



**INTERNATIONAL ENVIRONMENTAL JUSTICE  
AND  
COP-27 ADVOCACY TRAINING**



**Ministry of Foreign Affairs  
and Regional Integration**  
Republic of Ghana

# REPORT

ON

GLOBAL STUDENTS  
COP27 PRE-SUMMIT



10 – 14 OCTOBER 2022



ANGE HILL HOTEL, ACCRA - GHANA



THEME:

**STUDENTS UNITED FOR THE PLANET**



**COP27**  
SHARM EL-SHEIKH  
EGYPT 2022



**United Nations** Climate Change  
Global Climate Action



**OBESSU**  
Organising Bureau of  
European School Student Unions



# AHEAD OF COP27

GLOBAL STUDENTS  
COP27 PRE-SUMMIT

THEME:  
**STUDENTS UNITED FOR THE PLANET**



United Nations Climate Change  
Global Climate Action





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## EXECUTIVE SUMMARY

The Global Students COP27 Pre-Summit was organised by the Global Student Forum and the All-Africa Students Union in partnership with the Ministry of Foreign Affairs and Regional Integration of Ghana. The Summit was held from 10 to 15 October 2022 at the Ange Hill Hotel in Accra – Ghana. The organisers invited various stakeholders, including students, student leaders, climate activists, and political decision-makers. In all, 60 participants from over 15 countries travelled to Ghana to contribute to policy formulation ahead of COP27 in Egypt.

The rationale behind the event is to synergise student voices ahead of COP27. As students, we listen to and stand behind the scientific community and understand that we need to act in unity and with urgency, to defend current and future generations and our ecosystem at large. We also recognise the importance of amplifying the leadership of countries and communities most impacted by climate change yet have contributed little to its creation, including the Global South and Indigenous Peoples.

Over the past two decades, it was most prominently students and young people who took the battle for a safe and dignified future to the streets, creating an unprecedented momentum for climate action by taking the lead in raising awareness of human-made climate change and its catastrophic consequences for people and our planet.



As a platform for both formal and informal student-led initiatives, the Global Student Forum and the All-Africa Students recognise their convening power to build collaboration between the regional, national and local student unions and organisations within its membership and other student and youth-led climate and biodiversity movements and to create a highly connected, mobilised and effective political movement.

The summit structure included plenary sessions attended by all participating delegates and masterclasses to catalogue shared experiences about the impact(s) of climate change on education, youth, jobs and life across the world and the key political actions needed to adopt sustainability initiatives to safeguard education.

The big issues that were presented and debated at the Summit were multi-fold. Primarily, the debate centred on the need for a broader review of the commitments by countries to reduce their carbon footprints and gradual move to 100% green energy. The focus was also on the commitments of the West to make a financial commitment to making Africa more climate-resilient.

The main recommendations were that students and climate activists intensify advocacy campaigns and build solidarity amongst themselves to make greater impacts. It also emerged that educational curricula must be redefined at all levels to include sustainable climate education. The Summit ended with a global statement titled “COP27 GLOBAL STUDENT DECLARATION” , co-created by the delegates, which indicated a high level of consensus over the key issues which the Summit was aiming to impact.





## 1.0 Introduction

This report aims to draw together the big issues and key discussions that led to the Global Statement of the Global Student COP27 Pre-Summit and begins to chart a way beyond the statement.

The report's structure is as follows: Firstly, it provides a background to the Summit. This is followed by activities preceding the Summit before moving on to outline the key proceedings of the Summit. The report then highlights common themes manifesting throughout the Summit and discusses the implications for policy and practice of the themes and the emerging issues. Finally, a set of activities undertaken by the participating organisations ahead of COP27 is itemised. The draft outcome statement is provided as an appendix.

## 2.0 Background



Scientists agree that climate change represents the greatest threat humanity has ever faced. Over-consumption of natural resources, mass extinction of species, lasting damages caused by pollution and persisting social injustices are well documented.

As students, we listen to and stand behind the scientific community and understand that we need to act in unity and with urgency, to defend current and future generations and our ecosystem at large. We also recognise the importance of supporting the leadership of countries and communities most impacted by climate change yet have contributed little to its creation, including the Global South.

Over the past two decades, it was most prominently students and young people who took the battle for a safe and dignified future to the streets, creating an unprecedented momentum for climate action by taking the lead in raising awareness of human-made climate change and its catastrophic consequences for people and our planet.

National and regional unions of students already have very good contacts with education ministries. They have historically influenced policy decisions through negotiation and, whenever necessary, through mobilisations on the streets. Now is the time to expand this mandate towards environmental ministries by making climate justice an integral part of the student movement's regional, national, and local efforts.

