Special Issue Call for abstracts – Easy Read

The easy read version was prepared by: *Bríd Broderick, Bart Cronin, Claire McCarthy, Diarmuid O'Leary – Certificate in Disability Inclusive Practice (CDIP) Students 2023/24 – id+ Project, University College Cork.*

Images: Photosymbols

	The British Journal of Learning Disabilities is looking for high quality academic research papers focused on **People with intellectual/learning disabilities working or studying in higher education colleges and universities**.
	The guest editors - Donatella Camedda, Sadbh Feehan, Nicola Maxwell, Anne-Marie Martin, Sabine Harter-Reiter, and Wolfgang Plaute - invite submissions from around the world and from a wide range of contexts and authors.
	Getting into or working in higher education for people with intellectual/learning disabilities has happened in very different ways in different countries. This is because there is different local and national policy, ways of doing things and different histories and cultures.
	However, often people with intellectual/learning disabilities are still not given opportunities to be learners in higher education and a chance to work there. It has become increasingly obvious that we need to see, hear, and understand the experiences, challenges, and opportunities of people with intellectual/learning disabilities when going to higher education or working in higher education.

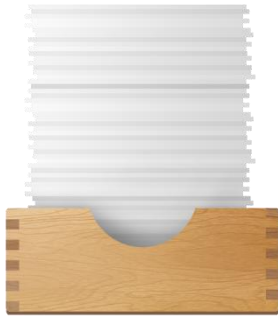|	
Understand	The special issue aims to: • challenge misunderstandings • while being mindful and balanced, and • asking questions about what we know and what we are doing.
Workplace	We are interested in contributions that: • look at how inclusive higher education and employment is for people with intellectual/learning disabilities and • that draw attention to how people move from education to employment. We are interested in connections with inclusive research, policy, practice, and advocacy. The aim is to make the issue understandable and useful for all. That includes the academic community and to people with intellectual/learning disabilities and their networks.
Report **easy read**	We welcome submissions that align with the special issue topics demonstrating: • quality of research and methodology • innovation • participatory approaches • inclusiveness • critical perspective and • potential impact

	We welcome and encourage contributions:
	• between and across disciplines • cross-national research and • that ask questions and think deeply about what is known and done, from one author or lots of authors that include people with intellectual/learning disabilities.
	Original articles focusing on these types of topics are welcomed: • People with intellectual/learning disabilities studying in higher education • Opportunities and challenges of implementing higher education programmes • Support provision in higher education, e.g., peer-mentoring • Employment pathways linked to higher education programmes • Full-time/part-time employment in higher education • Inclusive research: employment of people with intellectual/learning disabilities as researchers in higher education • Inclusive research on higher education and transferring to work • Higher education and/or employment policy/practice developments • Learning ways to speak up for yourself and others in higher education and/or employment
	For further information or queries regarding this Special Issue, please contact the Guest Editors who will determine the final content of the issue: • Dr Donatella Camedda, cameddad@tcd.ie • Ms Sadbh Feenhan, feehans1@tcd.ie • Dr Nicola Maxwell, n.maxwell@ucc.ie • Dr Anne-Marie Martin, a.martin@ucc.ie

	• Dr Sabine Harter-Reiter, sabine.harter-reiter@phsalzburg.at • Professor Wolfgang Plaute, wolfgang.plaute@phsalzburg.at
	Notify the Guest Editors by email to guesteditors2023@gmail.com of your intention to submit with an extended **300-word abstract** (Abstract: summary of the content of the paper) The deadline for this is **31st January,2024.**
	If authors are accepted, they will be sent a **link** to submit their full papers via the online submission system for the special issue. The deadline for this is **28th June 2024.**