



Education for Sustainable Development: Transversal Skills in Sustainability in Higher Education

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Message from the Guest Editors

One of the targets for the Sustainable Development Goals announced by the United Nations in 2015 aims to ensure that all learners acquire the knowledge and skills needed to promote sustainable development. In this context, with universities being a subsystem of society and oriented by its needs, values, and norms, a slow and laborious process of change is foreseen.

Education for sustainable development, ESD, prepares learners to understand and respond to the changing world and drives sustainable development. It produces learning outcomes that include core competences, which can be summarized as twelve competences: systems thinking; interdisciplinary work; anticipatory thinking; justice, responsibility, and ethics; critical thinking and analysis; interpersonal relations and collaboration; empathy and change of perspective; communication and use of media; strategic action; personal involvement; assessment and evaluation; and tolerance for ambiguity and uncertainty. Therefore, the purpose of the Special Issue is that university professors who are working in this regard present their contributions, focusing especially on technical studies, engineering, and architecture.





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Message from the Editor-in-Chief

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