Ahead of the 27th session of the UN Climate Change Conference 2022 (COP27), which will take place from 7–18 November 2022 in Sharm El-Sheikh, Egypt, we organised this Summit to mobilise student and youth voices at the global level to inform policy at COP27. Sixty students and climate activists from around the world converged in Accra in what was dubbed the COP27 Global Students Pre-Summit. Using masterclasses, expert panels, mock sessions, and workshops, the Accra Summit has built solidarity among student unions globally and ignited the momentum needed to actively affect policy at COP27.





### 3.0 Preparations leading to COP27 Global Students Pre-Summit

The activities discussed below impacted the COP27 Global Students Pre-Summit outcomes and deserved special attention.

#### 3.1 International Organizing Committee



*Sebastian Berger*  
Executive Director, GSF

The organisation of the Summit was overseen by a four-member International Organizing Committee chaired by the Executive Director of Global Student Forum, Mr. Sebastian Berger. The other members of the IOC were Baker Megan Elizabeth Clare, Bismark Amefianu Kudoafor and Awurama Safowaa Kyei-Baffour. The committee was in charge of planning the Summit, budgeting, identifying the right partners, drafting the program, inviting delegates and facilitating travel arrangements.



*Baker Megan Elizabeth Clare*  
Co-director, Inclusion & Climate Justice  
SOS-UK



*Bismark Amefianu Kudoafor*  
Project Officer, GSF



*Awurama Safowaa Kyei-Baffour*  
Project Officer, GSF

#### 3.2 Local Organizing Committee

The All-Africa Students Union (AASU) did the on-ground execution of the Summit. AASU constituted the Local Organizing Committee chaired by the Secretary-General H.E. Peter Kwasi Kodjie, with other members selected from among the staff of the secretariat of AASU.

The LOC coordinated the partnership with the Ministry of Foreign Affairs and Regional Integration of Ghana, arranged for logistics and made the necessary contact with ministries, agencies and local and international climate justice organisations that operate in Ghana.



*Peter Kwasi Kodjie*  
Secretary General, AASU



The committee included a protocol team tasked with liaising with the Ghana Immigration Service, providing letters to delegates to facilitate their travels, facilitating airport pickups and ground transportation, handling night activities and general coordination of the Summit. The team also ensured that all logistics, including souvenirs, accommodation, feeding and security, were provided throughout the summit. The protocol team included Jemila Mamshie Bawa, Vanessa Ajavon Augustine Kokoe, Sylvia Woyongo, Akua Asantewaa Adusei Ocran, Naomi Borley Alabi, Solomon Pobi Darko, Jasmine Salisu and George Nii Okaikwei.



Mr. Elorm Mawuli-Kwawu  
Research and Communications Officer, AASU

There was a communication, media and I.T. team tasked with ensuring adequate publicity and media coverage of the Summit. The team issued a pre-event press statement and posted countdowns on AASU and GSF social media platforms. The team also took quality pictures and provided video coverage of the Summit. The Research and Communications lead at AASU, Mr. Elorm Mawuli-Kwawu, led the team at AASU. Other team members were Eric Chinery, Desmond Appiah and Stephen Owusu Bempah.

The LOC also included a rapporteur team led by the Chief Rapporteur Bismark Amefianu Kudoafor, AASU's Programs Officer in charge of Capacity Building. The team was tasked with keeping records of all sessions and producing the summit report. The team members included Mariam

Bancie Hussein, Emmanuella Adjapong, Eunice Kanye, Mercedes Rowe Asamani, Yasmin Yen Anafi, and Elizabeth Quist.

The registration desk was handled by Memunatu Abubakari and Shamsia Atawa Sulemana. The two ensured that all delegates were registered daily. They also ensured that all delegates received their souvenirs and delegate tags.

### 3.3 Pre-Summit LOC and IOC meetings

Prior to the Summit, there were several meetings attended by the LOC and the IOC members. The purpose of the meetings was to ensure the successful planning and execution of the Summit. The committees held meeting with key event stakeholders, including the main partner ministry, the Ministry of Foreign Affairs and Regional Integration (MOFARI), the Ghana Immigration Service, the National Security apparatus of Ghana, and the management of Ange Hill Hotel.

The committees also conducted dry runs at the hotel to ensure that all necessary arrangements were perfected before event day. Follow-up calls and emails were sent to all delegates and special guests to remind them of the event and to confirm participation.

The meetings were also held to make final tweaks to the program to confirm the availability of persons tasked with various responsibilities.





## 4.0 Organizations Present at the Summit

The Summit brought together a diverse and rich array of stakeholder participants who attended on behalf of their institutions and organizations.

