



Ethics in Sustainability Education

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Message from the Guest Editors

Regardless of the focus on sustainability education—if it is ecological, economic or social sustainability—sustainability and sustainability education raises ethical questions about, for instance, actions and action competence related to visions of a good and sustainable society. The question about reasonable and fruitful interpretations of sustainability seems to be in itself a central ethical question in this context. What sustainability and a sustainable society mean, inevitably gives rise to questions about what a “good life” means in relation to possible life and varieties of lives lived. Sustainability education has a clear existential dimension. This means that there also is a clear need of being well-informed in several knowledge areas involved. To be a teacher in such a situation, which besides includes being squeezed by traditional subjects, each with its own traditional canon, can be understood as an ethical challenge in itself. In this Special Issue of Sustainability, which focuses on “Ethics in Sustainability Education”, we aim at exploring different kinds of sustainability education and how questions about right and wrong, or good and evil, are embedded in these processes of teaching and learning, how such questions appear, what this means for sustainability education and what in possibly could mean.





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Message from the Editor-in-Chief

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