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Education for Sustainability

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

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.

The Series adopts international, environmental education, and lifelong learning perspectives and explores connections with the agenda of education for sustainability and of education for sustainable development. The intended audience includes university academics and students in educational studies, environmental education, climate change education, geographical education, science education, curriculum studies, comparative education, educational leadership, and teacher education; the staff of international agencies with responsibilities for education; and school teachers in primary and secondary schools.

Supported by the expertise of a distinguished and diverse International Advisory Board, this Series features authoritative and comprehensive global coverage, as well as diversified local, regional, national, and international perspectives. As a complement to the Schooling for Sustainable Development Book Series, it explores issues that go beyond primary and secondary schooling into university, vocational, and community education settings. These educational issues involve multiple stakeholders ranging from international agencies, governmental and non-governmental organizations, educational and business leaders to teachers, parents, and, critically, students and youth.



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