

2023

**EDUCATION FOR
CLIMATE JUSTICE**

YOUTH AND STUDENT STATEMENT

INTRODUCTION

Co-produced by global youth and student representatives in Copenhagen, Denmark, October 2023. This is a global call to action for better, more integrated climate education across all levels and aspects of formal education to ensure youth and students are equipped to deliver climate justice in response to the climate and ecological emergency.

PARTNERS



STUDENTS
ORGANIZING FOR
SUSTAINABILITY
INTERNATIONAL



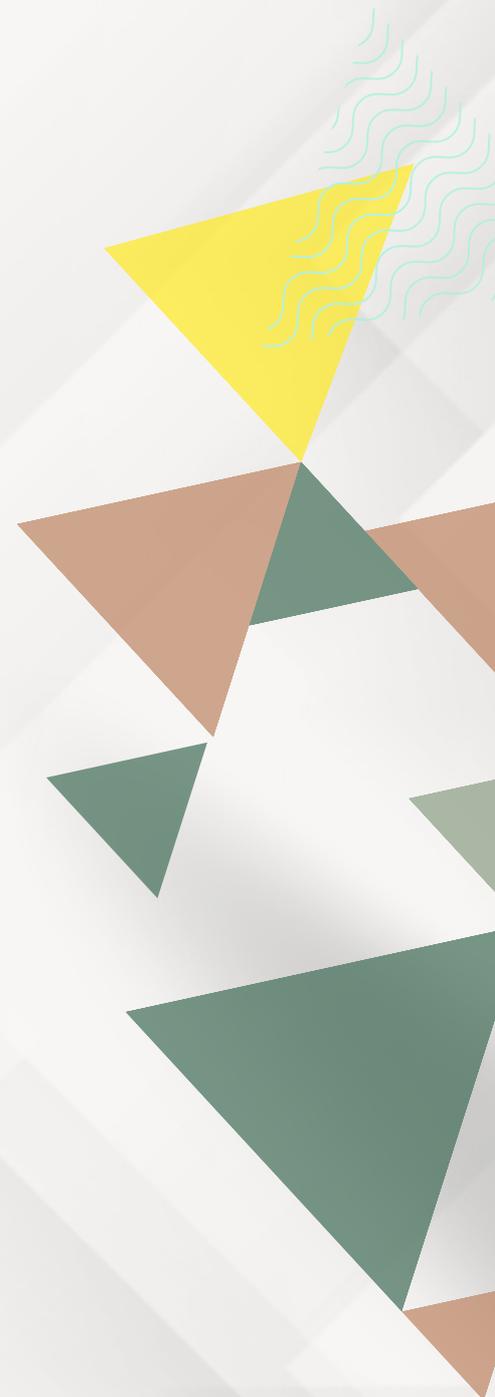
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1 Where we learn

Education estate and operations

Our education institutions and operations

- Our education institutions need a strategic policy for accountability on carbon net zero or sustainability to ensure they are clean, green, sustainability hubs. They should be real-world learning spaces for sustainability.
- Education, teaching and learning strategies must have climate and environmental learning at the centre to ensure it is integrated and recognised as an educational priority for all learners.
- Education finance and investment should be leveraged to ensure the operational and educational capacity to achieve climate and sustainability objectives.
- Climate and sustainability policies and strategies should be action-oriented with time-bound targets and progress measured to ensure they are acted on with the urgency needed to avoid complete climate and environmental catastrophe.



- All education infrastructure and spaces must be designed with climate resilience in mind, so they are sustainable and physically capable of coping with climate-related events.
- Learning should happen both inside and outside of the classroom. Centring local resources, environmental, and green spaces for our education institutions.

Our education system

- Our education institutions and system should enable collaborative approaches across institutions with climate change flexible structures for learning - at a national, regional and international level.

Our physical learning environments

- Our physical classroom spaces should be decolonised to ensure their structures promote participatory, engaged, democratic and collaborative learning and are learner-centered.

