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## Barriers to Learning and Participation in Educational Settings: Lights and Shadows towards Inclusive Education

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submissions:

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### Message from the Guest Editors

We welcome original research articles and reviews that address, but are not limited to, the following themes:

- **Systemic Barriers:** Studies examining how educational policies, institutional structures and funding constraints affect inclusivity.
- **Technological Advances:** Exploration of how technology can both create and remove barriers in education, including the use of assistive technologies.
- **Teacher Training and Resources:** Research on the preparation and ongoing support of educators to meet the needs of diverse student populations.
- **Cultural and Socioeconomic Influences:** Investigations into how cultural backgrounds and socioeconomic statuses influence educational participation and success.
- **Psychological and Social Barriers:** Insights into the psychological impacts of exclusion and the social dynamics that influence educational engagement.
- **Best Practices and Interventions:** Evaluations of programs and strategies that have successfully improved inclusivity in educational settings.
- **Cross-Cultural and International Perspectives:** Comparative studies that highlight unique challenges and solutions in different educational systems worldwide.

**Special** Issue



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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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