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Gender and STEM Education

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Message from the Guest Editors

Dear Colleagues,

In 2016, the United Nations Educational, Scientific and Cultural Organization (UNESCO) adopted a resolution to encourage girls and women to be leaders in science, technology, engineering, and mathematics (STEM). Higher Education Institutions have an essential responsibility in shaping women's participation and achievements in STEM. This Special Issue of *Education Sciences* aims to gather researchers from different fields of higher education in a discussion forum on the paradigm shift to achieve gender equality; guarantee inclusive, equitable, and quality education; and promote professional development opportunities for all women in STEM. Articles can be original research, research-to-practice, and innovative practice articles employing quantitative, qualitative, or mixed method designs, empirical case studies, experimental approaches, survey findings, systematic reviews of the literature, and conceptual-comprehensive analysis papers.

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Message from the Editor-in-Chief

From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

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