



The Power of Writing and Reading in Contemporary Times: A Pressing Need for Social Change

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Message from the Guest Editors

Children and adolescents in schools across the globe continue to face much adversity. Civil unrest, natural disasters, family trauma and/or prejudice and hatred all impact young people's lives despite a constant call for more compassionate and caring approaches to education.

We advocate for a more robust educational voice that strives for more significant social equity and change, particularly for those most vulnerable in our societies. Using the Sustainable Development Goals (and specifically Goal #4, Quality Education), this Special Issue presents influential projects in teaching reading and writing in contemporary times. Without such research, we are limited in knowing the potentialities of how both traditional and imaginative approaches to reading and writing can empower young people, ultimately reducing inequalities.





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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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