

Special Issue

Transformative Pedagogies for Sustainability Competence Development

Message from the Guest Editors

Over the past few decades, tremendous efforts have been made for the development of education for sustainability (ESD) across all educational levels. The overall goal is to equip students with knowledge and competences to actively participate in building a sustainable future for all through pedagogies that are transformative and promote a “whole person” educational approach, involving the “*brain*” (to know), “*hands*” (know how), “*heart*”, and “*spirit*” (know what and how to be). The field is open for new ideas and research-supported practices. This raises new demands for exploring dynamic approaches to achieve this goal via research-based approaches and the employment of multiple research methodologies. Therefore, this Special Issue calls for theoretical and empirical works that examine issues associated with the development of educational activities contributing to sustainability competence development.

Guest Editors

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Message from the Editor-in-Chief

I encourage you to contribute a research or comprehensive review article for consideration for publication in *Sustainability*, an international Open Access journal which provides an advanced forum for research findings in areas related to sustainability and sustainable development. *Sustainability* publishes original research articles, review articles and communications. I am confident you will find the journal contributes to enhancing understanding of sustainability and fostering initiatives and applications of sustainability-based measures and activities.

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