



LEARNING NOTE

CLIMATE EDUCATION AND YOUNG PEOPLE'S ACTIVISM FOR CLIMATE JUSTICE

Collective learnings from a co-creative project

December 2024



Learning project funded by



OXFAM
Denmark

INTRODUCTION

The climate crisis is one of the most pressing issues of our time, requiring immediate and sustained action from all sectors of society. Recognizing the critical role of education and students' and young people's activism in driving climate-related change, four leading Danish organisations - Oxfam Denmark¹, The National Union of Students in Denmark (Danske Studerendes Fællesråd, DSF), ActionAid Denmark, and PlanBørnefonden - have come together to launch an innovative learning project on Climate Education and Student/Youth Activism for Climate Justice. The purpose of this Learning Note² is to share our common learning experience and recommendations with other Danish NGOs who are members of Globalt Fokus, and our partners.

The project aims to enhance the capacities and strategic approaches of these organisations and their partners in Africa, fostering a collaborative and inclusive effort to integrate young people's perspectives and agendas from the Global South, most affected by climate change, into the global climate education and climate justice discourse. Hence, the Danish NGOs and their African partners, including students and young activists in 11 countries have undertaken a comprehensive learning journey and collaborative process leveraging the diverse expertise and resources of each organisation and participant. The project aims to foster a robust exchange of knowledge and best practices in climate education and climate justice to achieve the below goal and outcomes.



Image by Fataw Mohammed Yakubu, © AASU

¹ Oxfam Denmark is the lead organization of the consortium/learning project, but in this report Oxfam is mentioned to reflect that learning from this project has been used more broadly in the organization, as Oxfam in 7 countries and the Oxfam in African Platform participated in the learning processes and helped to anchor the learning in the organization.

² Results presented in the Learning Note are based on the [external evaluation of the project](#) by Design for Social Impact.

PROJECT GOAL

Strengthen the capacity and approach of the organisations and their Southern partners to work strategically and programmatically with climate education and climate activism

This includes a strengthened integration of the Danish organisations' work in Denmark with their engagement globally so that the involvement, perspectives and agendas of young people's own organisations in the South are taken into account in global agendas

OUTCOME 1:

Increased knowledge and understanding of climate education and education for sustainable development and good practices/examples from different levels of the education system (including non-formal education and learning from different parts of the world).

OUTCOME 2:

Strengthened insights into the student movement and youth-led organisations / movements, their organisational forms and how the organisations in the project can support their work on the climate agenda.

OUTCOME 3:

Approaches and methods for working with climate education and student activism in programmes/projects, policy work and in partnership approaches are developed/strengthened.

OUTCOME 4:

Relationships, networks (including digital networks) are developed/strengthened between the organisations, partners and relevant actors, movements, experts and processes in Denmark/EU, in selected countries in the South and globally in relation to climate education.

The learning process has been organised through a series of activities from September 2022 until August 2024.

The Danish NGOs and their partners based in Africa organised three introductory webinars leading up to and preparing for the face-to-face workshops. During webinars and workshops participants interacted and created new relationships by sharing reflections, experiences, lessons learned and promising practices drawing on experiences from already ongoing initiatives, projects and programmes and feeding new learning from webinars and workshops back to these already ongoing activities. This created a useful interplay where learning from other participants has been used to improve ways of working and approaches in climate education and climate justice activism. In the end, participants suggested to co-create a digital

platform and a toolbox to continue learning and strengthening their knowledge, capacities and empowerment, see <https://www.ecpihub.com/explore-the-toolbox>

Young facilitators from Zambia and Ghana facilitated the webinars and workshops. This strategic choice fostered a comfortable and engaging environment for participants. These facilitators were able to connect with participants on a personal level, enhancing dialogue and participation. This approach was more effective than relying solely on external experts, as it leveraged local knowledge and cultural understanding.

