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Editorial

When Our Will is Big, the Obstacles are Small!

We have prepared the current JTES volume 24(1) in a relational environment that has presented us with the individual and collective health challenges of the pandemic crisis and with the added surprise of the harsh and inhuman reality of the war against Ukraine.

Both of these truths revealed the cruelty of unsustainable world and humanity's fear of the consequences of the mind and actions taken by the mankind. These are conditions created by humanity, in which the shadow of irreversibility is already recognizable and where some individuals of the human species are already beginning to develop new judgements in order to find excuses to offer aggressors to present their inhumanity in softer ways that do not cause the aggressors' discomfort.

Is it an awareness of a situation of personal survival when we are confronted with the unsustainable environment of our own creation and the human frailty that has developed through unnaturally organized relationships in a whole system, including education that is unnatural for the development of the capacity for humanity?

What really transpired during the pandemic and the war experiences? Fears about health, fears about the unsustainability of the environment or the weakness and feeble nature of human capacities? Is it the injustice created by the false and the unsaid that drives us through our perception of the world towards unsustainability and towards the illusion of a limited systemic perception of the system of nature-human relations through the limitation of our own perception in which the evolutionary, ecological and ontological experience of succession is lost? Has the human species' perception of and relationship with the world become unnaturally unsustainable?

These are just some of the questions that challenge us all to re-evaluate our recent lived experience, to get rid of the habits that have been accumulated in shallow everyday views of life, the world and education, and to continue our search for the deeper scientific foundations necessary for the development of humanity.

Are the JTES team and network of authors ready to explore and find answers to these and other questions that arise in the current context?

The JTES team and its open network have been working for 20 years to reorient teacher education and education towards sustainability in partnership with the UNESCO Chair and UNITWIN program. In this context, the reassessment of the situation and lived experiences and the research of the past years on the education for sustainable development are the basis where we can seek answers to the questions raised by the pandemic and war mentioned above. The JTES and the UNESCO Chair Network at Daugavpils University will continue their cooperation with the UNESCO program.

The UNESCO Chair and UNITWIN program experience will reach 30 years of existence in November. It will be taken forward in the framework of the 3rd UNESCO World Higher Education Conference (WHEC2022) to achieve the strategic objectives according to WHEC2022 that aims at *breaking away from the traditional models of higher education and opening doors to new innovative, creative and visionary conceptions that not only serve the current agendas for sustainable development, but also pave the way for future learning communities that overcome barriers, speak to all and are inclusive of all lifelong learners. The Conference and its preparatory events expect to define and prepare knowledge-based, participatory scenarios to shape a new era of higher education systems (norms, policies, structures, stakeholders) and institutions (universities, specialised entities, think tanks, networks), particularly after the COVID-19 global crisis* (Guidelines for UNESCO Chairs & UNITWIN Networks Section for Higher Education | Division for Education 2030 Version: 24/11/2021).

It is envisaged that the next fourth UNESCO World Conference on Higher Education will take place in Barcelona in 2027 and that the evaluation of the JTES experience and research will be a real contribution to the development of proposals for higher education reforms. The development of these proposals seems to require an exploration of deeper meanings of the role of pedagogy as the science, which, through various constraints, have hindered the development of pedagogy as the science, despite the fact that its essence since the beginning of the 20th century has been linked to a concern for the search of humanity.

The evaluation and selection of articles for this issue have opened up the JTES team cooperation opportunities with authors and co-authors from Finland, Germany, Norway, Mexico, the USA, Brazil, Turkey, Estonia, Saudi Arabia, Jordan and Latvia. Dialog with authors has become easier as the authors are increasingly accepting the need to align their research with the requirements of the JTES, which are geared towards bridging the ideas of educational sustainability and the authors' own research interests into a broader and more holistic perspective. Thanks to the authors for the opportunity to learn from their research and to discover the complex nature of sustainability that is increasingly affecting readers and, through the JTES, also the authors.

We would like to gratefully acknowledge the readers of the JTES and members of Daugavpils University UNESCO Chair Open Network of the JTES, as the interest of readers in the journal according to Sciendo shows that the JTES was one of the most visited journals on Sciendo in 2021 and the interaction with authors and reviewers revealed that the communicative efforts to pursue the specific interests of the journal also demonstrated a gradual change in the formal indicators of the journal in 2021.

Research papers of our authors are available at https://sciendo.com/journal/JTES and for your convenience, summaries of the articles published in this issue are presented below.

