

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

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Deadline for manuscript submissions

closed (28 February 2026)



Sustainability

an Open Access Journal
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Impact Factor 3.3
CiteScore 7.7



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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.

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