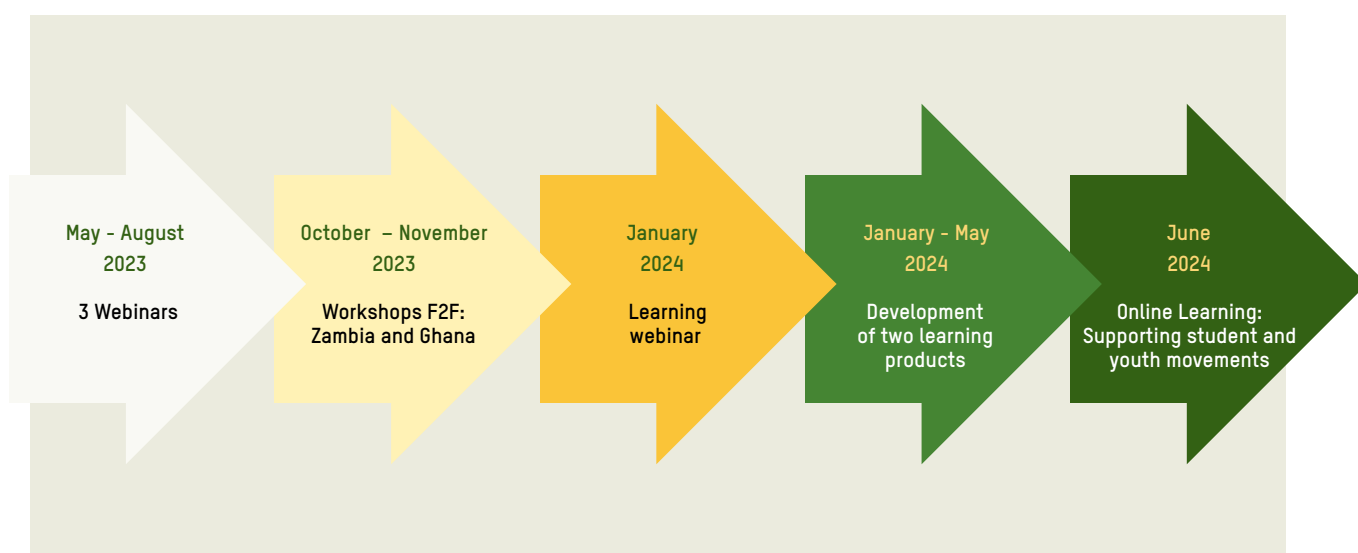




Photo credit: AASU (All-Africa Students Union)

WAYS OF WORKING – WAYS OF LEARNING

ONLINE WEBINARS

The learning process involved a series of webinars on climate education and young people's activism for climate justice, applying feminist principles. Participants had the opportunity to share experiences and best practices from different country contexts, such as implementing climate education projects in Niger, Malawi and Uganda, and climate justice activism projects in Burkina Faso, Gambia, Ghana, and Zimbabwe, including regional and global advocacy and influencing. Breakout sessions allowed for direct interaction, significant discussions, and follow-up questions. Sessions included an introductory co-creation of specific learning activities, transformative climate education, young people's and student activism for climate justice, ActionAid's Global Organising and Leadership Development (GOLD) courses, and training on building movement mindset (MOVE). Summaries of previous webinars ensured continued learning.

IN-PERSON WORKSHOPS

The learning process involved interactive and inclusive workshop sessions in Ghana and Zambia using e.g. the World Café Method, the storytelling sessions and the creation of action plans to facilitate exchanges of ideas, perspectives, learning and experiences, promoting a deeper understanding of complex issues and allowing participants to voice concerns, seek answers during group work and plenary sessions, and networking. Among the topics were "How to educate and support mobilisation for climate justice in schools and youth centres", "Building partnerships and collaborations for climate justice", "How to influence and improve national curricula on transformative climate education", including discussions and reflections on applying feminist principles to climate justice and equal partnerships and collaborations.

ANCHORING LEARNING

The participants created an alternating effect by linking learning to existing and ongoing projects, programmes, initiatives and action by their respective organisations and movements to improve transformative climate education and strengthen activism for climate justice. Hence, i) ongoing projects / initiatives were shared among participants to learn from each other, create collaboration, and thus contributed to the learning outcomes, and ii) learning and promising practices generated in this learning project were tested and applied in ongoing projects and initiatives for improvement and greater impact. In this way participants strengthened their knowledge, methods and specific approaches to climate education and student/young people's activism for climate justice.



Photo credit: AASU (AU - Africa Students Union)

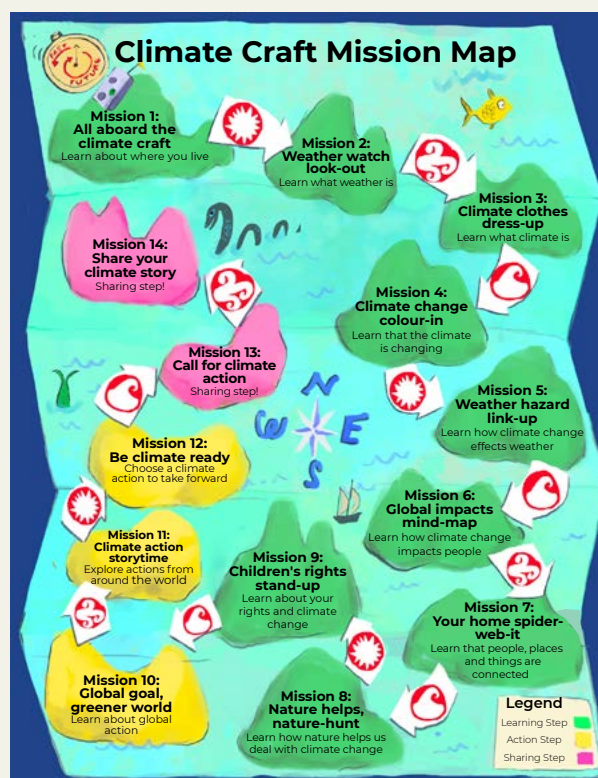


Photo credit: AASU (AU - Africa Students Union)

LEARNING PRODUCTS

A digital platform for participants to share knowledge, experiences and best practices and engage in networking and influencing, and a toolbox to share tools related to climate justice and advocacy for climate education were produced based on participant input, reflecting good practice in co-creation and responsiveness to community needs.

