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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About the Journal

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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