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Sommario/riassunto	The discourse of education for sustainability has been severely limited by the fact that it largely refuses to acknowledge important insights from other fields of learning and knowledge. This reluctance to engage with central insights regarding how the world and, more specifically, how human interactions with both the human and non-human world work, ensures that it has remained a largely self-centred discourse. It is tangled up with reflections on education without contextualising them in the...