



Respecting the Voices of Individuals from Marginalised Communities in Research

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Message from the Guest Editors

Dear Colleagues,

The inclusion of children and young people in education has been an issue of debate, and has provoked international agreements and national initiatives for the past thirty years. Despite this attention, many communities and individuals remain marginalised within our education systems. Discrimination in terms of disability, gender, religious belief, poverty, refugee status, class and cast remain pervasive, and continues to inhibit progress towards the provision of equitable education.

This Special Issue will bring together researchers from many countries who have made a commitment to respectful research by working closely with individuals and groups that have experienced marginalisation. By presenting the voices of people from within these communities, a discussion of both the principles of respectful research and the educational experiences of the individuals involved will provide insights into the challenges of creating an inclusive education system.

Prof Richard Rose

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Message from the Editor-in-Chief

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