

Special Issue

Teacher Education and Education for Sustainability

Message from the Guest Editors

This Special Issue explores how teacher education programs can integrate sustainability as a fundamental pedagogical and ethical principle. We invite theoretical and empirical contributions that examine innovative models, methodologies, and policies that link teacher professionalization with education for sustainability. Topics of interest include curriculum design for sustainability competencies, hands-on experiences that foster critical reflection and community engagement, service-learning (SL) approaches, and the role of digital and STEAM-based pedagogies in promoting sustainable mindsets. Special attention will be paid to studies that highlight transdisciplinary perspectives and the integration of the United Nations Sustainable Development Goals (SDGs) into teacher education institutions. In addition, this Special Issue welcomes reflections on institutional transformations and collaborative frameworks that support sustainability in academic and local communities. Comparative and international studies are encouraged, as are analyses of policy implications and evaluations of educational programs aligned with education for sustainable development (ESD).

Guest Editors

Dr. María Teresa Fuertes Camacho

Dr. Sílvia Albareda-Tiana

Dr. María del Carmen Solís-Espallargas

Deadline for manuscript submissions

31 August 2026



Education Sciences

an Open Access Journal
by MDPI

Impact Factor 2.6
CiteScore 5.5



mdpi.com/si/259643

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

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





Education Sciences

an Open Access Journal
by MDPI

Impact Factor 2.6
CiteScore 5.5



[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, Belfast BT7 1NN, 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 29.2 days after submission; acceptance to publication is undertaken in 3.9 days (median values for papers published in this journal in the first half of 2025).