



**THIAGARAJAR**  
**SCHOOL OF MANAGEMENT**  
(Autonomous)  
MADURAI, TAMIL NADU  
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**FOS<sup>2026</sup>GRIE**

International Conference on Frontiers of Sustainability- Global  
Responsibility for Innovation & Entrepreneurship  
[FOS 2026-GRIE] [Hybrid]

**22 - 24 JANUARY 2026**

*In collaboration with*



**Track 5**

**Sustainability Education, Training & Capacity Building**



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## Track Information

Sustainability is no longer a minor concern (Caputo et al., 2020; Agarwal et al., 2023). Sustainability, and continued efforts towards it, is the foundation upon which future innovation and entrepreneurship must be built (Hadjichambis and Hadjichambi, 2022; Crammond, 2020).

The conference track ‘Sustainability Education, Training and Capacity Building’ is a valuable opportunity to invite educators, entrepreneurs, policymakers, and community leaders to explore how knowledge, skills, and values for sustainable development can be embedded across society (Hsu and Pivec, 2021; Patrucco et al., 2025). This track emphasises the transformative power of education and capacity building in shaping a generation of responsible innovators who are equipped to address global challenges with creativity, collaboration, and impact.

This ‘Sustainability Education, Training and Capacity Building’ track recognises that global responsibility begins with learning. By cultivating sustainability mindsets in classrooms, organisations, and communities, we prepare individuals and organisations to rethink conventional models of growth, prioritise environmental and social well-being, and leverage entrepreneurial solutions to complex global issues.

The themes below highlight the many dimensions of sustainability education, showing how systemic change can be achieved through innovation, pedagogy, and partnerships.

Submissions related to, for example, Curriculum Innovations for Sustainability shall examine how learning programs, from schools to executive education, can integrate sustainability principles into their core (Isaias and Issa, 2013). Rather than treating sustainability as an addition, this theme invites submissions which advocate for embedding climate literacy, circular economy thinking, and responsible innovation into every subject and discipline. By shaping curricula in this way, education institutions cultivate graduates who see sustainability not as a constraint, but as a driver of entrepreneurial opportunity (Crammond, 2024).

ESD Pedagogy (Education for Sustainable Development) focuses on the teaching approaches that foster sustainability mindsets (Crammond, 2023a). From problem-based learning and design thinking to interdisciplinary collaboration, these pedagogical strategies encourage students and professionals alike to tackle real-world sustainability challenges. By empowering learners to critically assess issues, envision alternatives, and implement solutions, ESD pedagogy transforms passive knowledge into actionable impact.

Recognising the role of educators as change agents, submissions relevant to the theme of Training of Trainers and Capacity Building Initiatives may explore how institutions can equip teachers, trainers, and leaders with the tools to deliver sustainability education effectively (Crammond, 2023b). Building capacity among educators ensures a multiplier effect: one trained leader can inspire hundreds of learners, who in turn influence communities and industries. Such initiatives reinforce the idea that innovation in sustainability requires not only fresh ideas but also skilled facilitators to nurture them.

The digital era provides unparalleled opportunities for scaling sustainability education, which may be explored under Digitalisation & E-learning for Sustainability (Perbandt et al., 2021). Online platforms, virtual simulations, and AI-driven tools can democratise access to sustainability training, ensuring that knowledge is not confined to privileged institutions but available globally. This digital transformation supports lifelong learning, connecting entrepreneurs, professionals, and citizens to evolving sustainability practices across sectors and geographies.

Finally, submissions concerning Community Engagement and Lifelong Learning underscores the necessity of broad societal involvement. Sustainable development cannot be achieved by experts alone; it requires inclusive participation from communities, civil society, and local innovators (Claro and Esteves, 2021; Khatami et al., 2022). Through community-based education and lifelong learning initiatives, citizens are empowered to adopt sustainable behaviours, contribute to grassroots innovations, and support entrepreneurial ventures that address local and global challenges.

This track call is for those committed to shaping a sustainable future through education, innovation, and collaboration. By bridging knowledge with practice, and local action with global responsibility, conference participants shall discover how sustainability education and training can become catalysts for entrepreneurial solutions that benefit many sectors and wider society.

**Track-related themes, but not restricted to:**

- Curriculum Innovations for Sustainability – Embedding sustainability themes into learning programmes.
- ESD Pedagogy – Teaching approaches that build sustainability mindsets.
- Training of Trainers & Capacity Building Initiatives – Equipping educators and leaders with sustainability skills.
- Digitalisation & E-learning for Sustainability – Using online learning to spread sustainable practice(s).
- Community Engagement & Lifelong Learning – Involving citizens in ongoing sustainability education.

**A variety of methodological approaches and paper forms are welcome:**

- Theoretical, discussion based
- Analytical
- Case and comparative Studies
- Document and policy-based analysis
- Mono, multi, and mixed methodologies

**Major Keywords**

- Sustainability education (SE)
- Training and community education
- Learning and teaching (about and for sustainability)
- Skills development and capacity building
- Pedagogies
- SE Education philosophies
- Creativity and innovation for SE
- Digitisation and e-learning for SE

**SUBMISSION TYPES**

**Full Length Paper:** (5,000 to 6,000 Words) It will be published in Springer proceedings (Scopus Indexed)

**Research Pitch:** Extended Abstract (1500 Words) It will be published in FOS 2026-GRIE conference Proceeding book with ISBN

**Publication outlet:**

- All submissions will undergo a rigorous peer-review process. Based on the review outcomes:
- Selected ideas and abstracts will be included in the Book of Abstracts (with ISSN).
- Conference Full length papers will be published in the Springer Proceedings (Scopus Indexed).
- Selected full papers, as recommended by the conference peer-review team, will be invited for submission to one of the listed journals, in alignment with the scope of the work.

**Note:** For more details, please refer author guidelines in conference website

**Website link:** <https://fos.tsm.ac.in/>

**Submission link:** <https://forms.gle/BZ4kipxiDbJpu7aj6>

## Major References

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