Participant feedback and evaluation ensured that the project's strategies were aligned with the actual needs and perceptions of those involved, leading to more impactful outcomes.



www.ecpihub.com/climate-education-curriculum-tools

2.

LEARNING OUTCOMES AND GOOD PRACTICES

The overall learning outcomes and good practices are organised under the Oxfam Climate Justice Change Pathway³; I. Climate Education, II. Youth & Student Movements and organisations, and III. Climate Justice.

³ <https://www.ecpihub.com/climate-justice1>



Photo credit: AASU (All-Africa Students Union)

“A synergy of action through networks and coalitions of youth movements and organisations gives us greater impact and influence at regional level.”

Participant of the learning project.

TRANSFORMATIVE CLIMATE EDUCATION

Climate education must be transformative to support girls and boys, young women and men in developing a mindset, skills and competencies needed to change their behaviour and organize and act for change. It allows learners to build knowledge on the causes and effects of the climate emergency and goes beyond science to also include knowledge and awareness of human rights, justice, civic engagement, and policy processes. Hence it is a crucial pathway for advancing climate justice. Transformative education provides critical knowledge and life skills that people and societies need to navigate the unpredictability and complexity that the climate crisis is causing. Learning about the climate crisis, its causes, future scenarios and differential impacts on girls and boys, young women and men and societies supports adaptive capacity in children and young people and helps them understand connections between different types of inequality. This includes the inequality caused by climate change and how these inequalities are interlinked. It is important to target learners, pupils and students of different genders and ages, from marginalised communities, who often have fewer educational opportunities and ways to receive vital information and develop relevant skills.

Transformative climate education should span all educational levels. Climate education involves formal systems like school curricula, pedagogies and teacher education and professional development, as well as non-formal methods such as community training, adult education, lifelong education, second chance education and awareness raising. It focuses on developing the mindset, critical thinking, reducing gender and digital divides, skills, and competencies needed to address climate change challenges and promote climate justice.

Four intervention areas are crucial when we want to improve transformative climate education⁴:

- **Content and curriculum** (*what* do we learn?). Mandate within current curricula a transformative climate education that is evi-

dence-based, contextually relevant, gender responsive and inclusive, builds on existing climate education, and takes a gender transformative approach. Increase learners' awareness of the climate emergency, injustice and inequalities. Develop learners' critical thinking about causes, consequences, and sustainable solutions and actions. Skills such as active citizenship, adaptability, creativity, negotiation and problem-solving are included to enable learners to navigate and act in the unpredictability caused by the climate crisis.

- **Pedagogical methods and approaches** (*how* do we learn? *How* are the curricula delivered?). Ensure all climate information is from reliable, reputable sources. Connect schools to local universities, encourage teachers and local departments to check and update climate information, prioritize students' wellbeing, support curiosity and critical thinking, connect students, support development of climate change and climate justice activism, promote participatory action-oriented learning, and stimulate learners' agency, hope and action to challenge the existing practice.
- **Teacher capacities and competencies through training and professional development** (who delivers TCE? From *whom* do we learn?). Recognise and support teachers and educators as essential in the green transition. Well-trained (female) teachers specifically in climate education are a prerequisite for learning to take place in a transformative way. Teachers in Denmark and in the countries in Afrika where we work do express a specific need for further training in this area, as both the content and the pedagogical methods and didactics are new to them. This includes gender-responsive and learner-centred pedagogy, as well as action-oriented pedagogies of hope for a climate-just, sustainable world.
- **A whole-school approach.** The transformative climate education approach implies that

⁴ Plan International: <https://plan-international.org/publications/reimagining-climate-education-and-youth-leadership/>
based on UNESCO Guidelines: <https://www.uncclearn.org/wp-content/uploads/library/246740e.pdf>



Image by Fataw Mohammed Yakubu, © AASU

an educational institution includes action for reducing climate change in every aspect of school life. In addition to the teaching and learning elements above (curriculum, pedagogies and teacher capacities) it includes school governance, campus and facilities management as well as cooperation with partners and the broader communities, involving internal and external school stakeholders, namely pupils and students, teachers, principals, school staff at all levels, school boards, parents-teachers-associations, families and community members. This approach makes the school a central place and a central player in transformative climate education and climate literacy for all citizens across age, gender and socio-economic status.

Some of the Africa-based partners involved in the project shared learnings on successfully integrated transformative climate education into a variety of educational contexts, emphasizing the importance of the integration of transformative climate education into teacher training across different subjects. Africa-based organisations also described their specific advocacy work and support to education authorities to succeed this inclusion of transformative climate education into the national curriculum and to develop pedagogical teacher

manuals, support teacher training as well as lesson preparation and supervision by national education authorities. Key activities included Teacher Training and Eco Clubs. For example, teachers received training to educate students on climate eco-citizenship, and eco clubs were established in 60 villages. These clubs engaged students in activities such as tree planting and ecological awareness, providing hands-on learning experiences.