The following sent delegates to the Summit;



Global Student Forum (GSF)



All-Africa Students Union (AASU)



Commonwealth Students Association (CSA)



European Students Union (ESU)



100 Million Campaign



Norwegian Students' and Academics' International Assistance Fund (SAIH)



Organizing Bureau of European School Student Unions (OBESSU)



Ministry of Foreign Affairs and Regional Integration  
Republic of Ghana

Ministry of Foreign Affairs and Regional Integration (MOFARI) - Ghana



Ministry of Energy

Ministry of Energy – Ghana



Ministry of Education

Ministry of Education – Ghana



Ministry of Environment Science and Technology

Ministry of Environment Science and Technology



Environmental Protection Agency (EPA)- Ghana



United Nations Development Programme (UNDP)



United Nations Educational, Scientific and Cultural Organization (UNESCO)



European Union (EU)



Student Organizing for Sustainability United Kingdom (SOS-UK)



MOCK COP



Climate Students Movement (CSM)



Student Organizing for Sustainability International



Ugandan National Students Union (UNSA)



East Africa Students Union (EASU)



National Union of Ghana Students (NUGS)



Strategic Youth Network for Development



Ghana Union of Professional Students (GUPS)



Green Focus Africa



Conservation Alliance International



Ghana Environmental Community for Sustainability



Ghana Youth Environmental Movement



SOY Africa



Youth Alliance for Green Ghana



Jigenge Youth Organization





# 5

# Proceedings at the Summit

GLOBAL STUDENTS  
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The official start of the COP27 Global Students Pre-Summit was a plenary session with all of the delegates and guests. There were welcome addresses and opening remarks by representatives of various organisations and government institutions. This was followed by keynote addresses and closing remarks. The speeches and remarks by these individuals were important for framing the discussions at the Summit, which were based on identifying the big issues facing climate change.



Hon. Ntim Fordjour  
Deputy Minister for Education-Ghana.

The opening session was chaired by the Deputy Minister for Education of Ghana, Hon. John Ntim Fordjour, who emphasised the role of the youth and students in ensuring environmental justice and advocating for environmentally-friendly policies worldwide.

H.E. Peter Kwasi Kodjie, who is the Secretary-General of the All-Africa Students Union (AASU), welcomed all the delegates, guests, and people from different international and local organizations to the summit. He also reiterated the purpose of the COP-27 pre-summit, which was to foster collaborations amongst young people and student groups to understand their needs, how they intersect with each other, and the efforts towards advocating for environmental justice.



H.E. Peter Kwasi Kodjie,  
Secretary-General, AASU



Mr. Sebastian Berger  
Executive Director, GSF

Mr. Dennis Ampofo-Larbi, the President of the National Union of Ghana Students (NUGS), and Mr. Sebastian Berger, the Executive Director of the Global Student Forum (GSF), joined in restating the contributions of the youth and students to combating climate change and their recognition of the shared responsibility of protecting the planet. The Executive Director of the GSF highlighted the need to focus on capacity building, knowledge sharing, and financing avenues for students and youths to better advocate and make an impact.



Hon. Ntim Fordjour  
Deputy Minister for Education-Ghana.



Hon. Dr. Mathew Opoku Prempeh  
Minister for Energy

Ms. Georgia Potton, the Head of Global Activism for the 100 Million Campaign, also emphasised the need for collaboration between the youth groups and relevant bodies. She also demanded financial support for developing countries, particularly African countries, to help them invest in climate-resilient technologies.

Delivering the first keynote address of the session, Hon. Dr. Mathew Opoku Prempeh, Ghana's Minister for Energy, mentioned that the President of Ghana's commitment to environmental justice includes investing in clean, renewable energy like solar and setting up the National Transition Committee to hold extensive stakeholder consultations with all stakeholders in the society.



Ms. Georgia Potton  
Head of Global Activism,  
100 Million Campaign.

Hon. Dr. Mathew Opoku Prempeh also emphasised the need for justice in addressing climate change in that developed countries that have long used their natural resources to develop their countries and are also the highest contributors to carbon emissions should be ready to provide financing support and technologies to developing countries who are trying to build their countries from the same resources and activities that are being considered unfriendly, unhealthy, harmful, and unsustainable to the planet. Despite these dynamics, he reiterated Ghana's commitment to decarbonisation while emphasising the need for the polluters to pay the cleaners, especially when Africa contributes less than 4% of global carbon emissions. He ended by charging students and the youth to deepen their engagement with relevant authorities and continue the advocacy for climate justice.





H.E. Dr. Angela Lusigi  
Resident Representative, UNDP

H.E. Dr. Angela Lusigi, the Resident Representative for the United Nations Development Programme (UNDP), also spoke to the delegates. She stated that young people are not only victims but valuable contributors to the advocacy for climate justice. She encouraged young people to take advantage of the opportunities to be entrepreneurs and innovators, who will lead by example to have the world they envisage and also demand accountability from the authorities.



H.E. Abdul Rahamane Diallo  
Representative of UNESCO to Ghana

H.E. Abdul Rahamane Diallo, Head of Office and Representative of UNESCO to Ghana, said that the UN is committed to doing their part to support climate action through education, science, technology, etc. He said again that the risks and effects of climate change need to be evaluated and watched while education is deepened.



