**Call for Articles for**

**“Enabling Education Review” 2016**

**Deadline extended until 1 July 2016**

The theme of the 2016 edition will be:

**“Inclusive education in emergencies”**

The Enabling Education Network (EENET) and the Inter-Agency Network for Education in Emergencies (INEE) are publishing this joint edition of the [Enabling Education Review](http://www.eenet.org.uk/resources/eenet_newsletter/index.php).

The deadline for submitting first drafts of articles is **30 May 2016**.Details of suggested topics and how to submit your articles are provided below. Contact [ingridlewis@eenet.org.uk](mailto:ingridlewis@eenet.org.uk) with any questions.

**1. Why have we chosen this topic?**

Developing education responses during and after times of crisis and conflict is challenging. It can be even more challenging to ensure that the right to access and participate in a good quality education is upheld for ***all*** groups in the community during these times.

We know that it is very difficult to find practical case studies of inclusive education in emergency and conflict situations, so we would like to help fill the information gap by publishing this special edition of the EER.

**2. What could you write about?**

This is a very broad topic. We always encourage authors to consider inclusive education in its broadest sense – changing the education system to enable all groups to be included. However, we also recognise that in emergency contexts, children and adults with disabilities are usually the most at risk of being excluded from education initiatives. We therefore particularly encourage articles that discuss inclusion for learners with disabilities.

**Emergency preparedness**

* Examples of making disaster risk reduction education inclusive for all (e.g. making the training accessible to people with disabilities, making it gender sensitive, or accessible to groups who speak different languages, etc).
* Examples of developing school emergency response plans that are inclusive (e.g. developing plans for keeping children with disabilities safe/evacuating them during an environmental or conflict emergency).

**Planning for inclusive education responses in emergency contexts**

* Examples of how existing education in emergencies plans and structures have been adapted to ensure that inclusion is considered from the start.
* Examples of participatory planning and stakeholder consultation to identify and address the needs of particular groups who are at risk of exclusion from any education provision that is made available. This might include examples of working with representative groups during planning stages (e.g. working with disabled people’s organisations, or informal groups of people with disabilities; or with groups representing particular minority ethnic communities; or with women’s rights groups).

**Making education provision accessible in emergencies**

* Examples of responses that have considered how all groups (girls/boys, children with disabilities, children who speak different languages, etc) can be helped to access education provision. This includes helping these children to get to, as well as move around and be comfortable in education settings. It also includes helping children and their families find out about available (inclusive) education provision, and helping them overcome fears about sending their vulnerable children to those settings.

**Inclusive practices**

* Examples of adapting the curriculum, activities, materials, etc, used in emergency response contexts to ensure inclusion of all groups. This might include adaptations to formal academic curricula, but also adaptations to methods and activities used in ‘safe spaces’ and informal learning settings.
* Examples of boosting teachers’ capacity to be inclusive. This might include training/learning opportunities for teachers or community members who have become educators/assistants.

**Financing and resourcing**

* Examples of budgeting / fundraising for more inclusive educational responses during/after an emergency.
* Examples of advocating with donors for financial, material or human resource support for making education in emergencies more inclusive.

**Sustainability**

* Examples of emergency interventions that have sought to maintain improvements in inclusivity, or make wider education system changes, after the initial emergency response phase.

**Monitoring and evaluation**

* Examples of systems or approaches in education in emergencies that monitor and evaluate the inclusivity of interventions.

**Stakeholders’ views**

* We love to publish articles that feature the views or stories of stakeholders involved in delivering inclusive education, or benefiting from inclusive education. These can be case studies in their own right, or examples and quotations presented within an article on a specific topic.

**International refugee crisis**

* In EER4 we featured an article about supporting the inclusion of refugee learners in Germany. We are keen to share more examples of work relating to the current refugee crisis.

**3. How can you submit an article?**

Please email your article to [ingridlewis@eenet.org.uk](mailto:ingridlewis@eenet.org.uk) or send a hard copy to the address at the end of this document.

**Length** – either 550 words (for a single-page article) or 1,100 words (for a double-page article). We may edit longer articles down to a single page, depending on the quantity and quality of articles received.

**Style** – please keep the article easy-to-read and non-academic. We encourage the use of sub-headings, bullet lists, etc. Have a look at previous editions of the publication if you are not sure what style to use: [www.eenet.org.uk/resources/eenet\_newsletter/index.php](http://www.eenet.org.uk/resources/eenet_newsletter/index.php)

**Editing** – we are very happy to help with editing the article, so don’t worry if you are not an experienced writer. We can work with you to improve the structure and content of your article, make it shorter/longer, etc.

**Photos** – it is great if you can add photos, drawings or diagrams to your article. When selecting photos, please look for the following:

* Active images – e.g. children learning in groups, children playing, teachers working with pupils, parents taking actions to support the school, and so on
* Images that are not too dark, blurred or pixelated.

Please send us high resolution images by email (these should be at least 1mb in size), or post us an original print/drawing. For every image you want to add to your article, you will probably need to remove about 75-100 words of text – but we can help with this editing. Please ensure that the people in any photos have given their permission for the photos to be published, or that parents/guardians have given permission for photos of children to be used. With each photo, please include the name of the photographer/organisation and a brief caption (activity, location, date, etc.).

**Deadlines** – the first deadline for draft submissions of articles is **30 May 2016.** But we welcome submissions as soon as possible so we can spread the editing workload. We will then review all articles and work with the authors to edit them.

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**Selection** – please note that we might not publish all of the articles we receive. In addition to ensuring that we publish articles that are easy-to-read and of practical use to a range of education stakeholders, we will also ensure that the final selection includes:

* articles from a variety of countries/regions
* articles about a range of different issues
* articles by authors from different backgrounds (e.g. teachers, NGOs, parents, academics, government representatives, etc).

Articles that are not selected for publication in EER may instead be published on EENET’s website ([www.eenet.org.uk](http://www.eenet.org.uk)) and on INEE’s website ([www.ineesite.org](http://www.ineesite.org)).

**Queries** – if you have any questions, please email [ingridlewis@eenet.org.uk](mailto:ingridlewis@eenet.org.uk).

**Postal address** ­– if you want to send an article in hard copy or as an audio recording (e.g. on CD), please send to:

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