



Special Education Policy and Politics

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submissions:

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Message from the Guest Editors

The aim of this special issue is to feature empirical studies and theoretically/conceptually grounded articles that situate special education in a broader policy and political context.

We define special education broadly by referring to educational systems that serve individuals with disabilities in early childhood settings, schools, other institutions such as those designed for juvenile delinquency, post-secondary education, and higher education.

We invite papers that examine:

- special education policy formulation;
- special education policy implementation;
- political (including advocacy) interests that shape special education policy making processes and implementation;
- legislative and regulatory processes that underpin special education; or
- other factors that influence how special education is constructed, formalized, and/or implemented.

These manuscripts can focus on a local region, be national or international in scope, or provide comparative policy perspectives.





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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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