

# Call for proposals for a new monograph: Environmental education, culture of sustainability and climate emergency

## Guest editors

**José Gutiérrez Pérez**, Universidad de Granada, Spain.

**Pablo Ángel Meira Cartea**, Universidad de Santiago de Compostela, Spain.

**Edgar González Gaudiano**, Universidad Veracruzana, Mexico.

## Presentation

The European Parliament declared a climate emergency in November 2019. The Spanish government did so on 21 January 2020. In both cases, the goal is to achieve climate neutrality by 2050. To this end, it is considered that education, in all its manifestations, must play a key role in two ways: firstly, in achieving social acceptance of the seriousness and threat potential of the climate crisis to generate public involvement and the necessary consensus to promote more ambitious mitigation and adaptation policies and, secondly, as a cultural strategy to promote profound changes in lifestyles that will significantly reduce the environmental impact they generate, in addition to facilitating the transition towards more sustainable and fairer ways of life. In coherence with these objectives, it is necessary to promote basic and applied research aimed at strengthening social responses to the climate crisis, in general, and responses from school education and social education, in particular. This is a pressing need, as we need to accelerate the social and cultural changes necessary to significantly reduce greenhouse gas emissions and to minimise human vulnerabilities to the already unavoidable impacts of the increasingly evident and damaging destabilisation of the Earth's climate. Given the inherent urgency of this situation, it is surprising that the climate crisis plays a relatively minor role in educational research programmes.

Another relevant dimension for focusing educational responses to the climate crisis is the temporal dimension. In this regard, the UN's Intergovernmental Panel on Climate Change (IPCC), in its latest reports, highlights the imperative need to boost the resources of education, information and community approaches in order to accelerate the social and cultural changes that will allow us to have any chance of achieving the goals set in 2015, within the framework of the Paris Agreement, to limit the increase in the planet's average temperature to 1.5°C or, as a lesser evil, to 2°C by the end of this century.

The climate emergency is one of the main exponents of the socio-environmental crises we have suffered since the Industrial Revolution, placing us before a new era characterised as the Anthropocene, whose scientific evidence is linked to the exponential increase in the levels of emissions over the last hundred years. The culture of sustainability is an essential part of sustainable human development, in interaction with a wide and diversified range of socio-environmental, ethical, territorial and technological elements, to which educational research will have to pay priority attention. In correspondence with this reality, the monograph that we present here

aims to bring together articles of research and pedagogical reflection that contribute to inspiring and guiding educational responses congruent with the magnitude of the climate crisis, with the structural nature of the social changes necessary to confront it and with the urgent need to address these changes in order to avoid the worst future scenarios of a hostile climate, the evidence of which is already part of the present.

## **Descriptors**

The articles presented can respond to the following themes:

- Pedagogical challenges to educate in time in the face of climate emergency and socio-ecological transition processes.
- Transnational and intercultural patterns of perception of causes and consequences of climate change.
- Realities and challenges for education in curricular and social contexts to address the resistance of popular culture in the face of scientific evidence.
- Training actions in contexts of vulnerability and environmental risks: strategies, programmes and resources for adaptation and mitigation.
- Climate literacy, training and resistance to change.
- Disruptive training, quality teaching materials and resources as catalysts for climate emergence.
- Educational and community experiences for the transformation of lifestyles in the socio-ecological transition.

## **Questions**

The following are some guiding questions on the topics of interest in the monograph:

- What are the main challenges to be considered for educating in the face of the climate emergency and the socio-ecological transition process?
- Are there transnational and intercultural patterns that help to increase perceptions of the causes and consequences of climate change?
- What are the main challenges to be taken into account in order to educate in curricular and social contexts, in favour of environmental education, the culture of sustainability and the climate emergency, in contexts dominated by the resistance of popular culture?
- What training actions, materials and educational resources should be favoured to promote environmental education in people, throughout the different levels of education?
- What educational and community experiences favour the transformation of lifestyles in the current socio-ecological transition, marked by the climate emergency?

## Guest editors



### **José Gutiérrez Pérez, Universidad de Granada, Spain.**

Professor of Research Methods and Diagnosis in Education, Universidad de Granada. He directs the Research Group HUM-890, "Evaluation in Environmental Education". He has been responsible for the Institutional Evaluation and Accreditation Area of the Andalusian Knowledge Agency (2014-2022). He collaborates with FECYT in the quality seal of Scientific Journals, coordinating the Commission of Social and Legal Sciences. He is currently part of the Project Management

Team of the Scientific Area of Educational Sciences of the State Research Agency (2021-). His main lines of research in the last three decades focus on the evaluation of the quality of education programmes, centres and resources for sustainability, education and communication of climate change, environmental literacy, environmentalisation of the curriculum and professional development of teachers in Higher Education.



### **Pablo Ángel Meira Cartea (Universidad de Santiago de Compostela, Spain).**

Lecturer in Environmental Education (EA), Universidad de Santiago de Compostela. Member of the Research Group in Social Pedagogy and Environmental Education (SEPA). His lines of research focus on the foundations of EA, the design of EA public policies, social representations of climate change and education for climate emergency. María Barbeito Pedagogical Research Award (2009). Creator and

coordinator of the Resclima Project ([www.resclima.info](http://www.resclima.info)). Co-founder of the Sociedade Galega de Educación Ambiental and president of the same at various stages. Promoter of the Rede de Pesquisadores Internacionais em Educação Ambiental e Justiça Climática (REAJA) and the Rede Lusófona de Educação Ambiental (RedeLuso). Author and co-author of more than 200 publications in national and international journals and publishers. Member of the Advisory Committee for the Assessment of Teaching Staff of ANECA (2023-).



### **Edgar González Gaudiano (Universidad Veracruzana, Mexico).**

Senior researcher at the Institute for Research in Education of the Universidad Veracruzana. He is currently Director General of Postgraduate Studies. He is a postdoctoral fellow at the Universidad de Santiago de Compostela, Spain. He is a member of the National System of Researchers (SNI), Level 3, of the Mexican Council of Educational Research, of the Mexican Academy of Sciences and a founding member of the National Academy of Environmental Education. He is also

a member of the Veracruz Council for Scientific Research and Technological Development and of the international group RESCLIMA. He has published twenty individual and collective books, as well as a hundred chapters in books published in Mexico and other countries, and numerous articles in national and foreign journals. In 2004 he received the Ecological Merit Award in the Academic Sector category; in 2007 the UANL Award for research in the humanities and in 2012 the "Gonzalo Halffter" Ecological Merit Medal. His current line of research is in climate change education, vulnerability, risk and social resilience.

### **Instructions and submission of proposals**

**Deadline for submission:** 30 June 2024.

**Instructions for authors:** <https://bit.ly/4220mej>

**Submission of proposals for the Monograph:** <http://bit.ly/3Hlou1N>