

Special Issue

Work-Integrated Learning for a Sustainable Future

Message from the Guest Editor

This Special Issue aims to examine the intersection of work-integrated learning and sustainability education, exploring how experiential learning approaches can cultivate the systems thinking, interdisciplinary problem-solving skills, and ethical decision making capabilities essential for sustainable development. The scope encompasses innovative pedagogical frameworks that connect classroom learning with authentic sustainability challenges, industry-academia partnerships that foster sustainable development competencies, WIL and social impact, and assessment strategies for measuring sustainability learning outcomes in work-integrated contexts. Suggested themes include:

- Virtual and international WIL models that reduce environmental impact while expanding access;
- Transdisciplinary approaches to complex social challenges through work-integrated learning;
- Career development learning integrated with UN Sustainable Development Goals;
- Assessment strategies for sustainability competencies in experiential learning contexts;
- Industry-academia partnerships advancing sustainable development practice;
- Case studies of successful sustainability-focused cooperative education and internship programs.

Guest Editor

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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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