

Special Issue

Learning Culture for Eco-Friendly Responsibilities: Emerging Trends and Practices

Message from the Guest Editor

The strategic practice to achieve environmental awareness is stabilized through enhancing the learning culture in both schools and the community. The main aim of this Special Issue is to fulfil current demands, especially, assisting in developing eco-friendly responsibilities. Such ideas play a significant role in providing learners with the intellectual capacity to create an environmental awareness. This Special Issue will contribute to enrich the knowledge and theoretical basis of sustainability, lifelong learning and social community. Topics may include, but are not limited to: field school model in childhood education; learning culture for healthy communities; eco-friendly responsibilities in the school setting; formal and informal education institutions for the field learning process; experience and skill development in field school; eco-friendly responsibilities and healthy communities; individual caring of environmental responsibility and social community; advancing the innovative implementation of sustainability goal achievement program; experiential learning of environmental sustainability for social community.

Guest Editor

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Message from the Editor-in-Chief

Social Sciences is an international, open access, peer-reviewed journal publishing the latest research across all disciplines of the social sciences, including anthropology, economics, law, linguistics, education, geography, history, political science, psychology, sociology, and other related areas. The journal is especially interested in interdisciplinary research, and aims to encourage creative, innovative, and critical reflections across social science disciplines. The journal welcomes conventional length articles, shorter Research Notes or articles, as well as Special Issue submissions, as long as they meet the journal's standards of quality and originality.

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