

## EDITORIAL

As the family of the Journal of Inclusive Education in Research and Practice, we are very pleased to introduce you to the first issue. The Editorial Board is very excited about the progress made so far. The journal has already gathered worldwide attention, which is reflected in the manuscripts for the issue. We seek to make more progress with each issue to be able to become an authoritative journal in the field of inclusive education worldwide.

Inclusive Education in Research and Practice is an academic journal, publishes review and research-based articles on inclusive education that draw in particular on studies that contribute to policy, theory, and practice of inclusive education at national and international levels. It is intended to be a journal to promote inclusive education by providing a platform for learning and discussion for academicians, teachers, teacher trainers, policymakers, and other stakeholders around the world. Therefore, we invite academics, educators, and other stakeholders to submit their research for future issues of the journal.

The current issue of the Journal focuses on international perspectives for inclusive education. We have manuscripts from five different contexts, namely, the Netherlands, Italy, Spain, Turkey, and the USA. While authors from Italy, Spain, the Netherlands, and the USA present national contexts of inclusive education in their respective countries, the authors from Turkey focus on more specific issues concerning inclusive education. The first manuscript is written by academics from Spain and Italy, namely, Giulia MURA, Antonia OLMOS ALCARAZ, Francesco ALEOTTI, Monica ORTIZ COBO, Maria RUBIO GOMEZ, and Davide DIAMANTINI. They intelligently explain how the academic discussion and educational practices in the two countries share similar characteristics and differ from each other in the context of inclusive education. Secondly, a paper by Dilek SAHILLIOGLU examines the views of Turkish pre-school teachers on inclusive education through metaphors. Hope Marie ZIPKI explores the American school structure and the legislation concerning students with disabilities. Then, the author shares insights about how inclusion is conceptualized in the USA over time. Next, the paper by Gülçin GOKMENOGLU engages with a discussion about a very important concept in inclusive education. She shows the importance of the concept of advocacy in the works of school counselors and highlights why advocacy is important in the context of multiculturalism, social justice, gender, etc. Finally, Marjan de Groot-Reuvekamp shows us how inclusive education has developed in the Netherlands and provides us with an example from history education.

I would like to thank everyone who contributed to this issue as an author, reviewer, and editor. Let me remind you that this journal belongs to the community of educators. We invite you to contribute to the next issue with your manuscripts. Please do not hesitate to contact us for any comments you deem useful for us.

Assoc. Prof. Dr. Mustafa ÖZTÜRK

Editor