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Nota di contenuto	Preface: John Siraj-Blatchford -- 1. Education for Sustainable Development in Early Childhood Care and Education: An Introduction; John Siraj-Blatchford and Ingrid Pramling Samuelsson -- 2. The OMEP ESD Research and Development Project; John Siraj-Blatchford -- 3. Early Childhood Education for Sustainable Development in Chile; Selma Simonstein -- 4. Early Childhood Education For Sustainable Development in China; Xin Zhou , Zhanlan Liu, Chunhong Han and Guangheng Wang -- 5. Early Childhood Education For Sustainable Development in Kenya; Mercy Macharia and Njeri Kimani -- 6. Early Childhood Education For Sustainable Development in Korea; Eunhye Park -- 7. Early Childhood Education For Sustainable Development in Norway; Marianne Presthus Heggen -- 8. Early Childhood Education For Sustainable Development in Portugal; Vítor Oliveira and Assuncao Folque -- 9. Early Childhood Education for Sustainable Development in Sweden; Anne Kultti, Eva Ärlemalm-Hagsér, Jonna Larsson and Ingrid Pramling Samuelsson -- 10. Early Childhood Education For Sustainable Development in Turkey; Gelengül Haktanr, Tülin Güler and Deniz Kahrman Öztürk -- 11. Early Childhood Education For Sustainable

Development in the UK; John Siraj-Blatchford -- 12. Early Childhood Education For Sustainable Development in the USA; Cathy Mogharreban and Shannon Green -- 13. Towards a Research Programme for Early Childhood Education for Sustainable Development; John Siraj-Blatchford -- Appendix: The Environmental Rating Scale for Sustainable Development in Early Childhood (ERS-SDEC).

Sommario/riassunto

This book offers a perspective on Education for Sustainable Development in Early Childhood (ESDEC) that is far removed from the 'business as usual' notion of an extended, predominantly environmental, educational curriculum for preschools. It presents a vision of sustainable development that has relevance to Early Childhood Care and Education (ECCE) from birth to school; it is relevant as much to homes, family support and health settings as it is to educational settings, and is as much concerned with health and wellbeing as with education. The book provides a perspective that is fundamentally embedded in notions of interdependency. It places an emphasis upon the importance of recognising the interdependency of peoples within and between nation states; the ecological interdependencies of the natural world; of humanity and nature; and most significantly the interdependency of adults and children. These emphases have their origins in the grassroots studies included in the ten chapters representing countries from around the world. The book reflects the idea that only global solutions and initiatives are capable of addressing the global challenges of climate change, environmental pollution, and global threats to ecological systems and biodiversity.
