

Special Issue

Conceptions, Perceptions and Intersections of Equity Gaps in Education

Message from the Guest Editors

Equity gaps in education refer to disparities between groups such as social class, ethnicity, religion, sexual orientation gender, with respect to educational outcomes that violate notions of equity. They exist:

- between many groups as social class gaps, gender gaps, race gaps, ethnicity gaps, age gaps, sexual orientation gaps;
- at all levels of education, from preschool to tertiary education;
- across all domains and contexts;
- as different types, such as achievement gaps, opportunity gaps, confidence gaps, and excellence gaps.

Closing equity gaps in education is considered one of the key tasks of contemporary pedagogy. However, currently, the research field is diversified and fragmented with only little conceptual unity. There is still a lack of general pedagogical strategies with which to bridge equity gaps. This Special Issue aims to contribute to coherent research on equity gaps through educational sciences.

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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.

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