Green Journals

International Approved Journals

Journal Information

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Classification History

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2026			✓	
2025				
2024				
2023				
2021/2022			✓	
2020			✓	
2019			✓	
2018				

Classification: The table above shows all journal classifications recorded for each classification year in the Green Journals database. A journal may have more than one classification in the same year.

Recent Articles

Supporting School Self-Evaluation: A Critical Analysis of Initiatives from Portugal
2026-10-15 Vol. 16 Issue 3 Pages 252-275
Authors: Carla Figueiredo, Shivaun O'Brien
DOI: 10.17583/remie.20108

Early Detection of the Risk of Literacy Difficulties in the English Language Classroom in Early Childhood Education: The Role of Phonological Awareness and Rapid Automatized Naming
2026-10-15 Vol. 16 Issue 3 Pages 211-230
Authors: María Teresa Fraile-Calviño, Luis Manuel Martínez-Domínguez, Nuria García-Manzanares
DOI: 10.17583/remie.20044

Digital Inclusion in Higher Education: Assessment of Teachers' ICT Pedagogical Competence in Andalusia (Spain) and Masaryk University (Czech Republic)
2026-10-15 Vol. 16 Issue 3 Pages 193-210
Authors: José Fernández-Cerero, Barbora Bazalová
DOI: 10.17583/remie.19437

Socio-educational Perspectives of Women of Roma Culture in Prison
2026-10-15 Vol. 16 Issue 3 Pages 231-251
Authors: Fanny T. Añaños, Ana Amaro-Agudo, Elisabet Moles-López et al.
DOI: 10.17583/remie.19708

Integrating Indigenous Peace Pedagogies into Higher Education: Academics' Perspectives and Strategic Recommendations
2026-9-22 Vol. 16 Issue 3 Pages 175-192
Authors: Sulaimon Adewale, Ntokozo Dennis Ndwandwe
DOI: 10.17583/remie.20298

The Role of Educational Leadership in Preserving Cultural Identity and Promoting Global Citizenship in Multicultural Secondary Schools: A Comparative Study of the UAE, Oman, and Iraq
2026-6-15 Vol. 16 Issue 2 Pages 152-174
Authors: Ali Abdel Karim Abdullah Al-Saffar
DOI: 10.17583/remie.19377

Advancing SDG#4 Through Early Literacy Support and Mentorship: An Analysis of Teachers' Perspectives in Zambia
2026-6-15 Vol. 16 Issue 2 Pages 95-111
Authors: Mathias-Shimanga Chuunga, Themba-Ralph Mkhize, Ntokozo-Dennis Ndwandwe
DOI: 10.17583/remie.18549

Academic Performance, Originality Indicators, and Student Reflections in an AI-Mediated Service-Learning Context in Initial Teacher Education
2026-6-15 Vol. 16 Issue 2 Pages 112-128
Authors: Ana Manzano-León, Eduardo Miguel Blasco-Delgado, José M. Rodríguez-Ferrer
DOI: 10.17583/remie.19875

Study of the Relationship Between Professional and Socio-Emotional Competences in the Training of Future Social Work Professionals
2026-6-15 Vol. 16 Issue 2 Pages 129-151
Authors: Zhaneta Tsoneva
DOI: 10.17583/remie.19504

"Hello, How Are You Doing? How Does it Feel on the Other Side?" Social Challenges of International Synchronous Hybrid Learning Spaces. Students' Perception and Design Implications
2026-2-13 Vol. 16 Issue 1 Pages 46-76
Authors: Christina Hümmer, Regina Egetenmeyer, Lisa Breitschwerdt
DOI: 10.17583/remie.18637