

Special Issue

Advancing Education for Sustainable Development and Climate Change Education Through Empirical Research

Message from the Guest Editors

The 21st century poses unprecedented challenges for education, particularly in the domains of education for sustainable development (ESD) and climate change education (CCE). Yet, at the same time, these challenges offer opportunities to critically reflect on and shape educational practices that empower learners to engage with these issues. As educators and researchers, we are called upon to support and promote both educational concepts through empirical research. Specifically, research questions may address (1) the objectives of ESD and CCE and the content thereof; (2) the teaching methods and media used; and (3) the significance attributed to these concepts by educators, institutions, and policymakers.

We are pleased to announce this Special Issue that will present empirical findings in the fields of ESD and CCE. The central aim of this Special Issue is to bring together the latest research findings examining how educational practices can be designed and implemented to achieve the desired outcomes in ESD and CCE. By sharing findings from qualitative and quantitative studies, we hope to contribute to the development of more effective and impactful educational strategies.

Guest Editors

Dr. Tobias Hoppe
Dr. Monika Martin
Prof. Dr. Werner Rieß

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

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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

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manuscripts are peer-reviewed and a first decision is provided to authors approximately 26.5 days after submission; acceptance to publication is undertaken in 3.9 days (median values for papers published in this journal in the second half of 2025).