

Special Issue

Informal Science and Mathematics Education and Practice: A Global Perspective

Message from the Guest Editors

Informal science and mathematics education has emerged as a critical site for expanding access to STEM learning worldwide. Global trends toward lifelong learning, community-engaged scholarship and calls for more equitable STEM pathways have positioned informal education as essential infrastructure for building scientific and mathematical literacy. Yet questions remain about how these spaces can truly serve all learners, honor multiple ways of knowing and challenge rather than reproduce existing inequities.

This Special Issue invites contributions that examine informal science and mathematics education from a global perspective. We seek papers that explore how learning outside of formal classrooms, including museums, afterschool programs, community spaces and everyday environments, supports access, equity and culturally responsive practices. We welcome empirical studies, theoretical insights and practitioner reflections that highlight diverse learners, localized knowledge and innovative pedagogies. Submissions should critically engage with the ways informal settings reimagine science and math learning across cultural, social and political contexts.

Guest Editors

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About the Journal

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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