



Environmental and Sustainability Education in Early Years: Global Contexts, Understandings and Perspectives

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Message from the Guest Editors

Dear Colleagues,

Sustainability is yet to find a universally accepted definition and continues to be a highly contested topic based on individuals' environmental identity, understandings of equity, justice, and freedom. Individuals' environmental beliefs are deeply held and influenced by their early life experiences, values, and knowledge. We extend this contestation to include sustainability within this paradigm—an equally complex and fluid term with many versions and not any single agreed-upon definition. There is therefore a need for varied lenses in helping to understand sustainability through different worldviews, thereby creating a better understanding of this term (Corcoran, Walker and Wals, 2004). This will also allow for deeper perceptions into sustainability as it is understood across the globe, and also the many dimensions of sustainability such as space, time, history, ethics, and culture. Sustainability, understood differently across different countries and cultures, is developed over time and based on a wide range of norms and values.

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