

CALL FOR PAPERS

Vol. 23, No. 2 (July-December 2028)

Monographic Section

Education for Sustainable Development in the Education System

Educación para el Desarrollo Sostenible en el sistema educativo

Guest Editors

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Scope

The monographic issue “*Education for Sustainable Development (ESD) in the education system*” aims to promote a critical and plural reflection on the transformative role of education in achieving the Sustainable Development Goals (SDGs) of the 2030 Agenda. The approach combines an interdisciplinary, comparative, and applied perspective that enables understanding of the different levels at which ESD is integrated—or should be integrated—within education systems: regulatory, curricular, institutional, and practical.

It is based on the premise that ESD is not a specific subject or discipline, but rather a transversal dimension that should permeate educational policies, teacher training, teaching methodologies, and school cultures. This special issue invites rethinking education as a tool for social and environmental transformation, promoting values such as equity, justice, responsibility, and cooperation. In this sense, it seeks to analyze how legislative frameworks have advanced toward the integration of the SDGs, as well as the existing gaps between normative discourse and actual practices in educational institutions.

The monographic approach also highlights teacher education as a strategic axis, exploring both teachers’ perceptions of sustainability and the competencies required to incorporate ESD into teaching. Likewise, innovative experiences that exemplify good practices across different educational levels are addressed.

The issue also encourages expanding the debate across different cultural and educational contexts, fostering the exchange of experiences between Europe and Latin America. This

global dimension reinforces the idea that ESD is a shared and relational project that transcends national borders and requires sustained academic and political cooperation.

Descriptors

- Education for Sustainable Development
- Sustainable Development Goals
- Teacher training
- Educational innovation
- Sustainability – educational policies
- Global citizenship

Guiding Questions

The following questions are proposed to encourage participation from the educational community, institutions, and researchers:

- How can we ensure the effective and transversal integration of Education for Sustainable Development across different levels of the education system?
- What are the main challenges and strategies to strengthen teacher training and the assessment of sustainability competencies?
- What practices, partnerships, and educational innovations can promote a school culture committed to the Sustainable Development Goals?

About the Guest Editors

Dr. Ana Rosa Arias Gago. Associate Professor at the Universidad de León in the field of Didactics and School Organization. PhD in Psychology and Educational Sciences and is a member of the EVORI research group, focusing on educational innovation from a multidisciplinary perspective, including school organization, quality models, inclusion, ICT, and teacher initiation. Since 2001, has taught at all university levels and participated in undergraduate, master's, and doctoral programs in Spain and abroad. Has been involved in numerous national and international projects, including Erasmus+ and the Spanish National R&D&I Plan. Currently serves as Director of the Department of General Didactics, Specific Didactics, and Theory of Education at the Universidad de León.

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Dr. Carolina Blanco Fontao. PhD in Science. After teaching in secondary education and combining this with university teaching in the Teacher Training Master's program (Physics and Chemistry module), joined the field of Experimental Science Didactics as a full-time faculty member, where currently serves as Associate Professor.

Main research interests focus on the assessment of scientific literacy levels across different demographic groups, the curricular integration of the Sustainable Development Goals at various educational levels, science teacher training, and innovative teaching methodologies for the development of scientific competencies.

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Dr. Aramis Marín. Full-time university professor and researcher in Management and Administrative Sciences at the University of Lorraine, France. Degree in Industrial Engineering and a PhD in Science from the University of Lorraine, with a dissertation focused on value creation in social entrepreneurship. Research interests lie at the intersection of entrepreneurship, organizational complexity, and ecological and solidarity-based transitions. Affiliated with CEREFIGE (European Center for Research in Financial Economics and Business Management), where work focuses on affectivity in entrepreneurial action, the social construction of reality, and experiential learning processes in higher education. Actively participates in action-research projects and playful pedagogies aimed at territorial development and transformative education. Has contributed to the design and implementation of innovative programs such as the master's degree *Entrepreneuriat et Management de Projets d'Inclusion par l'Activité Économique* (ENMAPIAE) and the interdisciplinary undergraduate program AGILES (*Agir pour l'Environnement et la Société*), which integrates sustainability competencies and responsible entrepreneurship. Current work combines higher education program design and participatory research, with the aim of developing competencies aligned with European frameworks such as EntreComp (entrepreneurship competencies) and GreenComp (sustainability competencies). Promotes active and collaborative methodologies that integrate critical reflection and action in real-world contexts. Also contributes to debates on critical and alternative epistemologies in management and entrepreneurship sciences. Areas of specialization include action research, entrepreneurship epistemologies, social entrepreneurship, corporate social responsibility (CSR), pedagogical innovation, competency-based education, and territorial transition dynamics.

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Submission Guidelines

Alteridad primarily publishes empirical research articles written in Spanish, English, or Portuguese; selected literature reviews (state-of-the-art) are also accepted.

For the Miscellaneous section, diverse contributions within the educational field are continuously reviewed.

Submissions must be made exclusively through the journal's website. All authors must register, although only one will act as the corresponding author.

Two files must be submitted simultaneously:

1. The article, following *Alteridad* publication guidelines
2. Cover page and cover letter according to the provided template

Journal website: <https://alteridad.ups.edu.ec/index.php/alteridad/>

Author registration: <https://alteridad.ups.edu.ec/index.php/alteridad/user/register>

Publication guidelines: <https://bit.ly/3t5IBaY>

Cover page and cover letter: <https://bit.ly/4sodTJv>

Pre-submission checklist: <https://bit.ly/2NfCwK4>

Important Dates

Submission deadline: **February 7, 2028**

Publication date: **July 1, 2028**