

## Special Issue

# Geography Education Promoting Sustainability— Series 1

### Message from the Guest Editor

The aim of this Special Issue, “Geography *Education Promoting Sustainability*” is to provide ideas of how sustainability can be promoted in teaching, studying and learning in geography. In the 2030 Agenda for Sustainable Development, it has been stated that all learners should acquire the knowledge and skills needed to promote sustainable development (United Nations, A/RES/70/1, 2015, 17). Consequently, and also with the great proliferation of knowledge and rapid changes in technology, it is important to develop students’ and student teachers’ understanding of the principles of sustainability. The Special Issue welcomes all articles discussing views and experiences in geography education at schools and in teacher education that support curricular work and school practices sharing a vision of a society that lives in balance with Earth’s carrying capacity. In addition, your contribution can present and reflect on the ideas that offer learners a context for developing active citizenship and participation for understanding of the human–environment interactions. Articles can be review or empirical ones.

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### Guest Editor

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### Deadline for manuscript submissions

closed (30 November 2019)



## Education Sciences

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## About the Journal

### 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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### Editor-in-Chief

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