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Education for Sustainability

Series Editors: J.C.-K. Lee, R. Maclean, P.B. Corcoran

Education and sustainability remain two of the most important topics at this inflection point in human history. As multiple intertwined crises challenge the creation of a sustainable, just, peaceful future, education for sustainability remains ever more critical. This series builds on a variety of international efforts. As part of the United Nations Sustainable Development Goals (SDGs 2015-2030) and as echoed by the Aichi-Nagoya Declaration on Education for Sustainable Development (2014), education must speak to climate change, biodiversity, sustainable consumption and production, and the urgency of the civilizational crisis we face. Supporting this aim, there is a call for research and coordinated actions with an emphasis on the principles of human rights, gender equality, democracy, and social and environmental justice. There is also a great need for attention to the importance and relevance of traditional knowledge and indigenous wisdom in all geographical, socio-cultural, and educational contexts. While the Decade of Education for Sustainable Development (DESD) (2005-2014) has been completed, the status and advocacy of education for sustainable development remains prominent. The United Nations goals of Education for All (2000) and the Millennium Development Goals (MDGs 2000-2015) were complementary and provided a rationale for the critical importance of environmental education and education for sustainable development. The United Nations Educational, Scientific and Cultural Organization's (UNESCO) Muscat Agreement in 2014 advocated seven global education targets, one of which was to cultivate skills for global citizenship and environmental sustainability. Many of these lofty aims remained unrealized and are ever more urgent as the predicted social and environmental crises of the twenty-first century unfold dramatically before our students' eyes.

With this background, and in light of UNESCO's Education 2030 Agenda (2017) and their world-wide consultations on Futures of Education: Learning to Become (2019), this Education for Sustainability Book Series was launched. Its purpose is to echo and enhance the global importance of education for a sustainable future as an educational vision. We hope the Series will provide insights on a broad range of issues related to the intersection of, and interaction between, sustainability and education. The Series will showcase innovative practice, discusses salient theoretical topics, and use cases as examples.

For further information on this important book series, to become involved, or to propose a manuscript, please contact any of the co-editors. We are interested in new approaches; humanistic, socially-critical, and radical perspectives; examples that tell a larger story; and manuscripts that speak to the crisis and challenges we face in education and in sustainability.



Submission information at the [series homepage](https://www.springer.com/authors) and [springer.com/authors](https://www.springer.com/authors)

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