



Science and Sustainability Education

Guest Editor:

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Message from the Guest Editor

Published in 2019, the United Nations Environment Programme's sixth Global Environment Outlook (GEO-6) (Messerli et al., 2019) documents the rapid deterioration of the global environment and stresses an increasingly closing window for action. The report emphasises what has been communicated and understood by scientists for a long time but is now even more obvious in light of the major natural disasters that have occurred since 2020. Urgent sustainability challenges face future generations, some of which are the direct and indirect results of climate change. Future generations need to be prepared to respond to a world beset by such challenges to be able to make informed decisions that will support human health and wellbeing in the next century. To do this, we need to have the latest and most unequivocal evidence to educate both the students and their educators.

The scope of the Special Issue will be centered on research that is of importance to:

- Teacher education;
- Science education;
- Learning and teaching;
- Science education philosophy.





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Message from the Editor-in-Chief

From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

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