

## Abstract Malin Ideland

**Nordic environmental heroes and their ecological footprints. How sustainability education became an individualistic, nationalistic project.**

The field of Environmental and Sustainability Education (ESE) can in many ways be characterized as indisputable. The need for educating and fostering children – the future citizens – into a sustainable way of being in the world is something difficult to oppose. My talk aims to problematize the good intentions of ESE. I ask how it can be possible that Nordic countries often are seen as environmentally progressive, even though their ecological footprints are extremely large. I will also discuss how ESE contribute to a (re)production of norms for who lives the environmentally friendly life and who is seen as the bad guy? The lecture approaches the questions by looking at how the idea of the environmentally friendly life is entangled in discourses on social class, whiteness and national exceptionalism. In all, I discuss what comes along, unintentionally, with the good intentions to educate for a sustainable society? I will thereby try to put on the role of disrupting the good intention and recognize that it might have problematic consequences that even might prevent real change.

Malin Ideland works as professor in Educational sciences, and is docent in Ethnology at Malmö university. She has two primary research interests; marketization and neoliberal governing of education and how norms for Swedishness, whiteness and social class organize how we can think and act concerning education, but also environmentalism and sustainability. In December 2018 her book *The Eco-Certified Child. Citizenship and Education for Sustainability and Environment* is published.