



Challenges and Future Trends of Inclusion and Equity in Education

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Deadline for manuscript
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Message from the Guest Editors

Since the enactment of the Salamanca Statement (UNESCO, 1994), discourses of equity and inclusion in education have been key to regional, national and global concerns in policy, practice and theory. Emerged from the struggles of activists, families and teachers to eliminate discrimination, the Statement upheld

- the right to equitable and inclusive education to every child,
- regardless of social, economic, race, gender and ability backgrounds and
- granted access to regular schools to children identified as having Special Educational Needs and Disability.

However, despite global, national, and local efforts, inclusive education is still far from becoming reality. This Special Issue aims to problematize current understandings and practices in educational communities and to expand, rethink and challenge inclusive education and equity. It seeks to open a space for discussion and imagination that highlight the importance of partnerships, collaborations, and locally relevant and globally connected theory, policy and practices as future trends and directions of inclusion in education and social communities.

Deadline for abstract submissions - 5th Dec 2022





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Message from the Editor-in-Chief

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