

Chapter 5

Ethical Dimensions of Sustainable Development: The Philosophy, Logistics, and Climate Change Education

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ABSTRACT

This chapter examines the ethical dimensions of sustainable development within the context of climate change education. It explores the intersection of philosophy, logistics, and climate change education. The chapter sheds light on ethical implications and considerations arising in pursuing sustainable development. It seeks to provide valuable insights for climate change analysts, policymakers, curriculum and instructional designers, faculty, administrators, teacher educators, and other stakeholders interested in averting the impact of climate change and fostering sustainable development.

INTRODUCTION

This chapter examines the ethical dimensions of sustainable development within the context of climate change education. It explores the intersection of philosophy, logistics, and climate change education. The chapter sheds light on ethical implications and considerations arising in pursuing sustainable development. It seeks to provide valuable insights for climate change analysts, policymakers, curriculum and instructional designers, faculty, administrators, teacher educators, and other

DOI: 10.4018/978-1-6684-9099-0.ch005

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stakeholders interested in averting the impact of climate change and fostering sustainable development.

Sustainable development and climate change education are critical components in addressing global environmental challenges. In order to promote responsible actions and decision-making, it is essential to apply ethical theories and frameworks. We explore various ethical perspectives relevant to sustainable development and climate change education, citing academic sources to support the analysis.

Utilitarianism, an ethical theory advocated by Jeremy Bentham and John Stuart Mill, centers on the principle of maximizing overall happiness or utility. In the context of sustainable development and climate change education, this theory promotes actions and policies that lead to the greatest good for the greatest number of people, taking into account environmental considerations. By incorporating utilitarian principles into educational programs, educators can emphasize the importance of collective efforts to address climate change and promote sustainable practices (Mill, 1863, p. 15).

Deontology, as proposed by Immanuel Kant, focuses on the inherent rightness or wrongness of actions rather than their consequences. In the context of climate change education, this ethical framework emphasizes the duty of individuals and societies to protect the environment and act in ways that respect the intrinsic value of nature. Kantian ethics can guide educators in cultivating a sense of responsibility and moral duty among students to take active roles in sustainability efforts (Kant, 1785, p. 30).

Virtue ethics, attributed to philosophers like Aristotle, centers on the development of moral character and virtues. In the context of sustainable development and climate change education, this framework emphasizes cultivating virtues like environmental consciousness, empathy, and responsibility. By promoting virtuous behavior, educators can instill a deep-rooted commitment to sustainable practices and environmental preservation among students (Aristotle, 350 BCE, p. 112).

Environmental ethics is a specific branch of ethics that focuses on the moral relationship between humans and the environment. This framework encourages viewing nature as having intrinsic value beyond its utility to human beings. Educators can apply environmental ethics in climate change education to foster a sense of ecological interconnectedness, emphasizing the need to protect and respect all living beings and ecosystems (Callicott, 1989, p. 54).

Intergenerational ethics is concerned with the moral obligations of the current generation towards future generations. In the context of sustainable development, this framework emphasizes the importance of considering the long-term impacts of our actions and policies on future inhabitants of the planet. By incorporating intergenerational ethics into climate change education, educators can instill a sense

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