



## Educational Research in the Era of 2030 Agenda for Sustainable Development

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### Message from the Guest Editors

Dear Colleagues,

Our modern communities are constantly facing enormous environmental and socio-economic challenges. Unfortunately, the initiation of Environmental Education in the late 1960s and early 1970s in both formal and non-formal education settings, and its evolution ever since, did not prove to be the most successful tool towards the improvement of our relationship with nature.

In 2015 the United Nations member states approved a promising action plan to promote sustainability until the year 2030, known as the 2030 Agenda for Sustainable Development. This framework integrates 17 Sustainable Development Goals, aiming to cover all aspects of sustainability through several targets, identified as objectives to be accomplished by the end of the 3<sup>rd</sup> decade of the 21<sup>st</sup> century.

Therefore, the main purpose of this Special Issue is to portray best practices of current educational research, contributing to the achievement of the 17 Sustainable Development Goals. Such research could emanate from all levels (primary, secondary, and tertiary) and types of education (formal and non-formal), engaging students, teachers, and citizens.

**Special Issue**



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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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