

CALL FOR PAPERS

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Monographic Section

Inclusion and equity in education: facilitators, barriers and innovations

Inclusión y equidad en educación: facilitadores, barreras e innovaciones

Guest Editors:

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Scope

Ensuring inclusive, equitable and high-quality education and promoting lifelong learning opportunities for all has become a goal that sets the global direction for education throughout the 21st century, as set out in SDG 4 of the 2030 Agenda. This goal calls on states to strengthen the equity and inclusiveness of their education systems. This leads to the establishment of systemic policies, cultures and practices that transform educational institutions into places capable of removing the barriers that prevent all pupils from having equitable and participatory learning experiences in mainstream learning environments. Scientific research accumulated over recent decades has identified that, despite the considerable efforts currently being made, there remains an approach of separating or segregating certain pupils on the basis of ability, which undermines the equity and inclusiveness of education systems.

This issue of the journal *Alteridad* aims to encourage reflection on research and innovations for the creation of schools in which all pupils are welcomed. To this end, this issue seeks to highlight the findings of inclusive research on the facilitators, barriers and innovations involved in shaping an equitable and inclusive education system. The contributions featured in this special issue aim to make a significant contribution to the development of a more equitable and inclusive education system.

Descriptors

This special issue of the journal will focus primarily on the following thematic areas, although these are intended merely as a guide and may be expanded upon through the proposals submitted.

- Analysis of education policies that promote equity and inclusion within the education system.
- Analysis of educational practices that ensure an inclusive, equitable and high-quality education.
- Participation of pupils with disabilities in mainstream learning environments.
- The role of different schooling arrangements for pupils within the education system.
- Views from the educational community on transforming schools into more equitable and inclusive learning environments.
- Processes of inclusion and exclusion within the education system.
- Educational proposals and innovations that promote equity and enhance the inclusive capacity of the education system.

Guiding Questions

The following questions are proposed to encourage participation from the educational community, institutions, and researchers:

- How can we strengthen the equity and inclusiveness of the education system?
- What are the views of the education community on the equity and inclusiveness of the education system?
- What are the factors that help or hinder an equitable and inclusive education?
- What innovations are being proposed by the scientific community to achieve an equitable and inclusive education system?

About the Guest Editors

Dra. Pilar Arnaiz Sánchez. University of Murcia (Spain). Professor of Teaching Methodology and School Organisation and Director of the Research Group ‘Inclusive Education: a school for everyone’. She holds a Diploma in Primary and Secondary Education, a Bachelor’s degree in Pedagogy and a PhD in Philosophy and Educational Sciences. She teaches courses on inclusive education at undergraduate and postgraduate levels in the Faculty of Education at the aforementioned university. It is also worth noting her involvement in Master’s and PhD programmes at various universities in Europe, the United States and Latin America. Her research focuses on the study of processes of educational inclusion and exclusion, and on educational improvement aimed at achieving inclusive education.

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Submission Guidelines

Alteridad primarily publishes empirical research results written in Spanish, English, or Portuguese; studies and selected literature reviews (state-of-the-art) are also accepted. For the Miscellaneous section, diverse contributions within the field of education are continuously peer-reviewed.

Articles must be submitted exclusively through the journal's web portal. The submission process requires all authors to register, although only one author will be designated as the corresponding author. Two files must be submitted:

1. Article following Alteridad publication guidelines
2. Cover page and cover letter according to the provided template

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Portada y Carta de presentación: <https://bit.ly/4sodTJv>

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Fechas importantes

Submission deadline: **30 September 2025**

Publication date: **1 January 2026**