

Special Issue

Smart Solutions in Higher Education for Sustainability: Advancing the Craft of Exploration

Message from the Guest Editor

Higher Education for Sustainability (HES) has grown over the past three decades as a field of teaching, research, and practice, largely through curriculum integration. As climate change, ecosystem degradation, and global inequality intensify, higher education is increasingly expected to equip graduates with the skills and mindsets needed for sustainable socio-ecological transitions. Despite progress in defining sustainability content and pedagogy, significant gaps remain in achieving meaningful transformation across societies and regions. This Special Issue critically examines sustainability learning in higher education. It invites contributions that explore innovative and contested learning spaces, assess empirical evidence linking curricula to sustainability competencies, and evaluate experiential, digital, and interdisciplinary approaches. The Issue also encourages perspectives from the Global South, cross-border collaborations, and research that bridges disciplinary divides—particularly between humanities, social sciences, and STEM fields. Conceptual, empirical, comparative, and longitudinal studies are welcome.

Guest Editor

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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. The journal publishes original research articles, reviews, conference proceedings (peer reviewed full 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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