



## EDITORIAL

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Academia & Derecho brings its readers articles on a wide range of topics, reflecting the concerns and debates of the present time. These articles are subject to analysis, peer review, and validation by experts. With each new issue, readers receive works of outstanding scientific and academic quality, the result of the effort and dedication of authors and co-authors, as well as the meticulous review conducted by members of the external arbitration committee and those who, as editors or members of the editorial committee, contribute their knowledge and experience throughout the process.

Education and scientific knowledge are fundamental pillars of human progress. However, the relationship between the two, though evident, still faces significant challenges that limit their true transformative potential. It is not enough for universities and research centers to promote scientific development if it fails to permeate all levels of education. Science must cease to be a territory reserved for intellectual elites and become a living, accessible, and comprehensible tool, capable of nurturing the educational process from the earliest classrooms to continuous learning environments.

The true mission of education is not merely the transmission of information but the formation of critical, reflective citizens committed to their surroundings. Here, scientific knowledge plays an irreplaceable role: it provides the tools necessary to understand the world, question its functioning, and propose solutions to complex problems. In a time marked by misinformation and post-truth phenomena, integrating science into education is also an act of resistance.

From the earliest years of schooling, it is essential to cultivate scientific curiosity, that innate drive to understand the unknown. Learning through experimentation, formulating questions, and seeking answers should not be limited to university laboratories; it must be a constant practice in primary and secondary education. Furthermore, the teaching of science cannot be disconnected from its application in everyday life, as this is where it becomes meaningful to students.

In the university context, the integration of science and education also requires a more holistic approach. Scientific research must not be an isolated task from teaching. On the contrary, it is in the conjunction of both where meaningful and relevant knowledge is generated. Universities have



the responsibility to foster a direct relationship between research and teaching, allowing students to become active participants in knowledge construction processes rather than mere recipients of theories.

The responsibility to connect science with education also falls on public and private institutions that manage educational policy. It is imperative to create learning environments that promote critical thinking and the scientific method as the foundation for informed decision-making. Likewise, access to scientific dissemination must be democratized, promoting projects that bring technological and scientific advances to all communities, regardless of their economic or geographical conditions.

At a global level, today's challenges demand a paradigm shift. The climate crisis, pandemics, and structural inequalities can only be addressed with a society educated in scientific knowledge. This is not an exclusive call for scientists or academics but for all who believe in the power of education as a tool for social transformation.

In conclusion, connecting scientific knowledge with education at all levels is an urgent necessity for building a fairer, more equitable, and sustainable future. Science must not be an end in itself; it must become a bridge that enables new generations to understand, imagine, and transform the world. This, ultimately, is the true purpose of education: to form individuals capable of thinking freely and acting responsibly, always guided by the light of knowledge.

Under this reflection, the Academia & Derecho Journal (RA&D) publishes its 30th edition, corresponding to the period January-June 2025, with the confidence of presenting articles that will foster critical discussions supported by solid foundations in their respective fields. Finally, we remind our future applicants and authors that all articles submitted to our journal must adhere to the author guidelines, which can be consulted at the following link:

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