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Editorial – *Think Global, Act Local:* Philosophy, Education, and Environmental Challenges

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In this special issue, *Think Global, Act Local: Philosophy, Education, and Environmental Challenges*, organized by Professors Roberto Franzini Tibaldeo (PUCPR) and Magda Costa-Carvalho (University of the Azores), *Aurora - Journal of Philosophy* brings together reflections that explore the complex intersection between global thinking and local action in response to environmental urgencies. Philosophy and education emerge as fundamental tools for reimagining our relationship with the planet, articulating critical and creative perspectives to address ecological and social crises.

According to the dossier organizers, “these last few decades have made us aware that we are heavily indebted to the planet and are therefore suffering a serious environmental emergency. Indeed, due to the

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Promethean use of technology and its disruptive effects, human activity has resulted in violating and endangering natural life. Furthermore, pollution and environmental degradation essentially accompany what human beings identify as “progress”. Due to the planetary magnitude of such “progress”, we have entered a new epoch in planetary history called the “Anthropocene”, the effects of which also affect the future (Cera, 2023). The imminence of the catastrophic results of this power demands an entirely new and original way of thinking, imagining, and acting on our part. The fear of the worst-case scenario arising from the technological age offers a preliminary motivation to seek individual and collective responsibility, and thus try to reverse the crisis by restoring our capacity to think and care about the future (Jonas, 2006; Pulcini, 2013; Höhle, 2019; Latour, 2020).

This issue of the journal “Aurora” seeks to address these topics from a critical and interdisciplinary perspective and with the aim of reconstructing the relationship between humanity and nature (Ingold, 2021). The aim is to challenge the current culture of appropriation, which is in fact the fruit of the Western economic-technological mindset, thanks to the mobilisation of a cultural perspective that goes beyond both the anthropocentric and selfish viewpoint of limitless exploitation of nature and the “environmental crisis” paradigm used until recently to address technological threats to the environment. Instead, this journal issue revolves around the “relational reconstruction”, which enables us not only to reinterpret our relationship with life in a more attentive way, but also to imagine a new paradigm of technological innovation capable of redirecting the global trajectory towards a socially equitable, culturally enriched, and ecologically resilient planetary civilisation (Hillman, 1978; Feenberg, 2002; Levitas, 2013).

Numerous scientific studies in recent years have highlighted that today’s technological-environmental challenges cannot be tackled by disjointed scientific disciplines, but need a new synergistic and multidimensional approach capable of bringing together different levels of vision and action (local, regional, national, international, global), multiple scientific disciplines (human, social, natural, and technological sciences), diverse agents and stakeholders (politicians, citizens, activists, entrepreneurs, NGOs, experts, institutions, local communities, minorities, etc.), and capable of tackling problems in an intersectional way.

In this respect, philosophy has a specific role, namely that of contributing to the new ecological *ethos* that humanity needs by developing the “reflective” capacities of individuals and communities (Dewey, 1979; Schön, 1983; Schön, 1987; Biesta, 2022; Burgh; Thornton, 2022; Thornton, 2023). This demand has recently converged in the so-called “community-based philosophical practices”. This expression refers to a range of philosophy-based, dialogical methodologies, the best known of which is certainly the “Philosophy with/for Children” (P4C) conceived by Matthew Lipman (2003) and Ann Margaret Sharp (1987) in the 1970s. Over the decades, P4C has also resulted being effective in fostering the participants’ “global consciousness” and in increasing their “global responsibility” (Sharp, 2018; Lipman, 2008; Franzini Tibaldeo, 2023; Costa-Carvalho, 2023; Cassidy, 2023a; Cassidy, 2023b). More recently, P4C has been combined with “place-based” and “place-responsive pedagogies” (Burgh; Thornton, 2022; Bleazby *et al.*, 2022; Bleazby *et al.*, 2023), with the aim to increase further the capacity of environmental-oriented philosophical education to reconstruct our relationship with nature.

The relationship between the practice of philosophy and environmental education is therefore the specific focus of this dossier, in which leading national and international authors in interdisciplinary research participate. Before dealing specifically with this subject, the dossier includes two general

contributions (Tim Ingold, Daniele Saheb) focussing on the complexity of our globalised world from an economic-technological, anthropological-ethical, and educational point of view, respectively. This initial reflection sets the tone for the following analyses, which tackle issues such as philosophical and environmental education, the development of environmental consciousness, the role of education in promoting cultural change, and children’s political agency (Robin Attfield, Claire Cassidy, Maria José Figueiroa Rego, Magda Costa-Carvalho, Maria Elice Brzezinski Prestes).

This dossier therefore aims to highlight the possible contribution of an educational philosophy to reforming the human relationship with nature, as well as to confront issues that in the national and international philosophical debate have not yet found sufficient attention due to the lack of interdisciplinary dialogue between researchers and the persistence of an analytical perspective that is still partial and incapable of promoting the desired *relational reconstruction*”.

We extend our heartfelt thanks to the organizers, authors, and reviewers for their commitment and dedication in bringing this dossier to fruition. We hope that this volume serves as an inspiring invitation to reflection and a catalyst for active engagement in building a more sustainable and equitable future.

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