

Preface

Environmental education is no longer a fashionable activity for today's people, but a necessity dictated by life. In our ever-changing world, our primary goal must be to understand the operation of our natural environment and to develop our societies responsibly taking into considerations our natural limits and the interest of the whole living world in order to reach the sustainability of our societies. Education for sustainability cannot be started early enough, that is why kindergartens and schools are one of the most important institution in of the realization of it. Fortunately these institutions today can use a very diverse set of methodological tools to achieve their educational goals concerning sustainability.

In the thematic issue of jATES 2020/2, we publish articles on environmental education, the topic of which is very colorful, presenting methodological innovations and good practices from pre-school to teacher training.

The first article of the issue by Avid Gal from Israel gives an insight how a complex learning about one bird species, the lesser kestrel could give a complex understanding about environmental end sustainability issues. The main virtue of this article is that beside the strength of the presented method it is also describes and limits of it and analyse the possibilities to exceed these limits.

In the second article Farhana Borg and Monika Vinterek from Sweden introduce the readers in a rarely investigated of environmental education, namely preschool principals' view on education for sustainability. It is widely acknowledged that professional leaders's actions have a key role in the effectiveness of an educational institute, but little is known how principals' personal views influence their professional actions. The article is starting point to explore this unknown terrain.

Scientists are more and more convinced that biodiversity is a key factor in sustainability on the one hand and on the other hand that humanity is destroying biodiversity in a accelerating speed. The importance of the theme of biodiversity is represented in the current issue too. There are two articles dealing with the theme of biodiversity on different levels. The third article of the issue by Éva Nagy present a research on the everyday pedagogical pratice of Hungarian teacher concerning the topic of biodiversity while the fourth article of the issue by Csilla Szabó and, Kunigunda Macalik provide us a meta-analysis of scientific articles on biodiversity communication and identifying effective methods of biodiversity communication on the bases of the metadata.

Bence Norbert Együd and his colleagues describe a scientific research on how some man made object became a polarilezed light traps for special group of insects. This article is not just

simple a description of an interesting scientific research but at the same time review of the possibilities of the implementation of the methods of and lessons learnt from the research into the educational practice of schools a teacher training institutions.

The closing article of the current issue by Katalin Hill and Veronika Fülöp present an innovative way of introducing the issue of life-cycle analysis of cell-phones into teacher training. The article highlights that the presented method increasing the environmental awareness and the pedagogical skills of teacher students at the same time. I think it is worthy closing thought to develop our environmental awareness and the pedagogical skills is a permanent tasks for all of us who wants to contribute to the success of environmental education and education for sustainable development.

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