

Editorial Note:

Welcome to this edition of the *African Journal of Special and Inclusive Education*. In this edition you will find interesting articles about the national strategy about inclusive education in Malawi, the perceived impact of Kenyan Sign Language on the academic performance of learners with hearing impairment in Kenyan special primary schools, the instructional strategies used by regular primary school teachers in inclusive classrooms in Malawi, and the effects of auditory integration training and acoupedic therapy on word recognition of children with hearing impairment in Nigeria. We hope you will find these articles relevant to your research, practice, and policy efforts.

We thank the authors for their efforts in promoting the advancement of special and inclusive education on the continent. We also thank all members of the editorial team for their invaluable efforts in meticulously reviewing the articles and providing detailed, constructive and informative feedback to make this publication possible. Finally, we thank Mr. Mika Mankhwazi who voluntarily served as co-editor for this edition.

Sincerely,

Morgan Chitiyo, Ph.D.

Ambumulire Itimu-Phiri, Ph.D.