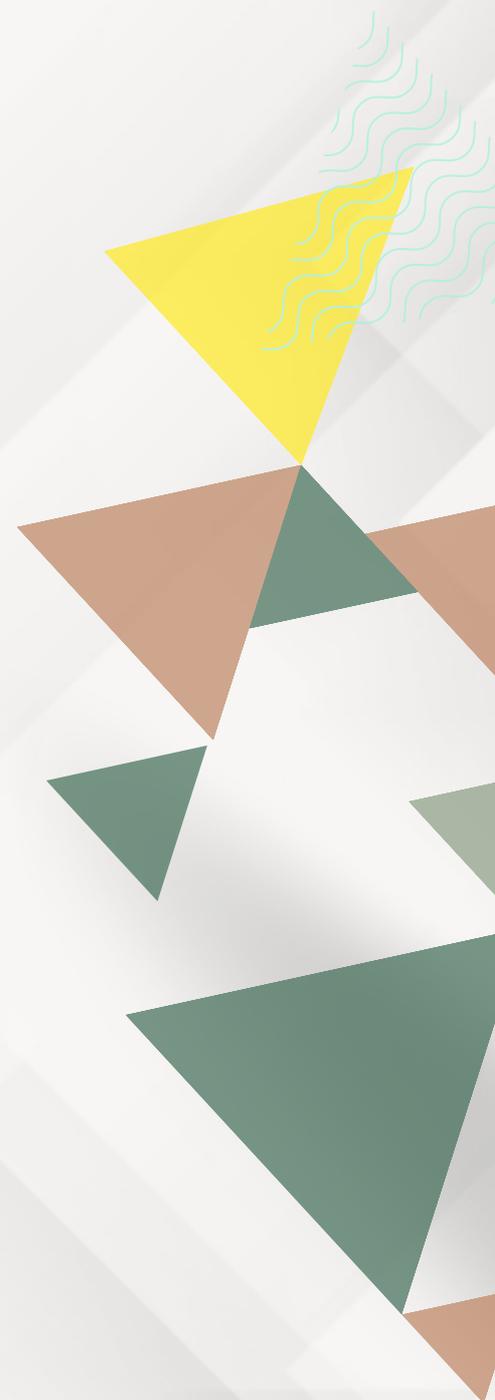


2 What and how we learn

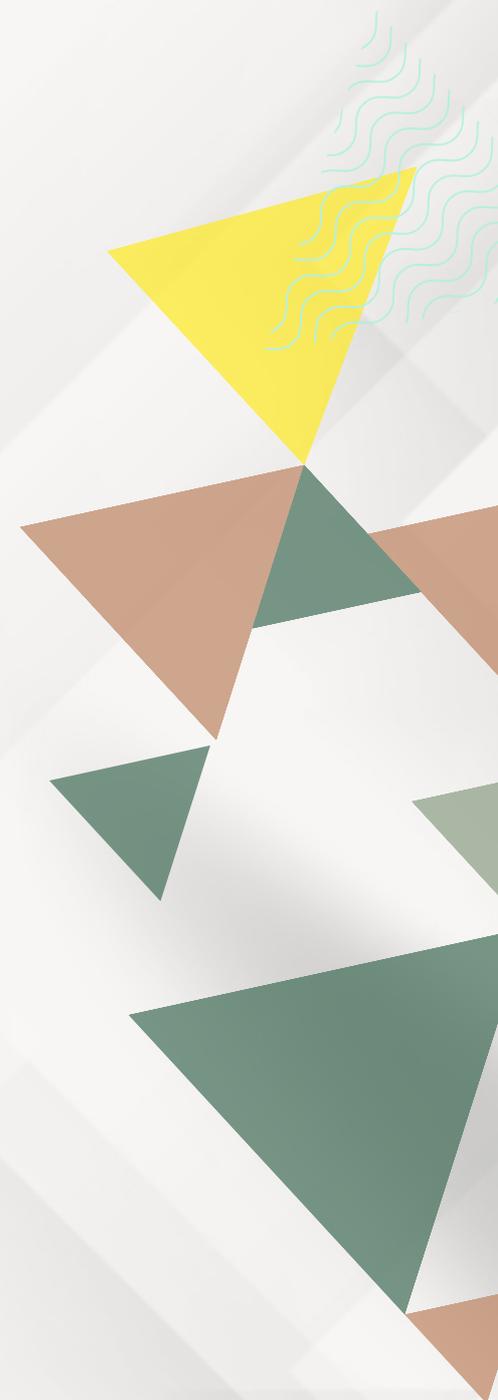
Teaching and learning

Education and learning content

- The education system shall mainstream climate change throughout all levels and areas of education to enable capacity building for urgent solutions to the climate and environmental crises.
- Climate change policies should integrate education, recognising the vital role of education in delivering climate justice.
- Climate and environment should be mandatory as a core stand-alone subject for all students, incorporating climate justice viewed through a decolonized and anti-capitalist perspective.
- Learning and education on climate and environment should be evidence-based and founded in science, and research inclusive of data, statistics and lived experience, to promote intersectional inclusivity for climate-just solutions and action.



