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Ultimately, a more sustainable world calls upon our ability to learn to continuously respond to dynamic global challenges and our willingness to engage in such learning. Viewed as such, sustainability is a continuous search with temporary outcomes that, at best, that need to be recalibrated and reconsidered as the world changes. Sustainability is not a destiny that, once we arrive at it, invites us to celebrate and enjoy our achievement. Sustainability is a dynamic concept that from an educational perspective is attractively vague: it is a concept in search for meaning. This meaning is fluid and changes with time and place; it is highly contextual. Those who like crisp, clear definitions and require strict boundaries and distinctions, will find this challenging. Especially the world of science is dominated by people who have mastered the art of drawing boundaries, making distinctions, dissecting wholes into parts, and viewing the world as a three-dimensional clock consisting of variables and causalities whose properties and interactions can somehow be measured with statistical accuracy, which, in the end, will help "us" manage and control reality in a "responsible" way. We can call this way of thinking "positivist", empirical analytical, reductionist and cybernetic. Leaving aside the undesirable spin-offs of this "engineering mindset", this genre of thinking has made miraculous innovations possible and, for one, allows me this morning to type this foreword on my computer, before sending it via cyberspace to the editors.