



## **Editorial Note**

The *Secretaria de Investigación, Posgrado y Vinculación* of the *Universidad Juarez Autónoma de Tabasco*, presents to the national and international educational community, the 5<sup>th</sup> number, 3<sup>rd</sup> volume of the Emerging Trends in Education journal.

**Vulnerability and Equity in Higher Education** is the main topic developed in this thematic issue. The concern to make an inclusive education that allows facing the problems of exclusion in the educational field, is one of the main challenges of educative institutions, especially those of Higher Education. An inclusive educational system, as Ainscow, (2005), Gairín and Suárez, 2016) have pointed out, is one that incorporates all students and considers cultural diversity as a complex element, but at the same time enriches the teaching and learning process, minimizing the barriers that hinder participation, especially for those students who are in a vulnerable

situation and at greater risk of being marginalized and excluded.

Generally speaking, vulnerability is defined as

a phenomenon that deteriorates the well-being and quality of people life and delays people development. Vulnerability is also identified as a product of inequality that, due to various historical, economic, cultural, political and biological factors (cognitive, physical, sensory, communication, emotional and psychosocial agents), prevents certain population groups can take advantage of the riches of human development and, in this case, the possibilities of accessing educational services (Castro 2016, w / p)

In addition, equity in education is important in the current scenario of deep and persistent social and educational inequalities. According to



Schmelkes (2009) equity is “giving everyone what they need, and more to those who need it the most” (p. 50). In this direction, Blanco (2006) states that equity, as a guiding principle and policy, “implies a different treatment of what is unequal in origin, in order to achieve greater equality” (p. 8 )

Despite the fact that there are policies that seek to promote equity in education, young people in vulnerable situations who are not given adequate attention continue to be excluded, so the discussion about what educational equity is, it is not exhausted. Hence the wisdom of including vulnerability and equity studies in the *Emerging Trends in Education* journal. Addressing this issue requires not only to carry out research on these groups, but also, to analyze and rethink the epistemological bases and the quality of education offered in higher education.

Finally, we are pleased to inform our readers that starting from this number, a special section called *Interview with...* is opened, including in the thematic

numbers, interviews with specialists of recognized profiles for their academic and research backgrounds. In this number we present, the interview with Dr. Joaquín Gairín Sallán, dean of the Universitat Autònoma de Barcelona, Spain, with extensive experience in the topic of this number, who in agreement with the European Union has coordinated various projects such as ACCEDES and ORACLE (Regional Observatory for the Quality of Equity in Higher Education), from which the Institutional Observatory of Equity of the Universidad Juárez Autónoma de Tabasco follows.



## | **References**

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