

## International Education Inquiries: People, Places, and Perspectives of Education 2030

International Education Inquiries is a book series dedicated to realizing the global vision of Education 2030 (UN, 2015). This vision includes to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (SDG4, UN 2017). The co-editors seek to provide a forum for the diverse voices of scholars and practitioners from across the globe asking questions about transforming the vision of Education 2030 into a reality. Published chapters will reflect a variety of formats, free of methodological restrictions, involving disciplinary as well as interdisciplinary inquiries. We expect the series will be a leading forum for pioneers redefining the international professional knowledge base about the people, places and perspectives shaping Education 2030 outcomes and the meaning of *global citizen education*.

Huber, T., & O’Meara, J. G. (Eds.). (2019 November, in press). *Education around the globe: Creating opportunities and transforming lives*. In Tonya Huber (Series Ed.), International Education Inquiries: People, Places, and Perspectives of Education 2030, Vol. 2. Charlotte, NC: Information Age Publishing.

Huber, T., & O’Meara, J. G. (Eds.). (2019). *Teacher education at the edge: Expanding access & exploring frontiers*. In Tonya Huber (Series Ed.), International Education Inquiries: People, Places, and Perspectives of Education 2030, premiere volume. Charlotte, NC: Information Age Publishing.

### VOLUME III Tentative Schedule for Publication by INVITATION

#### *Global Citizenship Education at TAMIU: Elevating Education at the Frontera*

- Full chapter drafts due by **2020 January 7**. Refereed Peer-Review Process begins within the week of full submission. Authors will be asked to review.
- Peer-reviewed editorial decision of acceptance, acceptance with revisions, or rejection **2020 March** (based on when full submission was made).
- Page proofs **2020 Spring**.
- Anticipated publication **2020 August**.

### VOLUME IV Call for Manuscripts & Tentative Schedule for Publication

#### *Teaching 2030: Exploring Challenges and Increasing Impact*

- Title Page, Abstract and Keywords due by **2020 February 1**.
- Full chapter drafts due by **2020 April 1**. Refereed Peer-Review Process begins within the week of full submission. Authors will be asked to review. Letters of Refereed status available up on request.
- Editorial decision of acceptance, acceptance with revisions, or rejection by **2020 June 1**.
- Page proofs by **2020 Fall**.
- Anticipated publication **2021 Spring**.

### Manuscript Submission

#### Title Page

Include the following information on the title page:

- Title of manuscript.
- Date of submission.
- Author’s/authors’ name(s), school/institutional affiliations, mailing address of the lead author including zip code, telephone number(s), and e-mail address.
- Abstract word count and, ultimately, manuscript word count.
- Each submission must include the names and contact details of *two content experts who have agreed to review the manuscript*. The Book Series Editor will also secure at least two reviewers for a comprehensive set of feedback, guaranteeing external peer-review in the publication process. *Manuscripts will NOT be reviewed before this information is provided by the author(s)*.

- Statement that the manuscript has neither been previously published nor is under consideration (in review or in press) by another publication. *Manuscripts will NOT be reviewed without this statement.* If part of a manuscript was previously published, that information and appropriate copyright clearance and citation format must be provided for the manuscript to be considered.

### Manuscript Pages

- Electronic submissions required with Microsoft Word attachments.
- Please use “IEI” in the subject line.
- A definitive abstract of no more than 250 words.
- Keywords in alphabetical order.
- Running head with page number on all pages of the manuscript, including the title page, tables and figures.
- Tables, figures, charts, vignettes, or representations of visual artifacts should be placed in text, if possible. Clarity and meaning should be the key determinants.
- Double space all text except tables, figures, or visuals.
- Maintain one-inch margins at top, bottom, and sides.
- Recommended length of no more than 12,000 words unless otherwise determined in consultation with the Editors.
- Manuscripts should include a one-paragraph author note of no more than 150 words for each author.
- We also ask that authors have their final chapters professionally proof-read and provide evidence of having done so to avoid delays in the publishing process.
- NOTE: Because this is an invited chapter, you do not need to conceal the university or location, or the author/authors names. We will still employ a peer-reviewed process.

