

Special Issue

Respecting the Voices of Individuals from Marginalised Communities in Research

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 Prof Michael Shevlin

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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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