



Critical Pedagogy and Climate Justice

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Deadline for manuscript
submissions:

31 August 2024

Message from the Guest Editors

Dear Colleagues,

It is with a sense of growing urgency, during what appears to be the hottest summer on record, that we announce a Special Issue of *Education Sciences* focused on the links between critical pedagogy and climate justice.

With discussions about climate justice gaining momentum, it is imperative that critical educators re-evaluate, broaden, and rearticulate the Freirean project and its long-standing concerns with social justice in order to strongly reconnect with the lived ecologies of the oppressed.

The aim of this Special Issue is therefore to broaden the scope and space of critical pedagogical discourse and the development of related ideas. We invite contributions from critical educators at all levels and from all countries who wish to engage in rearticulating the role of critical pedagogy in addressing the climate crisis, as well as to outline potential avenues for transdisciplinary intervention and collaboration.

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an Open Access Journal by MDPI

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Message from the Editor-in-Chief

From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

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