Dr. Henry Kokofu  
Executive Director, EPA

Dr. Henry Kokofu, the Executive Director of the Environmental Protection Agency (EPA) of Ghana, also made mention of the government's adaptation and mitigation programmes and strategies for climate action, the National Strategic Plan, and the need for collaboration, especially with the youth, for climate action.



Dr. Dennis Sinyolo  
Regional Director, Education International

Dr. Dennis Sinyolo, the African Regional Director for Education International (EI), emphasised the need to recognise and enhance African indigenous knowledge and wisdom that has long preserved the environment through the usage of taboos and societal norms and traditions that preserve the environment and prohibit the destruction of the environment, killing of endangered species, cutting trees, etc. He also mentioned the need for restructuring education to incorporate this indigenous knowledge into the curricula. He also mentioned that the capacities of teachers must be enhanced with new knowledge through training to impact their students more positively.



Mr. Peter Derry  
Chief Director, MESTI

Mr. Peter Derry, the Chief Director at the Ministry of Environment, Science, Technology, and Innovation (MESTI), asked that loss and damage be addressed in the agenda of COP27 happening in Egypt next month, to ensure a transition plan that operates on justice.



Madam Joyce Asamoah Koranteng  
Director, Multilateral Relations Bureau,  
MOFARI

Madam Joyce Asamoah Koranteng, who represented Ghana's Foreign Affairs Minister, Hon. Shirley Ayorkor Botchwey, emphasised the need for collaboration between all stakeholders in the climate space. She asked that the youth take an active part in the policy formulation and implementation. She also asked that political decision-makers be more receptive to youth voices on climate action.

In his closing remarks, the Chairman, Hon. John Ntim Fordjour, said that young people are the most effective agents and should be at the center of the quest for environmental justice. He applauded the event organizers and asked that they keep the momentum and work together to address climate change.



# 6

## Summit Outcome – “COP27 Global Student Declaration”

GLOBAL STUDENTS  
COP27 PRE-SUMMIT





The main outcome of the Summit is the outcome statement titled "COP27 Global Student Declaration". This statement of youth and students was co-written by student representatives at the Summit. The statement calls for urgent action on climate justice through actionable policies.

The co-created statement seeks solutions to the climate crisis, which acknowledge that those who are least responsible are facing the impacts of anthropogenic climate change faster and to a far greater extent than those who have financially and politically benefited.

The statements highlight the main issues of concern to the students and youth for COP27. These include sustainable education, training, and climate financing, including loss and damage. Others include practising democratic decision-making for climate solutions and accountability.

The statement highlighted why the student movement is a key enabler for delivering climate justice. The statement indicated that coordinated advocacy from the student movement across the globe is fundamental to achieving a climate-inclusive framework. Students are most often the voices of grassroots communities; schools from different localities, regions and nations coming together as a collective body. Hence, students have the power to echo and amplify the



*Delegates at the Summit finalize their discussions to make inputs into the Outcome Statement*



# 7

## Some Common Themes and Policy Implications

GLOBAL STUDENTS  
COP27 PRE-SUMMIT





There were definitive themes emerging throughout the Summit based on common understandings among delegates. The main ones are identified below.

### 7.1 The Adverse Effect of Climate Change

The problem of climate injustice connotes a climate and ecological crisis which has threatened about one million species with extinction. The climate crisis has adverse effects on weather, water quality, food supply, air, quality of human life and economic development and jobs. During the sessions, delegates shared their personal experiences of climate injustices.

References were made to gender and racial injustice, illegal mining, illegal cutting of trees, prioritization of profits, high rate of wetland encroachment, food shortages, among others. The deliberations revealed that climate change increases the factors that put and keep people in poverty. Floods may sweep away urban slums, destroying homes and livelihoods. The world is now warming faster than at any point in recorded history. Warmer temperatures over time are changing weather patterns and disrupting the usual balance of nature. This poses many risks to human beings and all other forms of life on earth.



Ongoing Group Discussion on the Adverse Effect of Climate Change on Youth and Students

### 7.2 A Broad Student-led Transformative Agenda

There was a renewed sense of urgency to climate action as the world faces record-breaking sea ice loss, heat waves, biodiversity loss, and other climate change-related impacts. In addition to advocating for urgent, ambitious action from governments and industry, young people are also leading the way in developing and implementing innovative solutions, from developing novel energy technologies and policy instruments to implementing ecological restoration projects. However, the role of youth-led innovation in fighting climate change remains undervalued and under-researched, particularly within the national climate plans developed by governments and intergovernmental organizations.



