

Special Issue

Educational Leadership, Management and Policy in International Education

Message from the Guest Editors

During this century, there has been significant growth in the number of international education institutions. The internationalisation of education has implications for the leadership and management of educational systems in differing countries and their organisations' practices.

The globalisation of education appears to be inherently good and important, emphasising the things that unite us; a global good with youngsters subsequently having a 'global mind set'. However, this presupposition may well be challenged, arguing that such education camouflages inequalities that pervade education, such as who benefits from such provision and how it is constructed. International education has not been uniform in its global impact; for example, international schooling has grown most rapidly in the Middle East and South East Asia. Transnational education has, until recently, predominantly involved flows of income towards the countries of the Global North and away from the Global South. An exploration of the practices of international education involves not only charting neoliberal markets of globalisation but also moral questions of what education is and ought to be.

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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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