


Chapter 2


Sustainability and Its Development in Educational Practices in Primary Education in Spain

Francisco José Martínez Carmona

 <https://orcid.org/0009-0006-6224-175X>

UNIE University, Spain

Rubén Madrigal Cerezo

 <https://orcid.org/0009-0000-5994-0564>

UNIE University, Spain

ABSTRACT

Sustainability is a content of great importance to be implemented in the teaching-learning process from the early stages of the Spanish curriculum. This is indicated in its educational law, alluding to the concept of sustainability and its approach from the work of the Sustainable Development Goals (SDGs), in order to comply with the 2030 Agenda. Globally, almost 90% of people who attend primary education complete it, although the disparity in the regions where it is provided is still very uneven. This disparity has a number of causes, ranging from the availability of the necessary financial resources to be able to provide education worldwide for all girls and boys, to the lack of infrastructure in other cases. Thus, it is essential that a number of competencies that are essential for a successful life in society are acquired in primary education, and sustainability, through its Education for Sustainability (ESD), is one of them.

DOI: 10.4018/979-8-3373-2802-7.ch002

INTRODUCTION

Education for Sustainable Development (ESD) has been consolidated over the last two decades as an axis on which education policies are largely developed at international level and therefore in the Spanish education system. Within the framework of the 2030 Agenda, adopted by the United Nations in 2015,

Sustainable Development Goal 4 not only promotes quality, inclusive and equitable education, but also, in its target 4.7, determines that by 2030 all students should acquire the necessary knowledge to promote sustainable development, including respect for the environment, human rights, the culture of peace and global citizenship (UNESCO, 2020). This vision has been contemplated and promoted and reinforced by the institutions of the European Union, which recommends that sustainability be integrated in a cross-cutting manner at all educational levels (European Commission et al., 2024).

In the case of Spain, Organic Law 3/2020 (LOMLOE) clearly incorporates the sustainability approach, both from a cross-cutting perspective and through specific content in areas such as Civic and Ethical Values or other curricular knowledge areas. Thus, plans such as the Environmental Education Action Plan for Sustainability (PAEAS, 2021-2025) promote a transformative education oriented towards ecological transition and social justice. As Guardedeño (2025) states, this educational dimension should not be considered as an add-on, but as an essential part of the curriculum, capable of articulating meaningful learning that connects the local environment with global challenges.

However, the normative presence of ESD alone does not guarantee its effective implementation in the classroom. As UNESCO (2022) points out, “environmental education cannot be reduced to a set of one-off activities, but must be structurally embedded in teacher planning and school culture”. Hence the need to investigate how ESD is being put into practice at the Primary Education stage in Spain, what methodologies are used, what difficulties teachers perceive, and to what extent there are adequate resources and institutional support for its development. This paper starts from this premise and aims to analyze the degree of real integration of sustainability in everyday teaching practice, through a study of the regulatory framework, available resources and recent scientific production in the field of ESD in primary education.

In the early stages of education, and especially in primary education, many of the attitudinal and, to a large extent, cognitive foundations that will enable students to develop critically and responsibly in their social environment in the future are built (UNESCO, 2020). Thus, Education for Sustainable Development (ESD) becomes a fundamental educational approach to equip students with the tools to acquire a comprehensive understanding of the current complexity of global challenges and

18 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/sustainability-and-its-development-in-educational-practices-in-primary-education-in-spain/390093

Related Content

Towards an Architecture for Online Scheduling of Autonomous Robots in Agriculture: Open Issues

Bruno Bachelet, Pietro Battistoni, Sandro Bimonte, Christophe Cariou, Gérard Chalhoub, Fabien Coutareland Nicolas Tricot (2022). *International Journal of Smart Vehicles and Smart Transportation* (pp. 1-23).

www.irma-international.org/article/towards-an-architecture-for-online-scheduling-of-autonomous-robots-in-agriculture/313059

Modelling and Simulation of E-Bikes Driven by BLDC Motors

Maladhi D., Selvasundar K., Maheedhar Marabathina, Kripalakshmi T., Deepa T., angalaeswari S. and Subbulekshmi D. (2023). *Artificial Intelligence Applications in Battery Management Systems and Routing Problems in Electric Vehicles* (pp. 109-132).

www.irma-international.org/chapter/modelling-and-simulation-of-e-bikes-driven-by-bldc-motors/318600

Introduction to the Green Internet of Vehicles

Wasswa Shafik (2025). *Driving Innovation at the Intersection of Renewable Energy and the Internet of Vehicles* (pp. 1-34).

www.irma-international.org/chapter/introduction-to-the-green-internet-of-vehicles/381452

Intelligent HVAC Control Prediction

Mohamed Alkhadashi and Adnan K. Shaout (2022). *International Journal of Smart Vehicles and Smart Transportation* (pp. 1-25).

www.irma-international.org/article/intelligent-hvac-control-prediction/315648

An Agile Approach for Lifecycle Integration in Personal Rapid Transit Systems Engineering

Nicholas Davenport, Theo Tryfonas, Alan Peters, Stylianos Karatzas and Anastasios Ioannis Karameros (2023). *International Journal of Smart Vehicles and Smart Transportation* (pp. 1-26).

www.irma-international.org/article/an-agile-approach-for-lifecycle-integration-in-personal-rapid-transit-systems-engineering/324063