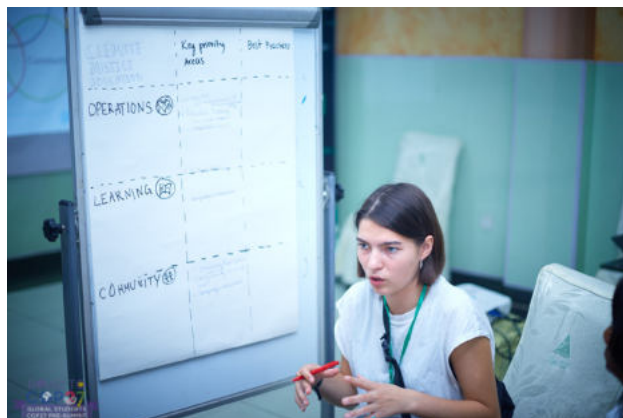
Delegates Discussing the Role of Students in Leading the Climate Change Campaigns

A general consensus emerging from the Summit was that any transformation agenda should be multi-layered. The youth have resolved to be part of the solution to climate change by working with all stakeholders at the international, regional, and institutional levels. The general consensus included mobilizing universities for climate action by mobilizing academic, operational, and economic capacities to advance just and equitable climate solutions and help achieve national net-zero greenhouse gas emissions. The plan also includes working with other groups, like the relevant UN agencies, to amplify the voices of young people for climate action.



### 7.3 The Role of Higher Education in Climate Education and Justice

Higher Education Institutions (HEIs) remain the pre-eminent locus for the generation, communication and validation of knowledge on climate. Climate scientists are primarily located in HEIs. The HEI scientists contribute to understanding greenhouse gases and renewable energy development. They are also implicated in developing the science and technology that enables continuing exploitation and usage of fossil fuels. HEIs also contribute to emissions through their energy usage via various means, including extensive travel of their staff and students.



Alexander Seybal (OBESSU) led her group to present on the need to revise higher education curriculum to include lessons on climate change

The impact of HEIs is thus not always positive; however, students and faculty are most likely to believe in and act on climate change. Universities and colleges and their staff have a unique role in applying theoretical knowledge to practical questions of mitigation and adaptation, working with government, private sector and civil society organizations. Universities and colleges must seek to make their institutions agents of positive change.

### 7.4 Build Solidarities Around Campaigns

The Summit highlighted the need to mobilize youth for climate action, amplify their voices, and magnify what they are doing in their little spaces. Climate justice also implies having a solidarity walk together for climate action from different organizations. The goal is to actively give themselves more power by sharing opportunities and resources to help them learn important skills for leading the cause and campaigning for it. The delegates agreed to build synergy by forming a diverse global network of themselves and other peers and providing more opportunities for collaboration.



Executive Director of GSF, Sebastian Berger, discussing solidarity and campaigning with some delegates

The goal of this collaboration is to give young people opportunities to work directly with established actors in the energy system and to strongly advocate for organizations to give young people enough value and meaningful roles in their work.

### 7.5 Corporates to Incorporate Green Corporate Social Responsibilities (CSR)

Green CSR is the recognition of obligation or the waste-reduction practice of firms' operations to maximize the efficiency of their inputs and minimize the means of negatively influencing the country's future generations. The Summit recognizes the critical role of corporates in reducing emissions, creating awareness and supporting positive youth actions. To fight climate change and limit warming to below 1.5°C, scientists are calling for an urgent transition to a low-carbon energy system, as the energy sector is the largest source of global greenhouse gas emissions. As a policy direction, corporates are encouraged to formulate Green CSR policies and implement the same in all operations. Corporations are expected to be law-abiding corporates or socially responsible organizations that are crafting solutions to achieve real positive values and impacts by addressing the sustainable needs of the hour, either for the environment or the people.





## 7.6 The Political Will to Make Policies and Support Climate Financing

Green government policy is an important tool for reducing carbon emissions and transitioning to 100% renewable energy. In this regard, the bills passed in parliament must have climate financing in their budgets, support research, and make adequate provisions for leveraging climate-friendly technologies.

Governments must fund climate education, provide more flexible research funding, and provide employment opportunities by supporting and promoting young green entrepreneurs.



Delegates discussed and submitted their positions on policy alternatives and climate financing

Governments must support campaigns to demystify climate change, educate communities about climate change, and provide leadership training or capacity building, focusing more on youth participation during decision-making.

## 7.7 Sustainable Climate Education

The delegates emphasized the need for constant education for climate change awareness and actions to address them. Education plays a key role in climate action, raising awareness of the scale of the problem and figuring out the best solutions. We can change our current system by reorienting education and redefining knowledge, skills, values and behaviours to enable a more sustainable and just society for all. The delegate suggested a push for climate change education service, an optional form of education where the teachers, parents and governments are taught.



Delegates at the Summit presenting on the relevance of sustainable climate education at levels of education

This will show how much teachers know about climate and the environment and what stage climate education is at in schools. This goes beyond parents and teachers to include governance and other educational leaders.

Climate education must be aligned with the Education for Sustainable Development (ESD) 2030 framework. Climate education should start at a young age; climate change and sustainability education must be incorporated across the education curriculum, from primary to tertiary levels. Sustainability and taking action on climate change should be treated as special training and qualification topics and put into practice.