- Learning should promote the necessary attributes and values for our future including climate and environmental friendliness.
- Learning should be non-hierarchical - we must decolonise what knowledge is valued, credible and valid, it should be interconnected, taking into account indigenous, traditional and modern knowledge.
- Learning should be relevant, attractive and student centered.
- Education content should integrate local, national and international strategies for climate and environment, and perspectives of those most affected.
- Educating on climate change should highlight the problem, impacts and root causes but also spotlight the green transition as an opportunity for progressing green skills ready for a green new deal for our economy.
- Education should be solutions-oriented and help us to enable learners to understand their role as active citizens for climate justice and a more equitable future.

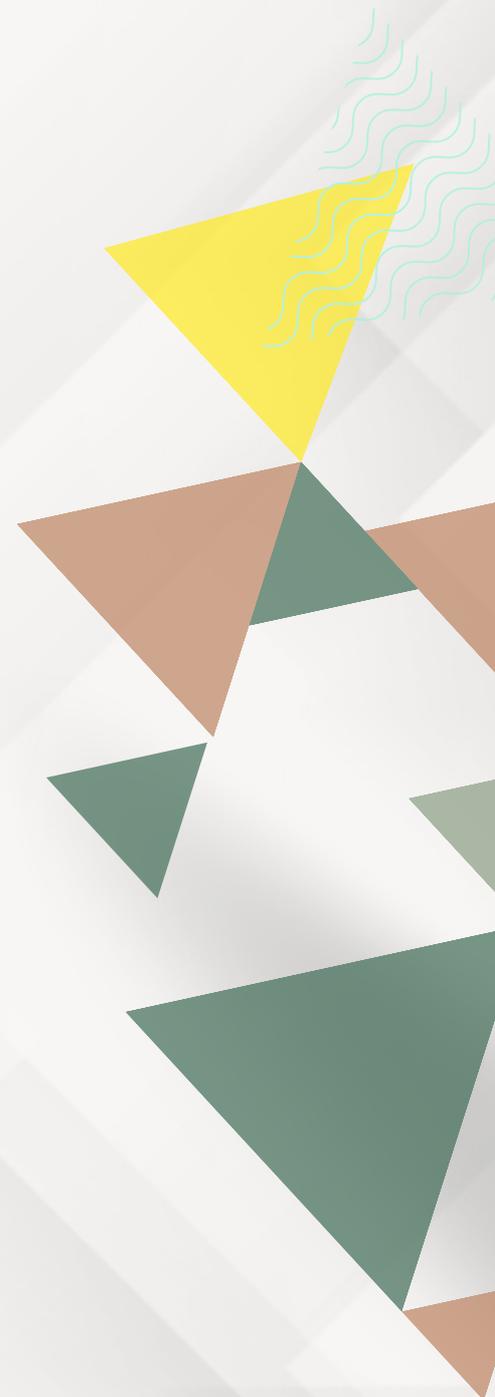


Teaching and learning approaches

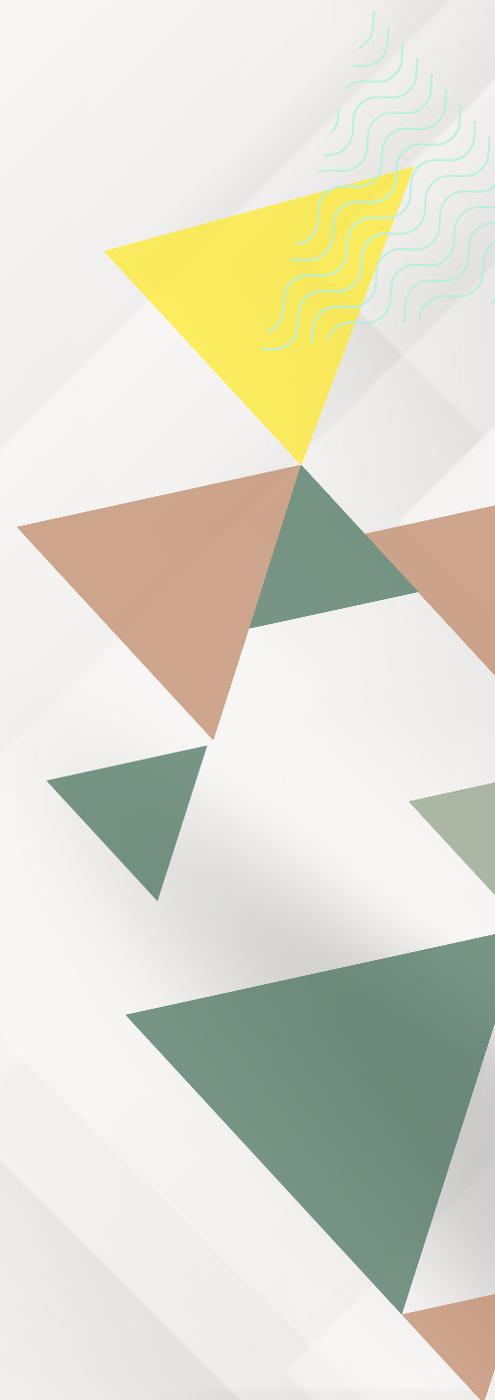
- Education should be empowering by centring learners and communities to encourage a desire to work towards Sustainable Development.
