

## Special Issue

# Teacher Preparation in Multicultural Contexts

### Message from the Guest Editor

Multiculturalism is an undeniable feature of modern societies, and its implications for education are profound. Preparing teachers to effectively navigate diverse classrooms and foster inclusive learning environments is not merely an option but a necessity. Initial teacher training is key to promoting cultural sensitivity and reflective practice among educators. The Special Issue aims to provide a platform for cutting-edge research and innovative practices that address the critical need for culturally responsive and interculturally competent educators. The scope of this issue encompasses a broad range of perspectives and approaches to teacher preparation, with the overarching goal of promoting equitable and effective education for all students. Suggested themes for this Special Issue include, but are not limited to: developing intercultural competence; culturally responsive pedagogy; addressing bias and discrimination; teacher preparation for high-conflict societies; the role of direct intercultural encounters; innovative curriculum design.

---

### Guest Editor

Dr. Shahar Gindi

Levinsky Wingate Academic Center, Tel Aviv 61480, Israel

---

### Deadline for manuscript submissions

closed (29 May 2026)



## Education Sciences

---

an Open Access Journal  
by MDPI

---

Impact Factor 3.5  
CiteScore 6.2



[mdpi.com/si/252681](https://mdpi.com/si/252681)

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

[mdpi.com/journal/  
education](https://mdpi.com/journal/education)





# Education Sciences

---

an Open Access Journal  
by MDPI

---

Impact Factor 3.5  
CiteScore 6.2



[mdpi.com/journal/  
education](https://mdpi.com/journal/education)



## About the Journal

### 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.

---

### Editor-in-Chief

Prof. Dr. Daniel Muijs

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

---

### Author Benefits

#### High Visibility:

indexed within Scopus, ESCI (Web of Science), Educational Research Abstracts, PsycInfo, and other databases.

#### Journal Rank:

JCR - Q1 (Education and Educational Research) / CiteScore  
- Q1 (Physical Therapy, Sports Therapy and Rehabilitation)

#### Rapid Publication:

manuscripts are peer-reviewed and a first decision is provided to authors approximately 24.8 days after submission; acceptance to publication is undertaken in 4 days (median values for papers published in this journal in the first half of 2026).