



Education as Co-Responding to the More-than-Human World: Towards Thoughtful Practices in Place-Engaged Sustainability Education

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Message from the Guest Editors

With this Special Issue, we aim to contribute to a recent focus on Education for Sustainability (ESD) literature: an attempt to scrutinize the educational efficacy of practices in which humans are engaged in the material world and are quite literally challenged to respond to the remarkable question: ‘Where are we, what and who is at stake, and how do we live together?’

Deadline for manuscript
submissions:
closed (31 October 2021)

Researchers have started to articulate the distinctive characteristics of a pedagogy that aims to learn to navigate in these more-than-human worlds and become able to compose a response to the question of what these situated worlds need in order to thrive and prosper.

We welcome contributions that elaborate extensively on one particular case in the broad range of formal and nonformal education types and in very different places (urban rural, (non)Western). We equally welcome more theory-driven reflections on how such place-engaged pedagogies have the potential to reconfigure humanist conceptualizations of time, space, and more-than-human collectives.





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Message from the Editor-in-Chief

I encourage you to contribute a research or comprehensive review article for consideration for publication in *Sustainability*, an international Open Access journal which provides an advanced forum for research findings in areas related to sustainability and sustainable development. *Sustainability* publishes original research articles, review articles and communications. I am confident you will find the journal contributes to enhancing understanding of sustainability and fostering initiatives and applications of sustainability-based measures and activities.

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