- Learning should use participatory design processes for curricula to embed local context and recognise students and communities as key partners in formulating curricula.

Climate education should be holistic, providing:

- Cross-disciplinary teaching, from preschool to tertiary education to ensure joined-up learning approaches across academic areas and collaborative approaches by educators.
- A fully integrated approach to climate and environment education across academic disciplines to promote systems thinking for progressing systems change for climate justice, inclusive of finance, politics and social transformations.

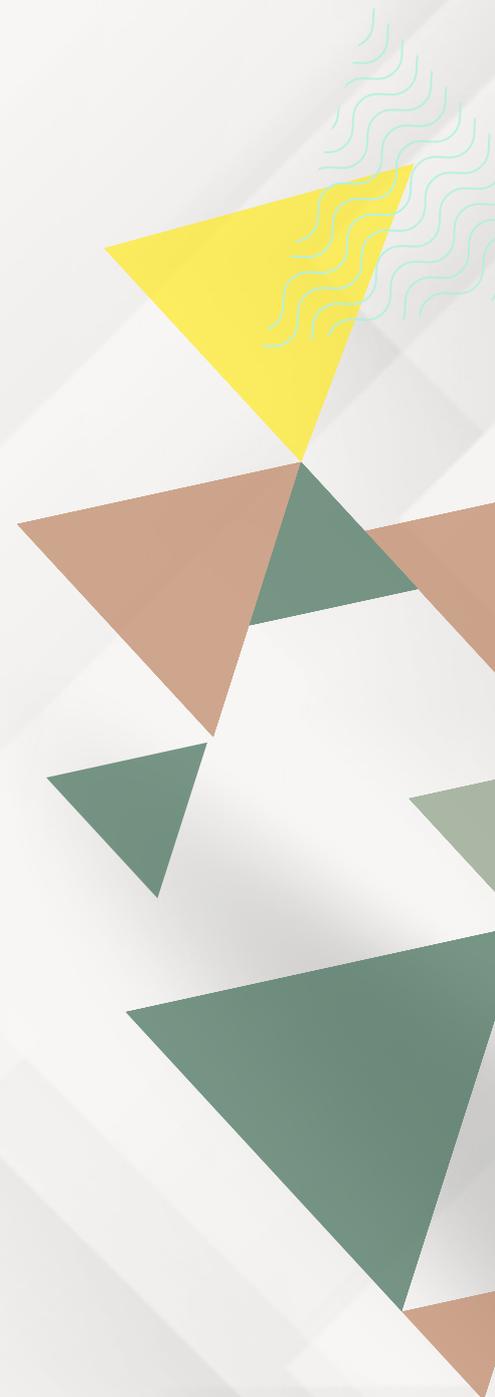


- Learners should have the opportunity to develop critical thinking skills through learning approaches such as debating real-world problems and understanding different perspectives.
- Learning styles and modes should include a breadth of methodologies from presentations and group discussions to practice-based learning.
- Education should be delivered with empathy and passion, emphasising climate justice and addressing climate anxiety. It is vital to foster tools that enhance emotional engagement in learning and prioritise a learning environment centered on well-being.



