

You said:

The EUYD9 consultation explored young people's views on how to improve the information and education on the topic of climate change and the link between climate change and social inequalities. According to the young people who participated, sources of information and opportunities to learn about climate change should:

- be youth-friendly, accessible, and available in a range of formats and languages.
- show the relevance of climate change to the lives of a diverse range of young people.
- be comprehensive, trustworthy and informed by science, covering a range of environmental topics and show political processes and developments related to sustainability.
- highlight links between climate change and inequality, of which many young people were unaware of in the consultations.
- go beyond information sharing and aim to motivate and empower young people to act in favour of sustainability, including through political action and by making sustainable lifestyle choices.
- avoid 'apocalyptic messages' which create feelings of hopelessness, and impact on young people's mental health.

To increase learning opportunities about sustainability, it was suggested that schools should be better used, and the topic included in their curricula. Though schools were the most widely suggested forum for these opportunities, civil society, youth clubs, youth organisations, digital tools and peer-to-peer programmes were also among the beneficial learning environments identified.

The need for funding for youth work and youth organisations in order to expand learning opportunities relating to sustainability was raised.

We did:

Through the implementation phase reports National Working Groups (NWGs) stated they had:

1. Supported the delivery of education and information activities for young people which:
 - Developed young people's skills, knowledge, attitudes and values in relation to the topics of sustainability and inclusion.
 - Activated young people towards civic and political participation on the topic of sustainability and inclusion.
 - Supporting young people to make sustainable choices in their everyday lives.
 - Strengthened resilience to disinformation amongst young people.
2. Tried to improve the quality of information and education related to sustainability and inclusion by:
 - Developing the capacity of NWGs to work on the topic.
 - Supporting development of youth workers competences on the topic
 - Developing the capacity of youth organisations to work on the topic.
 - Inspiring and supporting stakeholders such as schools to work on the topic.
 - Increasing the amount of youth information sources on the topic.
 - Developing new tools and methodologies linked to the topic.
 - Providing support for peer-to-peer learning and networks amongst educators.
3. Tried to influence policy on education and information by:
 - Creating opportunities for meeting and collaboration between young people and policy-makers.
 - Supporting implementation of the EU Youth Strategy
 - Directly influencing upcoming policies related education and information.
 - Creating links between youth bodies and state educational bodies
 - Increasing the amount of activity state policy making bodies were taking on the topic.
 - Attempting to hold decision makers to account on the topic through advocacy campaigns.

Remember! Influencing change across Europe is a complex process that takes many years. These results show just the first steps taken by the EU and its Member States in response to EU YD9. More details can be found in the full implementation phase reports and the national implementation phase reports.