## 7.8 Indigenous Knowledge

In the age of climate change, there is a strong call to protect indigenous knowledge. There is emerging evidence of the important role of indigenous knowledge in climate change adaptation. However, little has been done to incorporate this knowledge into formal climate change adaptation strategies. Indigenous knowledge, which could help us solve our climate problems, is not being taught in our schools right now. Indigenous knowledge should not be used to solve climate change problems at the expense of modern, western scientific knowledge. Indigenous knowledge should complement rather than compete with global knowledge systems.



## 7.9 Just Transitions

Delegates strongly advocated for a just transition and supported the global call for “Just Transition Now”. A Just Transition means greening the economy in a way that is as inclusive as possible to everyone concerned, creating decent working opportunities and leaving no one behind. Just transition addresses climate and environmental inequalities.

A Just Transition means making the most of the social and economic benefits of climate action while minimizing and carefully managing the problems. This includes having a good social dialogue between all groups that are affected and respecting basic worker rights and principles. It is about bringing everyone with you to the change we are calling for.



Ongoing Group Discussion on Just Transitions

## 7.10 Meaningful Climate Justice Education

What, where, and how do we learn, and in what space does education fall? Education is broad; it can occur anywhere and is divided into three curriculums; the formal curriculum occurs in institutions such as schools, colleges, and universities. The second is the subliminal curriculum, which takes place outside or in an active environment. Then the last is the informal curriculum which includes what we learn from our parents, friends etc.



Delegates at the Summit took turns to present on what meaningful climate education means to them

Formal education, although necessary, may not be the best place to study climate change. In order to make a meaningful and impactful change, the other forms of the curriculum are very important in ensuring climate change.

Sustainability needs to be a part of both formal and informal learning, and it needs to be easier to learn by using pictures and stories.

## 7.11 A Commitment to Africa’s Climate Resilience

Africa is suffering the effects of the climate emergency every day; rising temperatures, floods, storms, droughts and depleted lands impact Small-scale food producers across Africa are first and worst. Africa is forced to adapt to sustain livelihoods and feed families with negligible support or access to climate finance.

Countries in the South of the world, which are already dealing with the worst effects of the climate emergency, are very upset with how the COP26 talks have gone so far. COP26 did not hold the Global North accountable for failing to reduce its carbon footprint and not seeing through its promised funding to the Global South.



Significant efforts must be made to assist Africa in reaching its growth potential, scaling up its economic achievements, and fostering resilience against climate change. The need for funding for climate change resilience in Africa is now, so action must be swift, far-reaching and long-term.



Delegates discussed the increasing impact of climate change on Africa and called for increased financial commitment to build a

### **7.12 Community involvement in political decision-making spaces**

The delegates emphasized how important it was for community leaders and residents to be involved in decisions about the environment. There was a collective understanding that the participation processes and outcomes require an appreciation that participants bring different values, experiences, and priorities to the table. Different people, like elected officials and people living in low-income communities, may have different ideas about what makes a well-designed participatory process and what outcomes they want. Any analysis must take these different perspectives into account.

Local representation must be in all teams that are in charge of community eco-restoration projects. All initiatives must be community-led and community-owned.

### **7.13 Looking beyond COP27 and future COPs**

The goal is to not leave anybody behind, including future generations. Our solidarity actions, policies and innovations must be preserved as valuable resources for all. A great way to preserve these resources is to organize YouTube content for COP27 action and future COPs.

### **7.14 Inclusion of Most Affected People and Places**

Climate Crisis does have a social dimension that we cannot ignore because that is where the effects of this crisis become complex and diverse. The term “MAPA” (Most Affected People and Areas) refers to those most impacted by the climate crisis. The term was developed to make the communities that suffer the most from the effects of Climate Change more visible. The poor and marginalized in all countries will be the most affected by climate change. A holistic approach to addressing the effects of climate change on human health starts with understanding people at increased risk. There was consensus that people with disability and underrepresented groups be included in climate actions. The delegates agreed that diversity and inclusion could lead to better decision-making and improve outcomes for most affected groups.



# 8 Road to COP27 - Mapping out ongoing Climate Actions by participating organizations

**GLOBAL STUDENTS  
COP27 PRE-SUMMIT**





Some organizations that participated in the Summit spoke about their activities ahead of the COP27 in Egypt. The rationale was also to discuss the various activities that participating organizations were undertaking in the climate space. The rationale was to identify the opportunities to collaborate and work with one voice to realize greater impacts. Some of these activities are highlighted below.

The **East Africa Students Union (EASU)** is writing petitions to their political leaders to advocate for legislation for climate education. The aim is to highlight the dangers of climate change and stimulate actions to political will to take action. The petitions also highlight the need for their Members of Parliament to pass laws that will ensure that climate education is included in the curriculum of educational institutions in Uganda.

The **Ugandan National Students Association (UNSA)** is running campaigns and advocacy for climate justice across sectors. They are also mobilizing youth to take action for the environment.

