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Welcome

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Welcome to the Fall/Winter 2012 edition of The Electronic Journal for Inclusive Education.

This quarter's edition continues the international emphasis on inclusion with articles from Japan, New Zealand, Israel, the USA, Zimbabwe, and Botswana. Each research piece deals with another aspect of inclusive education from bullying to foreign language acquisition.

Mr. Asim Das and Dr. Toshiro from Hiroshima University, Japan explore views concerning the effectiveness of Certificate in Education courses for preparation to teach in inclusive classrooms. This study reveals that lack of content in special educational needs is the main impediment to competent teaching in inclusive classrooms in Bangladesh.

Dr. Ida M. Malian, of Arizona State University provides a timely study of bullying patterns and trends with and without students in inclusive settings. The study reveals a relationship between being a bully and getting bullied. The study also addresses the issues of adult intervention.

Dr. Denise Powell of University of Canterbury, Christchurch, New Zealand describes the changes made to New Zealand's educational system involving inclusive education. The article ends with suggestions to move forward to ensure inclusive education practices in New Zealand.

Dr. Tsafi Timore of The Kibbutzim College of Education in Tel Aviv Israel, provides an interesting qualitative study into the use of analogies to describe foreign language disabilities. Dr. Timor explores the use of "obesity" and "measles" to describe the disabilities of students by preservice teachers.

Dr. Mukhopadhyay of the University of Botswana and Dr. Musengi of the University Witwatersand, Johannesburg, South Africa explore the contrasting visions of inclusion from rural and urban settings in both Botswana and Zimbabwe. The issue of principals leadership in this area is addressed in this article.

Each author addresses issues and challenges facing the inclusion of students with special needs within the culture of schools in each society. The international conversation continues.