

Special Issue

Climate Change Education and Sustainability Learning

Message from the Guest Editors

This Special Issue is focused on sharing experiences from across the globe on climate change education and sustainability learning. We aim to document case studies, best practices, opportunities and challenges, and connections between the topics to advance research and practice around both climate change and sustainability. In this Special Issue, original research articles and reviews are welcome. Research areas may include (but are not limited to) the following:

- Opportunities and challenges of climate change education;
- Opportunities and challenges of sustainability learning;
- Experiences of climate change learning and action;
- Connections between climate change mitigation and adaptation and sustainability learning;
- Student engagement in climate change-related initiatives;
- Innovative approaches and tools for climate change education and sustainability learning;
- Action and learning opportunities regarding SDG 13;
- Interconnections between the 2030 Agenda and climate change education;
- Local, national and international experiences in climate change education and sustainability learning;
- The role of climate change education and sustainability learning in climate justice.

Guest Editors

Dr. Amanda Lange Salvia

Dr. Luciana Londero Brandli

Dr. Lucas Veiga Avila

Deadline for manuscript submissions

closed (31 July 2023)



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Sustainability
Editorial Office
MDPI, Grosspeteranlage 5
4052 Basel, Switzerland
Tel: +41 61 683 77 34
sustainability@mdpi.com

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About the Journal

Message from the Editor-in-Chief

I encourage you to contribute a research or comprehensive review article for consideration for publication in Sustainability, an international open access journal which provides an advanced forum for research findings in areas related to sustainability and sustainable development. The journal publishes original research articles, reviews, conference proceedings (peer reviewed full articles) and communications. I am confident you will find the journal contributes to enhancing understanding of sustainability and fostering initiatives and applications of sustainability-based measures and activities.

Editor-in-Chief

Prof. Dr. Steve W. Lyon

School of Environment and Natural Resources, Ohio State University,
Columbus, OH 43210, USA

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