YOUNG PEOPLE & STUDENT MOVEMENTS AND ORGANISATIONS

The involvement and the role of young men and women are crucial in addressing climate change, with youth movements and organisations acting as key players in demanding transformative climate education and climate justice. Strengthening movement building and student and young people's movements at a local community levels, national levels, regional and global levels are important for influencing and change policies and systems. Knowledge, reflections and best practices were shared on how to more effectively support youth-led movements and organisations for greater impact in their activism, including valuable insights into the dynamics of student and youth movements and organisations, highlighting their successes, challenges, and the diverse approaches they employ.

Below are the key learning points identified by participants:

- **Youth Engagement and Empowerment:** The project boosted confidence in collaborating with youth movements and organisations, showcasing young female and male activists' agency and leadership, following feminist principles such as sharing power, challenging own behaviour, nothing about young people without young people, supporting diversity, creating safety and a supportive environment, etc. Localized perspectives from young facilitators proved their capacity to shape climate education and justice.
- **Diverse Approaches and Support:** Youth-led movements and organisations, supported by ActionAid and Oxfam, demonstrated varied methods, from activism to education. Recognizing these differences strengthened each organisations' partnerships with their respective partners based in Africa, aligning support with each group's goals, such as diplomacy in Ghana or direct protest elsewhere. In addition, it is important to support a two-pronged strategy challenging status quo and for change (i) local, national and global authorities' support to young women's and men's representation in existing decision-making forums and contributions to decision-making and change processes, and (ii) NGOs' support to young people aiming at creating their own space for agency and action to call for climate education and climate justice by questioning the structural causes of the crisis, and existing practices, norms, systems and policies.
- **Sustained Engagement Challenges:** Competing commitments and communication preferences by different development actors and donors highlights the need for adaptable strategies and equal partnerships development to support young people in their continued sustainable engagements. It is important to leverage existing networks, such as the Education Community of Practice and Influencing (ECPI: <https://www.ecpihub.com/>) to ensure ongoing collaboration and knowledge exchange. This platform provides a structure for continued interaction and mutual support, promoting a lasting impact and continuity of efforts in climate justice education and activism.
- **Integration of Climate Issues:** Student unions like the All-Africa Students Union (AASU) and the Zambia National Students Union (ZANASU) began integrating climate into broader agendas, though balancing it with other concerns remained complex, requiring tailored strategies.
- **Power Dynamics and Local Contexts:** Understanding local power dynamics is crucial, emphasizing a nuanced approach to address activists' challenges.
- **Strategic Approaches and Financial Constraints:** Participants recommend strategic activism, and a "transformative climate education and climate justice activism toolkit," and stressed the need for financial support to sustain student-led and youth-led initiatives.

"The project was instrumental in developing strategic partnerships. Collaborations with organisations like Students Organising for Sustainability (SOS International) focused on understanding and promoting green skills among students, aligning educational and climate change priorities. These partnerships were crucial for fostering a shared commitment to integrating climate change considerations into educational frameworks. Additionally, the project facilitated cross-continental learning by providing a platform for participants to exchange success stories and challenges. This exchange was vital for developing a nuanced understanding of climate justice and activism, accommodating diverse cultural and political contexts."

Participant, Africa-Based Organisation.

- **Youth Involvement Importance:** Youth movements and organisations were identified as key drivers of transformative climate education and climate justice action, bringing local knowledge, creativity, and digital savvy, as seen in innovative campaigns like the TikTok live event during COP, and in students' advocacy for their involvement in curriculum development and education policy and implementation.
- **The critical role of young people, including indigenous and marginalised young people and communities** in transformative climate education and climate justice action, highlighting the need to support their empowerment and leadership in their actions to have their voices heard and participate in decisions about their lives and surroundings, understand local contexts, and address financial and engagement challenges for effective activism.
- **Building Network, Relationships, Strategic Partnerships and Collaborative Learning,** including digital networks, between organisations, partners, and stakeholders is crucial to strengthen collective efforts across borders dedicated to amplifying the impact of climate justice initiatives and to influencing government policies that support and promote climate education and justice action and protect activists. Scalable solutions from one country can be adapted elsewhere, and continuous learning among activists is essential. Recognizing the critical role of young people, the need to support them in decision-making processes, and decolonizing Northern perspectives are also key takeaways.
- Collaborations with research institutions, educational institutions and NGOs in Africa and in Denmark are vital to reinforce access to valuable resources and expertise, creating more opportunities for joint efforts and resource sharing.
- Suggestions to establish a more permanent secretariat to ensure the continuities of engagement between the stakeholders reflect the recognition of the need for sustained support and coordination to maintain and build upon these relationships.

CLIMATE JUSTICE

Climate justice calls for a just division, fair sharing, and equitable distribution of the burdens of change, including a responsibility of the rich countries to stop warming the planet, support other countries adapt to climate changes as well as upholding human rights principles and effective participation of vulnerable groups in climate responses.