The **Climate Students Movement (CSM)** is mobilizing and strengthening student organizations globally by training students and upscaling projects in this regard. CSM is also amplifying youth voices and mobilizing youth to take responsible actions for their environment.

**SOS International** runs two major campaigns: Green Office Movement and Green Impact for universities to tackle climate change. These aim at sensitizing people about sustainable environments and reducing carbon footprints.

**Mock COP** is mobilizing students and youth for climate justice. They are also into climate change education as a major driving force to build climate resilience.

The **All-Africa Students Union (AASU)** collaborates with other groups to include climate change in the educational curriculum. The Union will soon kick start the Eco-Student Ambassadors project in Universities. The Union will also host a side event at COP27 in Egypt.

**Jigenge Youth Organization** is undertaking climate strikes and tree planting and conducts community engagements through door-to-door awareness creation campaigns.

The **Ghana Union Professional Students (GUPS)** is readying to roll out the "Say No to Galamsey" Campaign. The Union is also rolling out a waste management campaign.

**Strategic Youth Network for Development (SYND)** is currently holding a series of webinars with various stakeholders in the climate space to develop policy briefs. SYND is also engaging people at the community level to create awareness of climate change.

The **Organizing Bureau of European School Student Unions (OBESSU)** is working on policy papers relating to climate justice.



## 9.0 Conclusion

The Global Students COP27 Pre-Summit was very successful as it generated support from local and international organisations. The use of masterclasses, plenaries and workshops, ensured that the objectives of the summit were achieved. The major takeaway from the Summit is that unfettered solidarity is needed to combat climate change. Students and youth organizations must constantly engage in making any significant impact on policy. The support of political leaders, ministries and agencies is very relevant to help youth and student organizations successfully drive change in their communities. The support provided by the Ministry of Foreign Affairs and Regional Integration of Ghana in ensuring that the Summit is successfully held in Ghana is a good example.

The outcome statement is the major document these organisations will use to affect policy at COP27. The Global Student Forum and the All-Africa will lead the dissemination of the statement and monitor progress.





# 10

## Appendix – “COP27 Global Student Declaration”

GLOBAL STUDENTS  
COP27 PRE-SUMMIT





Between the 10th and the 14th of October, elected student leaders from all across the world convened in Accra, Ghana for the Global Student COP27 Pre-Summit hosted by the Global Student Forum in cooperation with the All-Africa Student Union. The conference represented a unique opportunity for the organised student movement to come together and develop a collective understanding, shared aspirations and joint ambition for a bold COP27 policy vision. The outcome document of the summit underwent further written consultations with national unions of students from 122 countries and serves as a reference point for the student movement's collective advocacy efforts.

This Global Student Declaration calls for urgent action on climate justice. It seeks the eyes and ears of world leaders, decision makers and those in power to recognise the injustice of the climate crisis and take action, to deliver on climate justice. It seeks solutions to the climate crisis which acknowledge that those who are least responsible, are facing the impacts of anthropogenic climate change faster and to a far greater extent than those who have financially and politically benefited.

## Our Vision for Climate Justice

Climate justice is about learning from past and current injustices, and recognising the implications of these locally and globally, to inform and shape a future that delivers on climate justice for all. The climate crisis is the biggest predicament of the 21st century and must be addressed as imperative for the survival of humankind and the Earth as we know it.

Climate justice education must, like climate policy, be based on science and acknowledge the anthropogenic causes and inequitable impacts. It must be co-created, inclusive, and democratic. Education for climate justice must recognise the harmful practices that have led us here, and exploration of sustainable alternatives must be part of every curricula, from early years through to higher education and professional training. This seeks to empower people internationally and intergenerationally to act and build a cohesive sustainable future.

The climate crisis is intersectional; it intersects race, gender, class and caste, sexuality, disabilities and age. Climate justice cannot stand alone but must be implemented with intersectionality ensuring it to be inclusive for the benefit of people and planet. The future of climate justice education must correspond to the needs of the world and empower students to be agents of change. Equally, education institutions must not only educate on climate, but practice what they preach.

We must seek to put the planet before profit and ensure those who have polluted the most take responsibility for this through climate change adaptation financing and financing of loss and damages. The world's most disadvantaged should not pay for the crisis they did not create. Climate justice is about compensating those suffering from the crisis and ensuring that commitment to change and funding of green initiatives is not just morally binding, but legally.





# Student and Youth Priorities for COP27

## 1. Education and Training

As organisations and unions representing youth and students, our priorities for COP27 have great focus on education and training for climate justice. As stated in the UN Sustainable Development goals, education is a key enabler for change, we are therefore advocating for a stronger focus on climate justice in education to ensure we bring the whole of global society with us in transitioning to a climate just and fair future for all.

