



A Framework for Understanding School-Based Climate Change Education Impact on Urban Youth in Cape Town, South Africa

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Published: 13 February 2000 | **Received:** 04 October 1999 | **Accepted:** 15 December 1999

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DOI: [10.5281/zenodo.18722294](https://doi.org/10.5281/zenodo.18722294)

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Abstract

School-based climate change education initiatives have gained prominence as a critical component in addressing environmental challenges. In urban settings like Cape Town, South Africa, these programmes aim to enhance students' awareness and encourage action towards mitigating climate change impacts. Theoretical development will be employed through literature review and qualitative analysis to explore existing frameworks and gaps in current research. This approach will inform the design of a robust theoretical model for understanding school-based climate education's effects on urban youth. The theoretical model developed will provide a nuanced understanding of the multifaceted impacts of climate education on urban youth and offer insights for educators aiming to enhance their curriculum's effectiveness in promoting sustainable practices. Educators should prioritise experiential learning, collaborative projects, and community engagement activities as key strategies to bridge knowledge gaps and encourage students' active participation in environmental stewardship.

Keywords: *African Geography, Urban Sociology, Environmental Education, Youth Engagement, Empirical Research, Action Learning, Participatory Action Research*

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