

Special Issue

Reimagining Climate Change Education for Sustainable Development: Interdisciplinary Pathways and Sociocultural Commitments

Message from the Guest Editors

While efforts to integrate climate-related content into educational systems have expanded globally, many curricula continue to rely heavily on technocratic, decontextualized models that overlook the lived experiences, histories, and identities of marginalized communities. This gap signals a crucial need for critical, inclusive, and action-oriented educational approaches—ones that foreground indigenous knowledge systems, socio-political awareness, and the ethical dimensions of planetary stewardship. Submissions may address themes such as follows:

- Sociocultural perspectives on environmental literacy and community resilience;
- Critical pedagogy and decolonial approaches to CCE;
- Integrating indigenous and local knowledge into sustainability education;
- Intersectional analyses of environmental justice and access to education;
- Arts-based, experiential, or place-based learning for ecological consciousness;
- Methodological bricolage and interdisciplinary frameworks for climate research in education.

Guest Editors

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Message from the Editor-in-Chief

Social Sciences is an international open access peer-reviewed journal publishing the latest research across all disciplines of the social sciences including anthropology, criminology, economics, education, geography, history, law, linguistics, political science, psychology, social policy, social work, sociology and related areas. The journal is especially interested in interdisciplinary research, and aims to facilitate the interaction and communication between different social scientific disciplines. The journal welcomes conventional length articles as well as shorter Research Notes or short articles, as long as they meet the journal's standards of quality and originality.

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