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Commentary

New reflections and strategies for social sustainability through the climate change crisis within inclusive participation and school

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Abstract: The goal of this paper corresponds to a small theory on the discovery of the incorporation of climate action to go deeper regarding educational treatment. There is no search to raise awareness in the social community for educational inclusion on current environmental problems such as pollution, loss of biodiversity, and climate change, among others. Social inclusion on ecology and the new treatment of sustainability through practice that allows us to assume and strengthen the greatest responsibility for the environment, this is, notable and conscious, of course, the transversal programs within the environmental matter together with the inclusive school. This educational operation seeks to strengthen the practice of values that allow us to assume the greatest responsibility of caring for the environment in a notable and conscious way, of course, the transversal programs within the environmental field along with the participation of students with cultural-functional diversity. It is possible to debate the use of a modernized model for inclusive ecology to improve the structuring of the educational strategy, depending on the teaching and learning process of the inclusive school.

Keywords: climate change; inclusive; education; school; society; sustainability theory

1. Introduction

The sixth assessment report (AR6) of the Intergovernmental Panel on Climate Change (IPCC) [1–4] that analyzed the new findings of the incorporation of climate action on the threat to human well-being and the health of the planet, (but does not correspond to) the greatest benefits to take the necessary and urgent measures. There is no guarantee for a sustainable and livable future for all. There is no treatment to incorporate the project on the climate change crisis, as well as the lack of promise to care for the environment, and the participation of social actors through ecology [5,6].

The only question to deepen regarding educational treatment: should the recyclable and reusable materials incorporate the complementary subject of social ecology and inclusive school? There is no search to raise awareness in the social community for educational inclusion on current environmental problems such as pollution, loss of biodiversity, and climate change, among others.

2. Social life problem through ecological inclusion in education

Social inclusion on ecology and the new treatment of sustainability through practice that allows us to assume and strengthen the greatest responsibility for the environment, this is, notable and conscious, of course, the transversal programs within the environmental matter together with the inclusive school. For example, it is possible to know in students, both cultural diversity and functional diversity (disability) helps to create educational ecologies, of course, inclusive education communities; as well as the (new) inclusive strategies to face environmental crisis and climate change with

resilience, depending on different approaches to environmental education and sustainability for making with eco-anxiety [7,8] and eco-friendly [9,10].

It is very difficult to deepen the bond with the ecology associated with climate change within the inclusive school. By differentiating the traditional disciplinary focus on research and problem-solving that remains in school education and of course, in higher education to generate a pedagogically interdisciplinary and holistic approach; It is possible to exchange the accesses of social sustainability to discuss the problem-based challenges to pedagogical strategies within the inclusive school and the educational community that engage from the new perspectives of students and teachers, engaging creative and participatory opportunities within the climate change crisis [11–13].

The incorporation of the inclusive school, depending on the spaces of social vulnerability on human behavior, such as a student without having the ecological learning experience, adaptation to climate change for the curricular subject and the didactic tool through the study on the ecology, and the impacts of the absence on the use of recyclable and reusable materials theory. The educational project of ecological instruments aims to raise awareness in environmental education, of course, for all schools facing the climate change crisis towards the new search for educational strategies in the inclusive world.

Not all educational approaches implement the ecological field to respond to the necessary demands of climate change, but depending on different adaptations of educational processes for environmental education, such as social and cultural, of course, addressing curricular contents and teaching-learning methodologies to meet the changing needs of students. This makes it quite difficult to maintain the current and future challenges of sustainable ecological works, that is, the double concept of environmental education and inclusive school incorporates creative and educational works that use the resources of images and technological materials to address the different episodes and challenges of climate emergency, the ecological manifestation, and the lack of environmental education within the curricular subject.

