



Young Children, Nature, and Sustainability: Cultivating a Foundation for Contributions to Sustainability through Nature Experiences and Pedagogies

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Deadline for manuscript submissions:

closed (31 July 2021)

Message from the Guest Editors

Environmental and sustainability education (ESE) for young children has great potential for fostering the values, dispositions, skills, and behaviors that support sustainability. There are divergent views consensus internationally regarding what ESE at the early childhood level should entail. One perspective emphasizes the importance of nature play and other nature-based experiences for nurturing affective and experiential connections with the world around them. Another perspective advocates for a more transformative, participatory orientation to ESE through viewing young children as agents of change and involving them in exploring worldviews, problem-posing, decision-making, advocacy, and action.

We are seeking a range of contributions (empirical research, reviews or meta-analyses, etc.) to this Special Issue that address the contributions of early childhood nature-based pedagogies, practices, and experiences to a sustainable future. Our aim is for a collection of papers that shed light on the knowledge, skills, dispositions, and values that may ground and encourage examination of issues and meaningful action when children are older.





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Message from the Editor-in-Chief

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