



## Teaching and Learning Interculturality in Education around the World: Anything New under the Sun?

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### Message from the Guest Editors

This Special Issue asks simple and yet complex questions about interculturality in education: *What do people teach in classrooms around the world and what do students really learn? What attempts are currently being made to make a difference? What seems to be working and why?* The editors are interested in (long overdue) sincere and challenging evaluations of the ‘Westerncentric’ perspectives on interculturality that dominate education today (even the so-called ‘critical’ ones such as ‘non-essentialist’ approaches, ‘social justice’ and ‘democratic culture’). They also wish to attract contributions that offer alternative perspectives on teaching and learning, with reflections on political, ideological, and multilingual aspects of teaching and learning interculturality. Teacher preparation as well as teaching and learning about interculturality in higher education are especially of interest in this issue.

- interculturality
- global education
- teaching–learning
- critical thinking
- decolonizing
- teacher education and training
- higher education





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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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