Economic and non-economic loss and damages in education should be included in NDCs (Nationally Determined Contributions), and transformative climate education and education infrastructure resistant to effects of climate change must be included in national and decentralised public budgets and development plans, and all other national climate strategies (e.g. NAPs, ACE enhancement and implementation). Overall, education sector plans that are gender responsive and prioritise resilience, climate change adaptation and mitigation and sustainable development must be developed in line with SDG target 4.7.

Given that climate change affects everyone globally, transformative climate education should be integrated into climate justice initiatives, projects and programmes. Girls and boys, women and men across generations must have access to free quality education for at least 12 years to strengthen resilience of people and societies, equipping them to face the impacts of the climate crisis, find solutions and fight injustice. Also, continued access to education and skills training for those affected by the climate crisis must be ensured, especially girls, women and those forced to migrate, to strengthen opportunities, resilience, and livelihoods. This includes increased investments in skills for green jobs, a green economy, technical and vocational education and skills training including pathways to green jobs.

Finally, the intersection of gender justice and climate justice, along with the support for young people's and student movements and organisations, are vital for addressing the climate crisis comprehensively.

The participants and the learning experience underscored the need for South-South cooperation, for equity in North-South collaboration

Photo credit: AASU (All-Africa Students Union)



and partnerships and for the importance of supporting local initiatives as well as creating networks of organisations for lobbying efforts and effectively engaging local communities and parliaments.

In addressing contextual challenges, digital advocacy was listed as part of a broader learning outcome. Participants found advocacy, using digital tools, to be particularly useful for supporting advocacy efforts for climate justice. This highlights the importance of leveraging digital tools to enhance climate activism. Some of the Africa-based partners have offered training for young people (through already on-going initiatives) in creating content for social media, transforming digital platforms into tools for climate advocacy rather than mere entertainment. This training empowered young people to use their digital skills for impactful climate action.

Participants also adhered to recommendations for supporting youth activism for climate justice⁵:

- Access to information on policy processes. Provide simplified information, share key climate information and opportunities, make application processes for hosting conferences simpler
- Opportunities and resources. Create safe spaces in decision making at all levels i.e., safeguarding principles, compensate expenses, create enabling environments, administrative support
- Reducing the gender divide. Mentoring and training etc., engage community-based girl-led groups, provide girls/adolescent women with skills, information and access, take measures to address GBV.

⁵ https://plan-international.org/uploads/2021/12/atb2692_planclimatechangereport_july2021_v7.pdf; https://issuu.com/globalplatforms/docs/toolbox_-_building_a_movement_mindset; https://issuu.com/globalplatforms/docs/building_a_movement_mindset_web_3

3.

LEARNING PRODUCTS



Photo credit: ASU (All-Africa Students Union)

The Danish NGOs/consortium and Africa-based partners and young activists co-created two learning products: a digital Toolbox alongside an online platform, providing education and climate activists with valuable resources, strategies, and tools. This comprehensive resource aims to support activists in enhancing their work and achieving greater impact in their advocacy efforts for climate education and justice.

The Digital Toolbox compiles various materials and tools aimed at enhancing transformative climate education and students and young people's activism for climate justice. It is made accessible through the Education Community of Practice and Influencing (ECPI), based in the South and supported by Oxfam, ensuring its continued relevance and usability. The digital toolbox serves as a centralized repository where activists, educators, NGOs/CSOs and young people can access valuable information and strategies to support their climate education and justice initiatives. This resource is expected to be a long-lasting asset, facilitating ongoing learning and engagement within the community. It will continuously be improved and updated, particularly in terms of accessibility and inclusivity. The toolbox can be accessed here: <https://www.ecpihub.com/explore-the-toolbox>

The WhatsApp Community was established by involved partners / members of Africa-based youth organisations and movements to enable real-time communication and information sharing, fostering a sense of community and continuous engagement among participants. This platform was selected for its accessibility, particularly among partners in different geographical regions. The purpose of the online/digital community is to share knowledge and experiences across borders; to network, support each other in campaigns and share information, strategies, approaches and best practices with each other and continue learning across countries; to co-create advocacy campaigns to influence climate education and climate justice policies nationally, regionally and continentally; and to share links to the Climate Justice and Climate Education Advocacy Toolbox. The platform has four channels to structure communication: a **Resource Channel**, a **Story Channel**, an **Opportunity Channel**, and a **Help Channel**. The members developed a set of "Guidelines for participants in the digital platform", which includes a description of the background and purpose of the platform, guidelines for integrity, social justice, tolerance and diversity, description of who can be part of the platform, Modus Operandi and general netiquette, data protection and rules for sharing information and documents and finally sanctions.



Image by Fatima Mohammed Yakubu, © AASU

4.

ANCHORING LEARNING



Photo credit: AASU [All-Africa Students Union]



Photo credit: AASU (All-Africa Students Union)

Some of the participants were able to anchor their learnings in their respective organisation. A few examples included:

Development of Models and Strategies for Local Impact:

An organisation created a climate justice education model for Zimbabwean slum communities, informed by feedback and past experiences. This model guided inclusive policies and student activism, with annual campaigns adapted to local priorities, translating learning into practical strategies.

