

**ACTING FOR SUSTAINABILITY: mapping individual competencies across life domains**

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## **Introdução**

Global environmental and social crises demand systemic change and the transformation of individual capacities. Sustainability competencies, defined as knowledge, skills, attitudes, and values applied across diverse social contexts, emerge as essential components for fostering sustainable behaviors and enhancing individual agency in sustainability transitions.

## **Problema de Pesquisa e Objetivo**

Despite growing interest, the literature remains fragmented regarding how sustainability competencies manifest across social spheres. This study aims to develop an analytical model that maps and categorizes these competencies according to individuals' social roles, citizens, students, and professionals, thereby advancing beyond the narrow focus on organizational contexts.

## **Fundamentação Teórica**

Grounded in frameworks such as Wiek et al. (2011) and UNESCO (2017), the study outlines five core categories of sustainability competencies: systems thinking, critical and anticipatory thinking, normative and intrapersonal competencies, strategic and implementation skills, and interpersonal and collaborative abilities. These competencies are approached integratively, encompassing cognitive, ethical, practical, and relational dimensions.

## **Discussão**

The systematic review reveals contextual specificity: students exhibit creative and reflective competencies; professionals demonstrate strategic and collaborative capacities; and citizens emphasize ethical and relational engagement. While role-specific patterns exist, transversal competencies, such as empathy, critical reflection, and lifelong learning, are observed across domains. The findings underscore the importance of context-sensitive approaches to sustainability education and action.

## **Conclusão**

The study proposes an integrative framework that recognizes the multiplicity of individuals' social roles and the ways in which sustainability competencies are mobilized in each. By highlighting the interplay between education, work, and civic life, the model expands our understanding of how these competencies transfer and transform across contexts, offering theoretical and applied insights for sustainable practice.

## **Contribuição / Impacto**

Theoretically, the study offers a multilevel analytical framework for understanding sustainability competencies. Practically, it informs the design of educational programs, professional development initiatives, and intersectoral public policies. Socially, it emphasizes active citizenship, intergenerational justice, and the creation of learning environments that foster ethical values and collaborative action toward sustainability.

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