

## Special Issue

# Regenerating Climate Change Education for Sustainable Development: Intradisciplinary 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.

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### Guest Editors

Prof. Dr. Alejandro Gallard  
Prof. Dr. Silvia Lizette Ramos de Robles  
Dr. Juan Alberto Gran Castro

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### Deadline for manuscript submissions

30 November 2026



## Social Sciences

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*Social Sciences*  
Editorial Office  
MDPI, Grosspeteranlage 5  
4052 Basel, Switzerland  
Tel: +41 61 683 77 34  
[socsci@mdpi.com](mailto:socsci@mdpi.com)

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### Editor-in-Chief

Prof. Dr. Daniel McCarthy

Department of Sociology, University of Surrey, Guildford GU2 7XH, UK

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