



For Our Futures: Youth Voices on Climate Justice and Education

Penned by the young women that this ongoing climate crisis has affected, the **For Our Futures** report platforms the voices of young people from Indonesia, Australia and Nepal, and unearths how climate change is impacting girls' right to an education, as told through the stories and voices of girls themselves. **For our Futures** surveyed 500 girls and young people, and collected 96 photos, graphics or videos from girls and young people impacted by the climate crisis.

This report makes **4 key recommendations** borne from the lived experience of the Youth Activists leading this project in Nepal, Australia and Indonesia, and the young people who took part in the survey or contributed a photo.

We share their stories and their voices, to action change.

For Our Futures

Key Findings

1. The climate crisis is preventing girls from realising their right to an education. Girls in lower income countries are being hit first and worst – despite bearing the least responsibility for the climate crisis.
2. Increasingly frequent and compounding climate disasters have closed and damaged schools, and have prevented girls from accessing education. Resources are continuously diverted from education to disaster recovery.
3. Disruption to education is a unique form of non-economic loss, impacting girls first and foremost. They lose school days, rites of passage, loss of Indigenous knowledge, and experience loss of hope for the future.
4. The climate crisis is an intergenerational injustice, limiting future economic prospects. As a result of disruption to their education, girls will experience: a loss of job opportunities thus exacerbating poverty, heightened risk of child marriage, and gender-based violence.
5. **The climate crisis is not gender neutral:**
 - a. In East Indonesia, girls told us that water scarcity meant that they had to travel further to collect water each day, making them late to school and exhausted when they arrived. The burden of collecting water, and other domestic activities falls to girls rather than boys.
 - b. Water scarcity due to drought and other disasters also prevents girls from being able to manage their periods with dignity.
 - c. Girls are worried about their safety to and from school, and at school, due to climate related disasters.
6. Girls are worried about their futures – experiencing heightened climate anxiety, worried about future job prospects, and frustrated that decision makers refuse to listen.
7. Despite this, girls are the first to step up when it comes to tackling the climate crisis. They also want to learn more about climate change, how to adapt to its impacts and how to influence climate decision making and policies.
 - a. In Nepal, girls want to learn skills for green jobs, and feel that this is one of the best ways decision makers can address the impact of climate change on their education.
 - b. In Indonesia, girls want to see the curriculum move beyond theory, and teach them practical ways to adapt to a changing climate.
 - c. In Australia, girls want to learn about how to influence climate change policy and decision making.

These findings are underscored by practicality. Girls want more than a promise of action from their governments. They seek tangible policy change designed to equip them as they adapt to a changing climate, and in doing so, secure their futures.

Executive Summary

Disrupting power so that girls can lead the way in a climate changed world:

1. We are calling on our governments **to establish a National Council of Young Women on Climate:** to amplify diverse voices, focus on young women with lived experience of the impact of climate change, and to enable direct communication between young women, girls and gender diverse young people and decision makers.

Loss and damage:

2. We are calling **for Australia, and other wealthy countries, to make a financial commitment to the Loss and Damage Fund at COP28.**
3. We are calling for **disruption to education recognised as a form of non-economic loss and damage,** that is impacting girls first and foremost.

Prioritising girls' education during the climate crisis and enhanced disaster preparedness:

4. Allocate resources and develop policies that ensure girls' education is maintained and protected during climate-related disruptions

Connecting girls for collective power

5. We want to **create an app-based toolkit for climate education, action and activism** – we want to connect and learn from young women, girls and gender diverse young people across the globe who are leading the calls for climate justice.



Adiana, 13, Indonesia.

Key Statistics



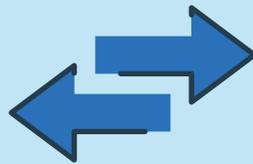
In the next two years, it is predicted that more than

12.5 million girls

may be prevented from completing their schooling each year, because of climate change.

98%

of respondents said that they are very concerned or somewhat concerned about how climate change is affecting their school life, or how it will affect them in the future.



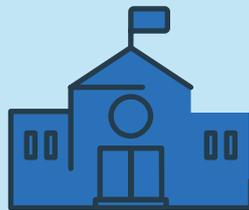
62% of respondents had experienced disruptions to their travel to and from school due to climate change.



Over 1 in 3 respondents had seen their school closed, damaged or destroyed due to climate change related events.

'less power to make decisions about my future'

was what 69% of respondents in Australia said was one of the top concerns they had about how climate change was impacting their education.



At least

35,300

schools in Indonesia have been impacted by disasters from 2005 to 2019.

Almost

1 in 2

respondents felt unsafe at school or travelling to and from school due to climate related disasters.

Key Statistics

In Nepal, it is estimated that students are losing up to three months of education every year, due to climate disasters. During the 2017 floods, almost 2,000 schools were damaged or destroyed, and around 238,900 children missed school. In the worst hit areas, 90% of schools were destroyed.



1 in 2

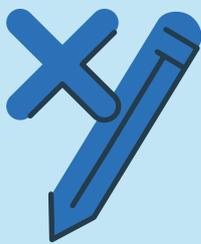
respondents wanted girls to be taught more about how to prepare for disasters.



50%

of respondents wanted to learn more skills for green jobs in the future.

In Australia, the 2019-2020 bushfires affected approximately 1.65 million people in NSW alone, 30% were children and young people aged 0-24 years. Almost one in ten children and young people impacted by the bushfires were First Nations young people.



In Indonesia, over 50% of respondents were concerned about a decline in their academic performance due to climate events disrupting their education.

Approximately
100k

children in Indonesia, in 2021 had their education disrupted by flash floods and landslides.



In Australia, the 2022 floods in NSW and Queensland lead to the temporary closure of almost 1,000 schools.



Until we are all equal

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