In the first paper, *Constructing a Transformative Sustainability Pedagogy: Teacher Empowerment for a Sustainable Future*, Timothy Bedford from Finland demonstrates an action research approach for constructing Transformative Sustainability Pedagogy (TSP) to empower teachers for a sustainable future. The author explains that the starting point for the TSP was a Transformative Education for Gross National Happiness (GNH) teacher action research project in Bhutan (2010–2013) – a collaboration between the author, co-researcher and the Royal Education Council. Two Leadership Training Courses (LTC) were developed for teachers from seven schools based on critical/transformative pedagogy with the aim to empower the teachers to carry out action research to infuse their schools with GNH principles and practices. Although the project was concluded in 2013, and the results showed that the LTC transformative pedagogy and action research approach had successfully empowered teachers to act and promote GNH in their schools, nine years later, the author re-analyzed the project data to identify the empowering pedagogical principles and construct TSP grounded in ecological principles and values. Building on this research, the author demonstrates the construction of Transformative Sustainability Pedagogy (TSP) with not only a social dimension of sustainability, but also environmental, economic and cultural dimensions.

In the second paper, *What do We Know About Teacher Educators' Perceptions of Education for Sustainable Development? A Systematic Literature Review*, Antje Goller and Marco Rieckmann from Germany offer a systematic literature review aimed at investigating the current research on teacher educators' perceptions and attitudes towards ESD, and their implementation of it. The focus of the paper is: What do we know about teacher educators' perceptions (understanding, attitudes, ideas about implementation) of ESD? The authors carried out a systematic literature review, including bibliographic analysis and qualitative content analysis of all the papers identified (N = 12). They found both broad and relatively limited understanding and mainly positive but also some negative attitudes and concluded that further research would be needed in this important field in order to develop measures to bring about systemic change in teacher education.

The third paper, *The Discourse of Sustainability in English Language Teaching (ELT) at the University of Oxford: Analyzing Discursive Representations,* by Oleksandr Kapranov from Norway presents and discusses a study that focuses upon discursive representations of sustain-

ability in English Language Teaching (ELT) that are found on the official website of the University of Oxford in the United Kingdom. The study involved a corpus of texts related to sustainability in ELT that were collected on the website of the University of Oxford. The corpus was analyzed qualitatively to identify and classify the types of discursive representations of sustainability in ELT. After that, it was investigated quantitatively to calculate the most frequent types of discursive representations of sustainability. The results of the corpus analysis revealed that the most frequent types of discursive representation of sustainability in ELT at the University of Oxford involved "lifelong learning" and "digital sustainability".

In the fourth paper, *Preserving World Cultural Heritage: Social Justice and Sustainability Competencies via Socially-Oriented Interdisciplinary Education*, the authors from Mexico and the USA: Patricia Vázquez-Villegas, María Ileana Ruiz-Cantisani, Patricia Caratozzolo, Vianney Lara-Prieto, Roberto Ponce-López, Mariajulia Martínez-Acosta, Anthony Torres, Vedaraman Sriraman, Araceli Martínez-Ortiz, and Jorge Membrillo-Hernández reveal that the world's cultural heritage (customs, practices, places, objects, artistic expressions, and values that signify a legacy of the history of humanity) provides identity to communities. In Mexico, the case of the World Heritage City of Xochimilco involves a sustainable agroecological system designed by its ancient inhabitants more than 500 years ago. They describe that the biodiversity and the chinampas (floating agricultural gardens) are at risk due to inconsistent government oversight and the lack of incentives for communities to carry on with the culture of agricultural production on Lake Xochimilco. Through a Challenge-Based Learning, a culturally relevant academic experience for university students was designed to involve them in preserving biodiversity while developing research and problem-solving skills. Satisfaction surveys and course evaluations indicated that this didactic methodology encouraged students to consider their connection to social justice issues and prompted them to expand their knowledge in their different disciplines. The study approved that socially-oriented experiential learning was an effective pedagogy that fostered a sense of social responsibility in students.

The research paper, *Competences for Sustainable Development Goals: The Challenge in Business Administration Education*, by Bárbara Galleli Dias, Raquel Teodoro da Silva Onevetch, Joyce Aparecida Ramos dos Santos and Gabriele da Cunha Lopes from Brazil aims to answer the following question: How to advance in the development of competences aimed at the Sustainable Development Goals (SDGs) in business administration education? An exploratory literature review was conducted to discuss human competences for the SDGs and to propose advances for their conception and development in undergraduate courses in Business Management. The discussion was based on the guidelines established by the main body engaged in the cause, UNESCO. Education for sustainable development (ESD) guided the proposal of this study for the operationalization of competences for the SDGs, organized into: i) information used in the development of competences for the SDGs; ii) how competences should be defined; iii) competency based ESD content; iv) expected results from the operationalization of competences and v) who is involved in the process.