2.1. Ecological-sustainability theory for inclusive education

There is a theory of sustainability to link the educational strategy within the social matter and inclusive ecology [14–17]. It is important to highlight educational participation in social ecology, according to Assadourian's study [18–20] on the original model that corresponds to set theory (Venn diagram) in which one set contains the education for sustainability group, the other set contains to the education for resilience group, and from both sets the overlapping area of education for the Earth is obtained, equivalent to eco-social education; On the other hand, the modernized model that corresponds to the double group: one set contains the environmental education group, and the other set contains the inclusive education group, and both sets transform the intersection of environmental education for inclusive sustainability (**Figure 1**).

Both models facilitate the use of environmentally related topics that are integrated into eco-social education. There is no proposal for a modernized model to include the development of curricular content associated with the ecological subject to improve the motivation of students with cultural-functional diversity (and the educational

community), depending on the skills on the climate change crisis. For several authors, it is possible to highlight that some components of the roles in educational practice to underline the particular characteristics, that is, each teacher is capable of assuming responsibility for creating educational project related to eco-anxiety and eco-friendly, depending on strategic planning and didactic material in order to contribute to the knowledge-based development of creative and experimental skills within teaching, and the participation of the climate change crisis in ICT [21–26].

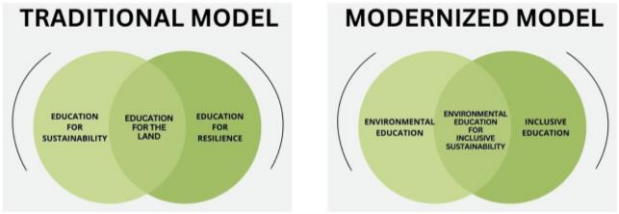

Figure 1. Two models for education and social sustainability (Source: Self-made).

2.2. Question of the role of teachers in inclusive educational practice

It is important to highlight the role of teachers in educational practice, through their various functions and responsibilities to perform in the training and development of teaching at all levels of the educational system. Not all schools support the ecological curriculum, and they also do not encourage the participation of mandatory curricular content in environmental education for inclusive sustainability about incorporating the impact (or threat) of spreading environmental damage inside or outside the school. The greatest failure of sustainable development lies in the inability to generate eco-friendly and appropriate educational activities for school visibility.

Despite efforts to promote ecological practices and sustainable products, the implementation of environmental education and inclusive sustainability in the school environment has been insufficient. In many cases, products are not designed for environmentally sustainable manufacturing. There is the result of a negative impact on the environment and people's health in general. For example, school supplies can be made from flexible, resident, renewable, and non-toxic materials.

This educational operation seeks to strengthen the practice of values that allow us to assume the greatest responsibility of caring for the environment in a notable and conscious way, of course, the transversal programs within the environmental field along with the participation of students with cultural-functional diversity.

3. Final considerations

It is possible to debate the use of a modernized model for inclusive ecology to improve the structuring of the educational strategy, depending on the teaching and learning process of the inclusive school. On the other hand, there is no evidence that the modernized model for the creating of the participation of students with cultural-functional diversity within the educational environmental field.

Important that needs to improve ecology through inclusive education about organizes (and plans) programs (or new activities) in the environmental education for inclusive sustainability. However, the new proposals for eco-anxiety and eco-friendly treatments in the face of the climate change crisis, and the reaction of the environment

for all students with cultural-functional diversity, regardless of the level of study in the educational system.

Despite these challenges, the educational exchange for sustainability in the future project offers creativity, critical thinking and problem-solving by integrating science, economics, ecological, arts, technologies, and others from the perspective transdisciplinary methodological. Finally, there is guidance to improve a new search on the incorporation of a modernized model, addressing the use of recycled material through respect for the environment, also the use of the digital literacy program, such as environmental educational technology to obtain the greatest influence of sustainable development. Likewise, it seeks to guarantee greater concern about climate change or the environmental crisis, through the relationship between socio-environmental development and the quality of vital signs such as biodiversity.

Conflict of interest: The author declares no conflict of interest.

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