Access to learning

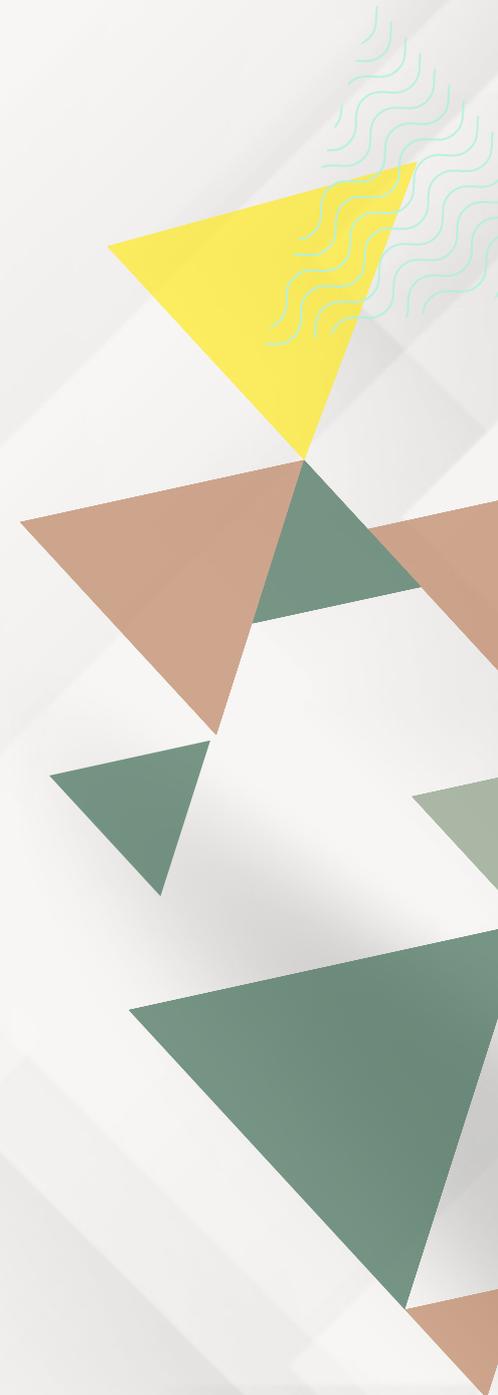
- Hybrid and blended learning (virtual and in-person) should be developed to provide opportunities for greater access to learning and responsiveness to climate and environment related crises.
- Open access teaching resources should be made available to engage learners beyond formal education institutions and inspire action for climate justice.
- Climate learning materials and resources should be accessible and inclusive for people with different needs and those marginalised socially, politically and economically.
- Learning should be made accessible and relevant including the use of local languages.
- There should be flexibility within education systems and learning programmes, which can adapt to times of population and community displacement resulting from events inclusive of climate-related emergencies.



3 Who is engaged with climate learning

Education Community

- Scholars, teachers and local people are at the frontline of climate injustice and should therefore be key partners in developing context specific learning.
- Climate and environmental learning should engage everyone with fair and equitable representation, role modelling democratic approaches, inclusive of community, youth and students as key partners for impactful education.
- All participants in learning partnerships should be fairly compensated for their contributions.
- Education Ministers should be engaged and educated to ensure they are adequately informed with the necessary knowledge and understanding to initiate meaningful climate education policy and strategies. Likewise, ministers of environment, energy, business and industrial strategy should be working in partnership with education ministers to ensure collective action on climate and environment.



- Students and learners should be recognised as engaged stakeholders and partners in education, not consumers.
- Teachers and educators should be supported to have the necessary training, knowledge, attributes and values that ensure they can share passion and commitment to climate education, and to ensure students experience meaningful climate education that enables them to deliver on climate justice.

**This is our collective
asks for action and
education
transformation for
climate justice**