Next paper, *Role of Social Justice in the Relationship Between Cultural Intelligence and Attitude Toward Teaching Profession*, by Kasım Karataş and Bünyamin Han from Turkey investigates the role of social justice in the relationship between cultural intelligence and attitude toward teaching profession. For sustainable education, social justice and cultural intelligence are seen crucial in teaching profession. The data of the study were collected from 404 prospective teachers studying at a state university in Turkey. According to the results, cultural intelligence predicted the attitude towards the teaching profession and also social justice. Moreover, social justice was found to be in the full mediating role in the relationship between cultural intelligence and attitude towards the teaching profession. The research concluded that social justice was an important factor in increasing cultural intelligence competences of teacher candidates to enhance their positive attitude towards teaching profession.

In the seventh paper, *Climate Strikes and Curricula: Insights from Norway*, Tom Sverre Tomren from Norway analyzes environmental pedagogy in the Norwegian curricula for environ-

mental and sustainability education from 1997 to 2020. The author investigates how climate-striking youth evaluate the outgoing curricula through a survey in which 88 respondents participated. The survey reveals that young climate activists demand a more action-oriented education that emphasizes political change. The author discusses the findings against the background of radical eco-pedagogy and the works of Richard Kahn, Chet Bower, and David Orr and concludes that the youth striking against climate change is practicing the curriculum they are asking for and that schools should welcome the strikes.

In their paper, *Reflection of Concept Modelling on Student Teachers' Learning Experiences From a Primary Education Perspective*, Inge Timoštšuk and Neeme Lumi from Estonia acknowledge that it is important to be able to make better informed decisions about issues such as sustainability and climate change that have both personal and global impact as early as possible in life. The authors claim that primary teachers have a significant role in supporting students' learning and understanding of these concepts. One important teaching skill that needs to be improved for understand sustainable development is the creation of meaningful generalizations, including models. Therefore, the learning experiences of pre-service primary teachers (N = 28) in regard to modelling were the focus. The results of the case study indicated concrete and visual modes as most common in student teachers' experiences and understandings of modelling. The symbolic mode is less in evidence and an understanding of gestural and verbal models is rather unambiguous. There is a need and the potential to improve teaching and learning experiences in teacher education with regard to the modelling of complex concepts. The authors conclude that a further exploration of the pre-service teachers' experiences and skills of modelling at classroom level during the practical classes could provide additional information for improving the teacher education.

The study in the ninth paper, *Parental Engagement in Online Teaching and Learning During COVID-19 Pandemic: Implications for Sustainable Education*, by the authors from Jordan and Saudi Arabia: Raghad Shaher Alsarayreh, Fadi Maher Al-Khasawneh and Tarik Faris Al Soub is aimed at exploring the challenges faced by Jordanian parents and ways of support they provided to their children during online classes at the time of COVID-19 pandemic. It also aimed at investigating the difference between parental engagement in online education and two variables (i.e., school type and level of education). The questionnaire was designed to collect the data from 181 Jordanian parents who were engaged in online education during the pandemic. The results of the study revealed that parents reported pedagogical, personal, technical, and financial challenges during the pandemic. They also reported some ways of support to their children such as providing additional digital devices, explaining and completing new worksheets and assignments, and checking new required worksheets and assignments. The study provided some implications based on the obtained results.

The final paper, *Present and Future of Teacher Education Admission: Perspectives From Europe*, by Anita Pipere, Mārīte Kravale-Pauliņa, Eridiana Oļehnoviča from Latvia presents a small-scale qualitative research that reveals the views of teacher education (TE) experts from different geographical regions of Europe on teacher education admission criteria (TEA) today and in the future world. This exploration would open the international debate on the future need to reinvent the TE, TEA, and rethink the qualities of the TE candidates in a sustainable TE framework for the wide diversity of European countries. Data were collected from ten experts using a qualitative questionnaire with eight open questions, including one multiple choice question. Inductive and deductive qualitative content analysis was performed on the qualitative data collected. This study gives voice to professionals in TE and TEA, allowing them to express concerns, perspectives, and visions of current and future TE and TEA. In light of the cultural, social, political, and educational context in several European countries, the findings illustrate the scope of similar and unique discourses that are considered crucial in educational politics and decision making on the national, regional and pan-European scale.

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