



Education Policy: Analysis and Practice for Persisting Educational Issues

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Message from the Guest Editors

We are pleased to invite you to submit your research to this Special Issue of *Education Sciences*.

This Special Issue calls for empirical studies focusing on different aspects of educational policy in times of turbulence. For instance, studies may choose to focus on policy formation, implementation, efficacy or the evaluation of a select educational policy issues. Studies addressing implementation and efficacy issues in the field are encouraged. Questions such as “how do implementors (both administrative and professional staff) respond to policy initiatives”, “how do they cope with the stress they experience” and “what support mechanisms do administrators or educational organizations provide implementors to alleviate their stress and maintain their well-being” can be addressed. Similarly, studies targeting persisting equity issues in times of turbulence are also encouraged. Both K-12 and higher education levels can be studied. Quantitative, qualitative or mixed methodologies are equally welcome. Conceptual studies and comprehensive reviews may also be considered only if they offer novel frameworks in dealing with policy issues.





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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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