

Special Issue

Developing Sustainable Participation in Learning for Disaster Risk Reduction and Climate Resilience

Message from the Guest Editor

Dear Early Career Researchers, Participatory approaches have become mainstream in projects for developing disaster and climate resilience in communities. While many positive outcomes of such projects have been identified around the world, certain common challenges have also been reported. One of them is the challenge of sustaining communities' participation in disaster risk reduction. For example, with funded projects, once the funding terminates, participants' efforts tend to discontinue. In community-led initiatives, as participants' memory of the disaster experience fades out, their interest in DRR tends to be lost as well. As a pathway for sustainable community engagement in DRR, 'starting early' has increasingly been promoted. With this background, this Special Issue aims to explore the innovative efforts to develop disaster and climate resilience targeting early years and school years. The other aim of this Special Issue is to support early career researchers. Innovative literature reviews and work-in-progress research on the themes of sustainable DRR learning are welcome.

Guest Editor

Dr. Kaori Kitagawa

Institute of Education, University College London, 20 Bedford Way,
London WC1H 0AL, UK

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

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Editor-in-Chief

Prof. Dr. Marc A. Rosen

Faculty of Engineering and Applied Science, University of Ontario
Institute of Technology, Oshawa, ON L1G 0C5, Canada

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