

Special Issue

New Educational Responsibilities in Today's Society: The Role of Artificial Intelligence, Quality and Inclusion

Message from the Guest Editors

It is not possible to build inclusive societies without schools that guarantee quality education for all students and promote equal opportunities, regardless of gender, family background, ethnicity, etc. (Crisol-Moya, Romero-López, Burgos-García, Sánchez-Hernández, 2022). Inclusion in education is closely linked to access, participation, and achievement for all students. This Special Issue aims to analyze these aspects, with a particular focus on the role of artificial intelligence, educational quality, and inclusion as key elements in shaping new educational responsibilities in today's society. Contributions are welcomed that, from a practical, reflective, and/or research perspective, emphasize the need to transform school culture, policies, and practices to address the diversity that characterizes our societies. This Special Issue invites us to rethink inclusive education, from its conceptualization to its development, through experiences in various contexts and realities. Its objective is to compile recent research on the socio-educational responses that different countries offer regarding inclusion for quality education.

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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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