

Special Issue

Assessment and Evaluation in Special and Inclusive Education

Message from the Guest Editors

Enabling participation and education is the goal of inclusive education and special education. Inclusive education for all requires targeted help and support for individuals. Educational interventions and decisions about who needs what support should be based on assessment. It is also necessary to evaluate support in terms of evidence-based practice. The question remains as to which instruments, procedures and options should be used, adapted or developed to make assessment as easy and as close to everyday life as possible. Another challenge is to develop assessments that recognise not only the difficulties of the individual, but also the barriers in the educational system, in order to make educational decisions in terms of a social model of disability. This Special Issue aims to extend the knowledge base about the development of assessments, implementation of assessment frameworks and adaption of assessments for special needs.

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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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