Capacity Building and Collaborative Support:

Organisations enhanced their plans by integrating training insights, providing technical, material, and financial support to young people's eco-citizen initiatives. They engaged in capacity building with youth groups, offering resources and logistical aid, which strengthened their climate justice efforts and partnerships.

Integration of Climate Justice into Organisational Approaches: A Danish-Based organisation incorporated transformative climate

education and young people's activism insights into projects across Africa and Denmark. Emphasizing decolonization, they aimed to support young activists in the Global South by adapting engagement strategies to address systemic issues collaboratively.

Creating Synergies ActionAid's Global Organising and Leadership Development (GOLD) programme tailored training for climate justice advocates, enhancing participants' awareness, networks, and capacity. This approach empowered them to organize and advocate effectively for climate action and educational reforms.

'The decolonial approach was taken into account because the knowledge and discussions were centred on African realities and co-construction. No ideas from the North were imposed on the South during this workshop.' participant from an African-based organisation.



Photo credit: ASU (All-Africa Students Union)

APPROACHES ON CO-CREATION, FEMINIST PRINCIPLES AND DECOLONIALITY

Co-creation, feminist principles and decolonial approaches guided the project, promoting equal collaboration and power-sharing while contributing to the learning outcomes.

CO-CREATION AND INCLUSIVITY

The project fostered practical relevance and collaborative learning by engaging partners from the African region and young people's movements and organisations. Participants co-created the agenda, shared experiences, and were central to discussions on digital activism. Activities like webinars and workshops involved diverse participation, integrating local knowledge with scientific expertise. Co-creative methodologies ensured that the voices of all stakeholders, especially young people, were central to the project's design and implementation. This inclusive approach fostered a relevant and resonant set of activities and learning products, aligning them closely with the needs and perspectives of the target communities. The emphasis on co-creation not only enriched the project's outputs but also empowered the participants, giving them ownership over the learning process.

The project emphasized bottom-up planning, with workplans developed at the country level and young facilitators driving initiatives.

FEMINIST PRINCIPLES⁶

The project addressed gender inequalities, promoting representation and equal participation. Discussions focused on non-discrimination and power-sharing, with presentations on feminist principles highlighting resource access and addressing women's climate challenges. There is still a need for strengthening the application in practice to promote gender equity and genuine feminist practices.

A DECOLONIAL APPROACH

A decolonial approach was evident in centring local knowledge and realities, with participants making decisions based on their contexts. Community-led proposals, local facilitators, and young people's leadership from the South ensured grassroots engagement and mutual learning. The project emphasized contextualizing climate education to local realities, fostering an empowering and effective strategy for climate action.

⁶ Oxfam Feminist Principles : <https://policy-practice.oxfam.org/resources/feminist-principles-621064/> and Action Aid Feminist Leadership Principles: <https://actionaid.org/feminist-leadership> and in Toolbox: <https://www.ecpihub.com/ngos-csos-support-tools>

5.

RECOMMENDATIONS



Photo credit: AASU [All-Africa Students Union]

The following recommendations are based on the collective lessons learned from this project. They might be useful for likeminded or other NGOs/organisations who want to develop and undertake a similar project or integrate students and young people's leadership in their interventions and operations in general.

Global North partners should continue to reflect on the learning garnered from this project and consider what steps of the process could be integrated in their daily operations, to strengthen collaboration and support and share power.

Deepen Engagement and Support: All partners should spend time co-designing necessary steps needed to strengthen equal partnerships with youth-led movements and organisations and refine support mechanisms to ensure that both learning processes and outcomes are impactful.

Expand Representation and Tailor Approaches: Include participants from a broader range of countries and backgrounds to enrich discussions and ensure diverse perspectives. Emphasize context-specific strategies and co-creation, adapting approaches to local contexts to improve the effectiveness of climate justice initiatives. Enhance the accessibility and usability of learning products to maximize their effectiveness and relevance.

Enhance Workshops and Support Systems: Organize longer in-person workshops to allow for more comprehensive exploration and discussion of topics. Develop strategies to maintain volunteer motivation, such as providing incentives or structured support, and empower student unions by involving them in high-level discussions and offering necessary resources.

Sustain Engagement and Provide Resources: Ensure continuous follow-up and resource provision to maintain momentum. Partnerships should explore the practicalities of providing technical, material, and financial support to sustain campaigns and establish peer-to-peer education networks.

Build Trust and Flexible Structures: Partnerships need to develop adaptive and flexible structures that align with the dynamic nature

of young people's movements and organisations. Simplify processes and provide short-term funding to accommodate their informal operations. Building trust with social movement leaders is vital for effective collaboration. Acknowledge the political nature of social movements and seek organisational consent for engagement. Assess and manage risks associated with working with movements, including establishing rapid response mechanisms for crises. Understand that movements do build People Power and that their methods, while new and different from what "we usually do," can lead to significant change.

