



Education for Sustainable Development and Teaching: Challenges, Practice and Research

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Message from the Guest Editors

This Special Issue of *Education Sciences* attempts to answer significant questions encompassing a number of factors that are an integral part of ESD-focused practice and that influence initial teacher education and professional development. These include the following:

- What are the preconditions for the successful implementation of ESD in education systems at all levels?
- What do they depend on, or what factors? How can a more significant connection of children/pupils/students with nature be encouraged, and thus the development of knowledge, values, attitudes, and behaviors meeting the SDG 2030?
- What are the characteristics of a modern teacher who implements ESD?
- What are his/her personality traits, values, abilities, and competencies?

We invite all interested scientists, practitioners, researchers, and stakeholders who are considering and researching these topics to contribute to the actualization of these complex and significant issues in a world that is undoubtedly changing and seeking new approaches to dealing with ESD.





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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.

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