

Special Issue

Motivating Teachers for Europe: Advancing EU Knowledge and Values in Education

Message from the Guest Editors

This Special Issue aims to explore the various strategies, policies, and pedagogical approaches for integrating topics relevant to the European Union into teacher training and school curricula. The issue seeks to provide policymakers and educators with evidence-based research and concrete proposals for designing and developing in-service and pre-service teacher education that equip educators with the knowledge, skills, and pedagogical tools needed to promote European citizenship and student participation. The contributions include a study on the impact of teacher training on EU-related topics, the development of digital and inclusive teaching materials, and pedagogical tools to support the integration of EU themes in diverse settings and examine elements that enhance the teaching of EU-related content, such as micro-learning strategies, multilingual resources, and workshop-based learning. It will present experiences related to incorporating EU issues into mainstream and special education. By bringing together a variety of perspectives, this Special Issue aims to inspire teacher trainers and policymakers to embed the European dimension within schools and local communities.

Guest Editors

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Deadline for manuscript submissions

15 January 2026

Education Sciences

an Open Access Journal
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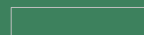
Impact Factor 2.6
CiteScore 5.5



mdpi.com/si/240130

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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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