Continue Engaging Young People: Continue to build the capacity of young people's movements and organisations and provide necessary resources and support. Engage students as equal partners, not just participants, to leverage their potential for physical and digital influence and activism. Include students in decision-making processes and provide resources for meaningful participation in climate action initiatives.

Support Young People's Leadership and Advocacy: Support young people's and students' empowerment to take leadership roles in advocacy and climate education and justice efforts, providing support for their protection, risk management, and organisational development. Utilize the contextualised knowledge, energy, influence, and support networks of young people to spread climate education and justice messages and drive impactful advocacy.

Centralize and Collaborate: Consolidate efforts among organisations working on climate change education and collaborate to enhance the impact and efficiency of transformative climate education. Support youth and student movements and organisations by providing technical, material, and financial support to bolster their climate justice activism and education efforts.

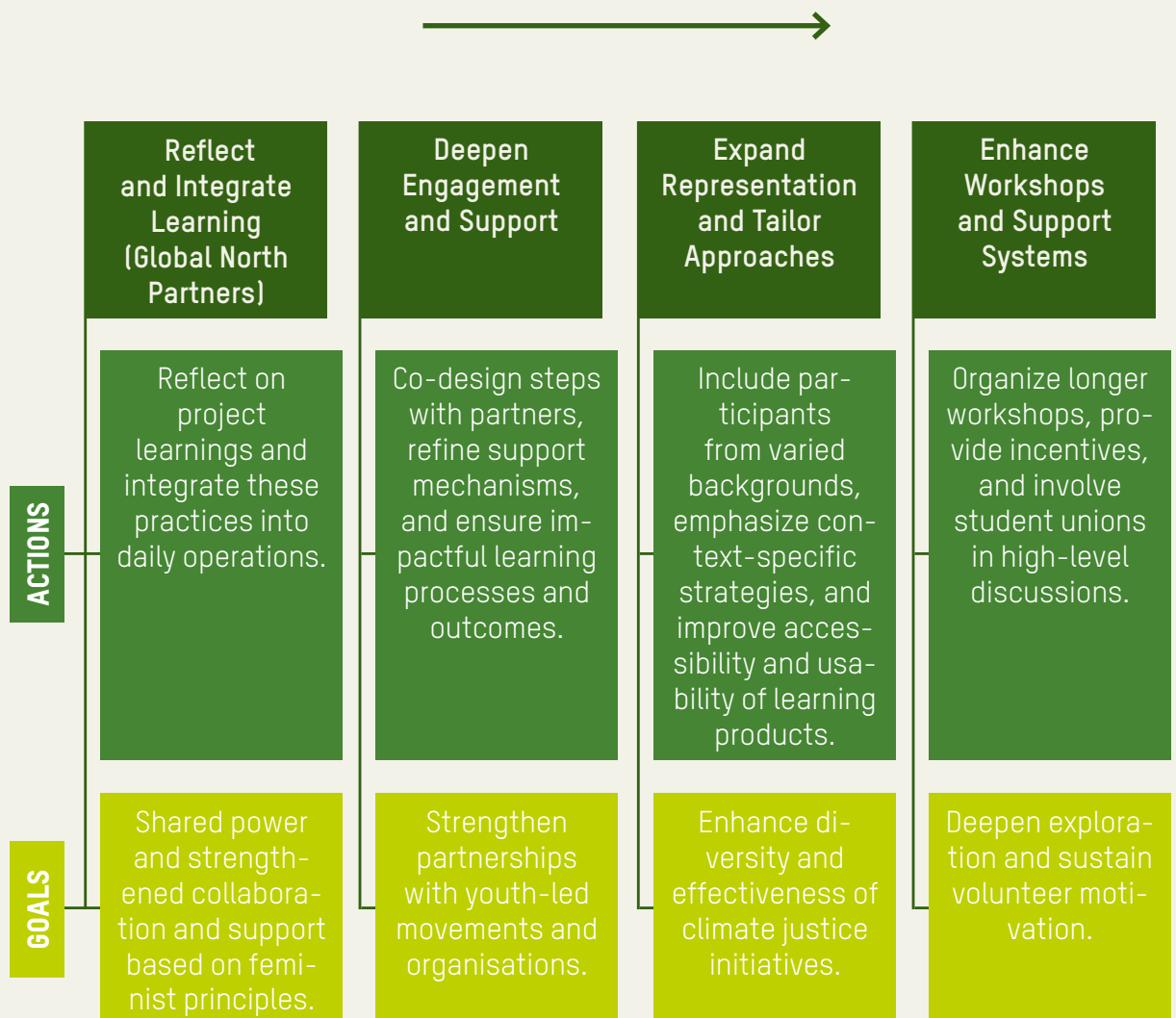


App Development: Develop a mobile app that would potentially provide easier access to learning materials, facilitate better interaction with actors and resources and enhance the engagement and usability of the project's outputs by offering a more user-friendly and accessible platform for users. This innovation would be particularly beneficial in ensuring that the learning products are readily available to a broader audience, including those who may not have consistent internet access.