- 1.1. Sustainability and climate change need to be taught across curricula, from early years through to higher education and adult learning, so all learners are prepared for green jobs and can implement climate actions in their own schools and communities
- 1.2. Curriculums should be influenced and co-created by students and student unions. This should create education spaces that are vibrant democracies where all stakeholders are represented and students participate in shaping learning
- 1.3. Education institutions should provide lifelong learning opportunities, inclusive of upskilling opportunities for those who need to transition to green jobs
- 1.4. Each country shall ensure that all school pupils are given the opportunity to develop a connection with nature including, but not limited to learning about indigenous and traditional knowledge and practices
- 1.5. Educators and trainers shall be provided with adequate training, resources and capacity to integrate climate and sustainability into their teaching and training
- 1.6. Education institutions shall integrate sustainable environmental practices in their extra-curricular activities beyond the formal curriculum to ensure the whole institution is adopting sustainable practices
- 1.7. Education and training to go beyond formal education settings
  - 1.7.1. E.g. Sustainable food systems and food security: Working with and supporting farmers through education and training to build climate resilient food systems
  - 1.7.2. E.g. Bridge the information gap by training media and journalists as gatekeepers and communicators of climate action (lifelong learning)
- 1.8. Leaders of developed nations ensure more resources are committed to all education systems so they can put into practice climate science
- 1.9. Education institutions must be sustainable spaces in their operations to enable students and learners and learn about and physically experience climate action and sustainability. For example, provision of green energy and plant based food options in education institutions
- 1.10. Poverty and food poverty are key barriers to learning, in our education institutions, no student should go hungry
- 1.11. Education is a key enabler for a transition to a more sustainable future, therefore education must be accessible for all through free and publicly funded quality education systems
- 1.12. To achieve holistic delivery on climate justice across all aspects of education (formal, informal and subliminal curricula), a workforce transition will be necessary, this must be done by way of a Just transition



## 2. Practising Democratic Decision Making for Climate Solutions

- 2.1. Representation of local and indigenous groups and communities in local, national and international policy making spaces
- 2.2. Student and/or youth representation in all state owned environmental-based organisations and ministries
- 2.3. All national delegations to UN climate conferences to have democratically elected youth and student leaders
- 2.4. Young people shall be protected and positively engaged with when they speak up on climate issues

## 3. Climate Finance, including Loss and Damages

- 3.1. Better financing for youth action, as young people are going to bear the brunt of the climate crisis. We call for financing mechanism for youth and student-led climate action, ring fenced funding for youth/student organisations and marginalised communities
- 3.2. Countries shall ensure that loss and damage finance is part of the new collective global agreement on climate action. This shall be distributed equitably with those most implicated by the climate crisis and least responsible, being compensated by those most responsible and financially most able to adapt
- 3.3. Climate finance shall be a separate component of funding, allocated to adaptation and mitigation
- 3.4. Climate financing shall recognise that those who have economically benefited from the climate crisis shall now share that wealth with those most impacted and least able to adapt and mitigate

## 4. Accountability

- 4.1. A Climate Education Bill shall be passed in every country to ensure accountability through policy for delivering on climate education
- 4.2. Effective monitoring and evaluation system or framework for every nation, or tracking system for all pledges as well as action points made towards climate justice
- 4.3. All nations (and HEIs) should deliver on their commitments to the Paris Agreement and take equity into account while doing so
- 4.4. Enforce cleaner production to reduce emissions, e.g. university buildings are carbon neutral and greening the operations of educational estates. Institutions, businesses and local authorities should be held accountable to delivering on net zero carbon targets.



## Why the Student Movement is a key Enabler for delivering Climate Justice

The international, organised student movement is the largest global structure for the democratic representation of predominantly young people’s interest towards decision-makers on all levels. . Young people will be impacted the most by the effects of climate change and should be recognised as custodians of the planet, therefore young people deserve a right to be heard in shaping our collective future. The student movement is also an intergenerational collective, together we must take responsible action for climate justice, to protect the planet now and in the future.

Coordinated advocacy from the student movement across the globe is fundamental to achieving a climate inclusive framework. Students are most often the voices of grassroots communities - schools from different localities, regions and nations coming together as a collective, hence students have the power to echo and amplify the voices of the communities of those impacted and those who can be part of the solution.

Students represent the largest stakeholder group within the education community. Schools and higher education institutions are change incubators and we believe that climate justice can only be fought for when all members of this community, including students are meaningfully involved.

Students have the potential and are already enacting their capabilities to be liaisons between the institutions producing knowledge on just transition and the communities they go back home to, this holds powerful potential for delivering climate justice. Through these liaison roles embodied by students, they can be advocates, trainers, facilitators, global citizens and future leaders (socially, politically and economically).

“ **6% of people attend university but they take up 80% of the leadership positions” (Charles Hopkins, UNESCO Chair)** ”

This statement of youth and students was co-written by student representatives from the following organisations at a pre-COP27 student summit on climate justice convened by Global Student Forum and the All-Africa Students Union in Accra, Ghana, October 2022.





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