JOURNAL OF TEACHER EDUCATION FOR SUSTAINABILITY (JTES)

The Journal of the UNESCO Chair on the Interplay of Tradition and Innovation in Education for Sustainable Development (ESD) at Daugavpils University, Latvia



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MISSION

- Advances international, peer-reviewed research on sustainability in education and contemporary teacher education.
- Promotes rigorous scholarship, critical inquiry, and constructive academic dialogue.
- Connects research, educational practice, and sustainability-oriented transformation.
- Fosters interdisciplinary perspectives that deepen understanding of education for sustainable futures.
- Supports transformative educational thinking that strengthens agency, responsibility, and long-term societal change.

CORE THEMES

- Teacher education
- Education for Sustainable Development (ESD)
- Sustainability in education
- Transformative pedagogy
- Teaching practice & educational innovation
- Programme evaluation & action research
- Ecological culture, values and agency

TYPES OF PAPERS

- Research articles
- Project reports
- Programme evaluations
- Case studies of practice
- Action research reports
- Reports on teaching practice or techniques

INDEXING & VISIBILITY

Scopus, ERIC, ERIH PLUS, EBSCO, ProQuest, CABI, Google Scholar, Dimensions, SCImago SJR, OpenAlex, Crossref

READERSHIP

- Teacher educators & researchers
- Doctoral & early-career scholars
- Sustainability/ESD researchers
- Curriculum developers & education leaders
- Practitioners in sustainable and transformative education

WHY ENGAGE WITH JTES?

- CiteScore 2025: 3.7; SJR 2025: 0.571; SNIP 2025: 0.977; Scopus: Q2 in Education
- Fast, fair, and constructive peer review
- Editorial support
- International visibility
- Open-access dissemination

READ • PUBLISH • REVIEW • CONNECT

https://reference-global.com/journal/JTES • **Submission**: https://forms.gle/frANMzWXohd6V1bYA

A platform for research, reflection, and innovation in teacher education for sustainable futures