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### Style

- Editorial style and reference must follow guidelines set in the Publication Manual of the American Psychological Association (current edition, see [www.apastyle.org](http://www.apastyle.org)), unless otherwise noted.
- The history of colonialism and hegemonic oppression includes renaming peoples, tribes, nations, and places. In an anti-colonial, anti-racist, indigenous positioning to reject this practice, the Editor requires full names with the initial introduction of people, as well as for all authors and editors, whenever available, *in all references*. This is a modification of APA guidelines.
- Full names of authors and editors, as they appear on the work being cited, should be used in references.

### Recommended Resources

British Council. (2016). *How to teach the UN’s development goals, and why*. Accessed 2019 February from <https://www.britishcouncil.org/voices-magazine/why-teach-uns-development-goals-and-how>

Sustainable Development Solutions Network (SDSN) Australia/Pacific. (2017). *Getting started with the SDGs in universities: A guide for universities, higher education institutions, and the academic sector. Australia, New Zealand and Pacific Edition*. SDSN Australia/Pacific, Melbourne, Australia. Accessed 2018 October from <http://ap-unsdsn.org/regional-initiatives/universities-sdgs/university-sdg-guide/>

- United Nations (UN). (1965, December 7). Resolutions adopted by the General Assembly 2037 (XX). *Declaration on the promotion among youth of the ideals of peace, mutual respect and understanding between peoples*. Accessed 2019 February from <http://www.un-documents.net/a20r2037.htm>
- United Nations (UN). (2015). *Quality education: Why it matters*. Accessed 2019 February from <https://www.un.org/sustainabledevelopment/wp-content/uploads/2018/09/Goal-4.pdf>
- United Nations (UN). (2015). *Transforming our world: The 2030 Agenda for Sustainable Development*, UN General Assembly A/RES/70/1. Accessed 2018 December from [http://www.un.org/ga/search/view\\_doc.asp?symbol=A/RES/70/1&Lang=E](http://www.un.org/ga/search/view_doc.asp?symbol=A/RES/70/1&Lang=E)
- United Nations (UN). (2017). *SDG Indicators: Revised list of Global Sustainable Development Goal Indicators*. Accessed 2018 October from <https://unstats.un.org/sdgs/indicators/indicators-list/>
- United Nations (UN). (2018). About the Sustainable Development Goals. Accessed 2018 October from <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>
- United Nations (UN) Economic and Social Council. (2017). *UN Report of the Inter-Agency and Expert Group on Sustainable Development Goal Indicators, 2015, E/CN.3/2017/2\**. Accessed 2019 February <https://unstats.un.org/unsd/statcom/48th-session/documents/2017-2-IAEG-SDGs-E.pdf>
- United Nations Educational, Scientific and Cultural Organization (UNESCO). (2014). *Sustainable development begins with education: How education can contribute to the proposed post-2015 goals*. Paris, France: UNESCO. Accessed 2018 October from <http://unesdoc.unesco.org/images/0023/002305/230508e.pdf>
- United Nations Educational, Scientific and Cultural Organization (UNESCO). (2015). *Global Citizenship Education (GCED): Topics and learning objectives*. Paris, France: UNESCO. Accessed 2018 October from <http://unesdoc.unesco.org/images/0023/002329/232993e.pdf>
- United Nations Educational, Scientific and Cultural Organization (UNESCO). (2015). *Towards a global common good? Rethinking Education*. Paris, France: UNESCO. Accessed 2018 October from <http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Cairo/images/RethinkingEducation.pdf>
- United Nations Educational, Scientific and Cultural Organization (UNESCO). (2015). *World Education Forum 2015, Final Report*. Accessed 2018 August from <http://en.unesco.org/world-education-forum-2015/incheon-declaration>
- United Nations Educational, Scientific and Cultural Organization (UNESCO). (2016). *Regional consultation meeting on SDG4-Education 2030: Europe and North America region, Paris, 24-25 October*. Accessed 2018 October from <https://www.gcedclearinghouse.org/resources/regional-consultation-meeting-sdg4-education-2030-europe-and-north-america-region-paris-24>
- United Nations International Children's Emergency Fund (UNICEF). (2015). *World's largest lesson*. Accessed from: <http://worldslargestlesson.globalgoals.org/>

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