



Global Special and Inclusive Education: Current Issues and Ways Forward

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Message from the Guest Editors

Dear Colleagues,

For the past 50 years, there has been increasing consideration and debate about how to best educate learners with special educational needs and disabilities. Competing paradigms of special education and inclusive education have been developed, disseminated, and discussed at length over the years. These discussions have focused attention on the most effective education for learners with different types and severities of special educational needs and disabilities who live in countries at various phases of development and in various parts of the world.

The aim of this Special Issue of *Education Sciences* is to focus on the latest theory, practice, and research relevant to special education and inclusive education. Articles that present new ideas, suggest future research directions, or potential ways forward for the practice of special or inclusive education are of particular interest.





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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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