

Special Issue

Equity and Inclusion in Physical Education: Challenging Power Structures and Fostering Equal Opportunities for Diverse Students

Message from the Guest Editor

Global demands to ensure inclusive and equitable education, such as those formulated in UNESCO's fourth Sustainable Development Goal, are relevant to all areas of school education. Physical education (PE), which deals specifically with the physical aspects of human existence, plays an important role in this context. It has the potential to initiate educationally relevant experiences of emotional, social and health-related significance, which are of great importance in today's society. At the same time, however, international research shows that discriminatory potential often unfolds in the context of PE, precisely because of the special reference to the body. Existing power structures appear to be reproduced here through body- and performance-related norms (e.g., heteronormative, ableist ideas). As a result, PE risks (re)producing discriminatory practices. It is advisable for PE research to question existing power structures and find ways to promote equal opportunities. Therefore, in this Special Issue, original research articles (qualitative, quantitative and theoretical) in the following three areas are welcome:

Guest Editor

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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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