

Special Issue

Challenges and Future Trends of Inclusion and Equity in Education

Message from the Guest Editors

Since the enactment of the Salamanca Statement (UNESCO, 1994), discourses of equity and inclusion in education have been key to regional, national and global concerns in policy, practice and theory. Emerged from the struggles of activists, families and teachers to eliminate discrimination, the Statement upheld

- the right to equitable and inclusive education to every child,
- regardless of social, economic, race, gender and ability backgrounds and
- granted access to regular schools to children identified as having Special Educational Needs and Disability.

However, despite global, national, and local efforts, inclusive education is still far from becoming reality. This Special Issue aims to problematize current understandings and practices in educational communities and to expand, rethink and challenge inclusive education and equity. It seeks to open a space for discussion and imagination that highlight the importance of partnerships, collaborations, and locally relevant and globally connected theory, policy and practices as future trends and directions of inclusion in education and social communities. **Deadline for abstract submissions - 5th Dec 2022**

Guest Editors

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Deadline for manuscript submissions

closed (1 August 2023)



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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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