



## Research in Special and Inclusive Education

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Deadline for manuscript  
submissions:

**closed (30 September 2024)**

### Message from the Guest Editors

Dear Colleagues,

The idea of inclusive education has been supported by the Salamanca World Conference on Special Needs Education. The Salamanca Statement, which was perhaps the most important document in the field of special education, claimed that regular schools with an inclusive approach were the best way to combat discriminatory attitudes, create an inclusive society, and achieve education for all. In the following years, many countries have made significant efforts to make their educational policies and practices more inclusive. There seems to be a wide agreement that inclusion partly involves including children with special educational needs in mainstream schools. However, inclusive education is more than just integration, which focuses on bringing students with special educational needs into the system and maintains that every child must be given equal learning opportunities.

In this Special Issue, we invite scholars/academics from different countries to discuss their research advances in the field of special and inclusive education. This Special Issue welcomes the submission of original research and review articles.





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## Editor-in-Chief

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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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