of how resources are processed can be observed. As recent studies suggest, it is not only important to consider different funding modes on the level of policymaking, but also, how resources are distributed within schools (Lambrecht, Bosse, Henke, Jäntschi, & Spörer 2016). Moreover, to assess the impact of resource provision on the level of students and teachers, Goldan & Schwab (2018) emphasize the importance of resource perception rather than focussing on the amount of resources empirically available in a school or a classroom. On the side of the teachers for example, several studies have shown that a perceived lack of resources is significantly correlated with the teachers' self-efficacy and their attitudes towards inclusive education (Avramidis

& Norwich 2002). Regarding the students' and the parents' perspective, research is still in its beginnings (Goldan & Schwab 2018).

The subject of resources for inclusive education is located on different levels (e.g. policy making, state, school, class, students, parents and teachers) as well as within different academic disciplines, yet they are theoretically intertwined. With this special issue we would like to invite researchers to present theoretical or empirical studies *from different academic disciplines* (e.g., educational sciences, economics, psychology, political sciences, sociology) who deal with questions concerning the provision for students with SEN in inclusive education.

Qualitative and quantitative research papers as well as theoretical papers in the following domains are welcome

- Comparison of funding for inclusive education between states
- Evaluation of funding formulas
- Effectiveness of funding
- Professional Development
- Impact of resources on school and class level
- Effects of resources on inclusive education

Timeline and Abstract Submission Process

Submission deadline for abstracts:

August 15th, 2019

Abstracts should contain a maximum of 300 words and can be sent directly to Janka Goldan (E-mail: goldan@wiwi.uni-wuppertal.de).

September 15, 2019: Invitations for full manuscript submission will be sent to authors

Full manuscripts will be due November 30th, 2019.

Spring, 2020: Final editorial decisions and publication of the Special Issue

Full manuscripts will be limited to 7000 words (including all tables and references). All articles in this special issue will undergo rigorous double-blind-peer review by at least two anonymous referees following the schedule outlined above. All submissions should be prepared in accordance with the International Journal of Inclusive Education author guidelines

(<https://www.tandfonline.com/action/authorSubmission?journalCode=tied20&page=instructions>) and submitted to goldan@wiwi.uni-wuppertal.de.

Please provide a cover letter (Contact details and affiliations of all authors), a title page and an anonymous version of your paper.

General inquiries can be addressed to the Guest Editors:

Janka Goldan (Email: goldan@wiwi.uni-wuppertal.de)

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