

Special Issue

Diversity and Inclusion in Education: Strategies for Equitable Learning Environments

Message from the Guest Editor

Education today faces the urgent challenge of ensuring that all learners—regardless of disability, cultural or linguistic background, or socio-economic circumstances—can participate meaningfully and thrive within learning communities. The global movement toward inclusive education has highlighted not only the removal of barriers, but also the creation of environments where diversity is valued, accessibility is guaranteed, and the wellbeing of students and educators alike is prioritized. This Special Issue invites contributions that addressing how educational systems can better support the participation and learning of diverse populations. Topics may include, but are not limited to: inclusive pedagogy, special and inclusive needs education, accessibility in physical and digital learning environments, the role of technology in supporting communication and participation, teacher education and professional development, and the intersections between diversity, equity, and wellbeing. We warmly welcome both empirical and theoretical contributions that reflect this interdisciplinary and forward-looking agenda.

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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