

Special Issue

Current Research in Inclusive Education

Message from the Guest Editors

Attending to diversity is an indicator of teaching quality. The fundamentals of diversity education go back to the Universal Declaration of Human Rights. It means the commitment to respect the rights of the people belonging to minorities of any type and scope. It also implies a process of inclusion and continuous improvement that extends throughout the world and which focuses on the capabilities of people. The benefits of inclusion for students with disabilities extend beyond academic results to social connection benefits. Inclusion education increases post-secondary education placement and improves employment and independence outcomes. Moreover, the benefits of inclusion for non-disabled students reduce fear of human difference and most importantly, inclusive education increases comfort and awareness, develops growth in social cognition, improves self-concept, improves personal, moral and ethical principles, and warm and caring friendships.

Guest Editors

Prof. Dr. Olga María Alegre de la Rosa

University of La Laguna, Avda. Trinidad s/n. 38204, San Cristóbal de La Laguna, Tenerife, Spain

Prof. Dr. Luis Miguel Villar Angulo

University of Sevilla, Calle San Fernando, 4, 41004 Sevilla, Spain

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Education Sciences
Editorial Office
MDPI, Grosspeteranlage 5
4052 Basel, Switzerland
Tel: +41 61 683 77 34
education@mdpi.com

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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.

Editor-in-Chief

Prof. Dr. Daniel Muijs

School of Social Sciences, Education and Social Work, Queen's
University Belfast, Belfast BT7 1NN, UK

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