Teacher Training: There is a need for well-equipped teachers in transformative climate education to close the current notable gap in teacher preparedness, affecting both Denmark and Africa. This gap underscores the necessity for targeted training and support for educators, who play a crucial role in imparting climate literacy. This includes developing comprehen-

sive teachers' education and training programs that equip teachers with the necessary skills and knowledge to effectively teach climate-related topics in a transformative way. This focus on teacher education and training is seen as a potential area for future initiatives, aiming to strengthen the capacity of educators to contribute meaningfully to climate education.

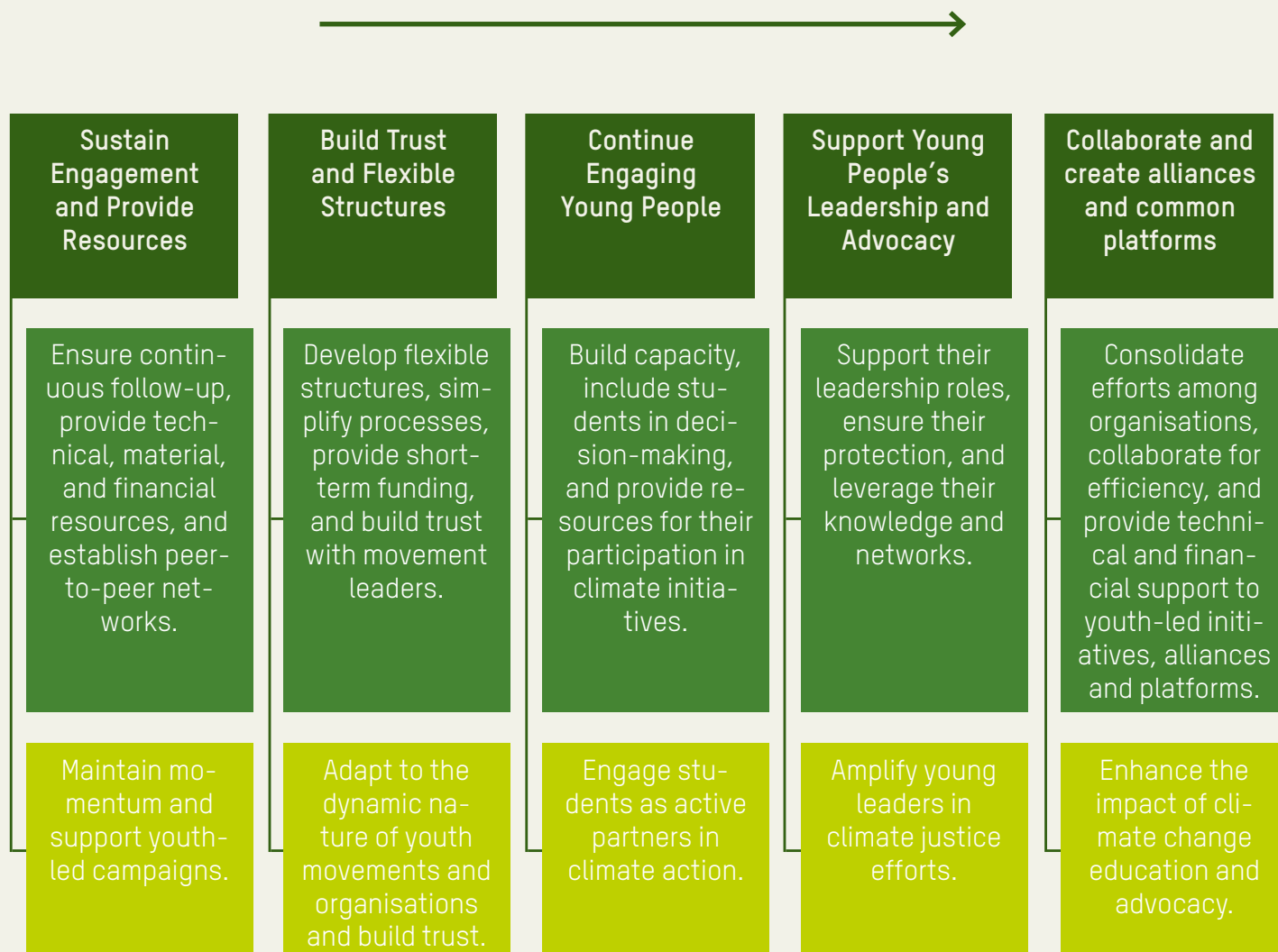
CHANGE PATHWAY FOR YOUTH-LED CLIMATE JUSTICE AND EDUCATION INITIATIVES



The change pathway below outlines a strategic approach for strengthening youth-led climate education and justice initiatives. It guides stakeholders through a process that:

- 1. begins with reflection and the integration of lessons learned**
- 2. advances toward deeper youth engagement and leadership**
- 3. culminates in collaborative and impactful climate action**

Rooted in recommendations from participants, the pathway builds on the strengths of past efforts while addressing critical areas for improvement, ensuring more effective and sustainable outcomes for climate justice and education.





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Denmark