Inception Report

Introduction

Capgemini and DOT UK came together from February 2025 to May 2025 to learn together on how to generate sustainable climate action in local communities across the UK. Crucially, this climate action was to be led by young people who traditionally faced barriers to the table and leading climate action.

The programme is designed to equip marginalised, low or no income youth in the UK with digital and green skills to lead community-driven climate projects. The initiative is built on experiential learning, fostering a new generation of digital-savvy Climate Champions who will develop innovative and localised solutions to environmental challenges. By embedding digital skills within community-based climate projects, this systems change approach fosters a generation of climate leaders who drive grassroots impact in local communities.

Working alongside Capgemini, DOT UK developed an action plan to build the Climate Champion Initiative in the UK. 10 young people, who met certain criteria, were recruited to take part in a three-part co-design to understand how climate change affects their local communities, who are the key players in their contexts and what they see as key skills and learning opportunities to enable them to enact change. This learning was then applied to the Climate Champion Programme, to adapt and contextualise it for application and role out in a UK context to:

- Equip Youth with Digital Skills: Provide training in foundational digital skills, branding, marketing, and climate action participation methods.
- Enable Community-Based Climate Projects: Train young people to identify local climate challenges and increase digital skills to connect with local businesses, councils, and environmental groups to scale impact.
- Embed a holistic hearts, minds and hands approach to climate action: Hearts embrace our planet with hope, our minds understand science and innovate to find solutions and our hands are used for action
- Facilitate Pathways to Green Jobs: Connect participants with mentorship programmes with professionals in services and sustainability sectors.

This report details more about the Climate Curriculum, the co-design team, process and learnings and next steps to implement and scale the offer across the UK.

Climate Champion Initiative

Young people are at the forefront of climate change, particularly those living in communities that are experiencing its most significant impacts. Through the "Youth-led Climate Action at Scale" project, DOT seeks to harness their motivation, creativity, and digital skills, empowering them to drive meaningful action in their communities. By focusing on scalable, youth-led solutions, DOT's Climate Programme not only builds climate resilience, but inspires others to join the movement, shifting mindsets through ownership by local communities.

The curriculum is designed for Climate Champions to raise awareness of climate change among communities and support communities to take climate action. Young Climate Champions build their digital and green knowledge and skills to lead their communities in climate action projects. They do this through a 2 month learning experience. This includes 1 month of learning in the areas of climate and digital skills:

- Effective communication is a variety of mediums, including persuasive speaking, storytelling, writing
- Gathering information
- Information analysis
- Community engagement
- Influence
- Facilitating groups
- Deep listening
- Project documentation
- Portfolio development
- Project management
- Participatory Action Research (PAR)
- Building effective networks

This is then followed by 1 month of customised community projects which Climate Champions are deployed in pairs to run. Each Champion performs specific tasks but will work as a team with the shared responsibility for community engagement, facilitating project completion, documenting the process and the results and producing a final outcome story.

This initiative was successfully implemented by the DOT Network. The initial pilot project launched in Lebanon and Tanzania where 19 young leaders (8 from Tanzania and 11 from Lebanon) were empowered with the climate and digital knowledge and tools to lead climate action in their communities.

Looking forward and as the programme expands, Climate Champions from the programme's first cohort will serve as Climate Ambassadors, acting as coaches to the new cohort. As Climate Ambassadors, they receive advanced climate coaching skills through the Green Transition Coach course provided by Climate Change Coaches, further enhancing their climate leadership capacities and central role in the role out and scaling of the Climate Champion initiative.

Developing the Climate Champion Initiative in the UK

Based on the success of the Climate Champion Initiative in other contexts and the pressing needs of localised climate action to be led by those with lived and marginalised experiences, DOT UK sought to develop the programme in the UK.

Partnering with Capgemini, DOT UK developed an action plan to test and adapt the existing Climate Champion programme for UK rollout. Given the experience and partnership of DOT UK in the North-East, and it being a traditionally underserved area, DOT UK and Capgemini decided to roll out the inception phase in this area.

The following steps were taken:
- Climate Initiative Curriculum Desk Review: Reading of the Climate Initiative Curriculum with close attention to how this might be rolled out and applied in a UK context.
- Programme Manager interviews: Interviews were conducted with DOT colleagues in Tanzania and Lebanon to understand their experiences of conducting the Climate Champion programme. Colleagues were asked about specific elements of the programme and any learnings they had post implementation.
- Young person co-design: A three-part co-design was conducted with a co-design cohort of 10 young people who had lived experience of marginalisation.
- Young person surveys: The same cohort undertook surveys to understand more about them, their experiences and their hopes and ambitions to enact local climate action initiatives
- Testing day: Based on the findings above, young people were gathered to lightly test elements of the curriculum, with a focus on increasing climate knowledge, digital storytelling and community engagement.

Insights Gathered

Climate Initiative Curriculum Desk Review

Having reviewed the curriculum, overall the application in a UK context would need minimal changes. That said, some subtle contextual, cultural, and structural adjustments would enable better application of the curriculum.

The curriculum 's current focus is on the Global South, particularly communities already experiencing visible, local climate effects. To adapt it to the UK it would be helpful to include UK-specific climate issues such as flooding, coastal erosion, rising energy costs, biodiversity loss, urban green space degradation. More education and reference to UK climate policies (e.g., Net Zero Strategy, Climate Change Act) and local council initiatives would further embed the curriculum as relevant to UK contexts. Community case studies should allude to UK based projects, allowing participants to know local and national climate initiatives more deeply and the relevance to their own contexts.

Some cultural and language reframing should be undertaken. Terminology, examples, and community structures familiar to African/Middle Eastern contexts such as communal land, indigenous knowledge, rural-urban dynamics could be replaced with more contextual understandings such as "local residents associations," "councillors," "citizen assemblies"). This could be applied to to reframe "indigenous wisdom" to include UK heritage knowledge such as hedgerows for biodiversity or permaculture. Indigenous wisdom from other cultures and migrating cultures should be also studied as an ode to the power of migrating populations and the wisdom they carry to care for the environment and the earth.

Depending on recruitment moving forward with the programme in a UK context, the current format of a full-time, 2-month commitment might be unsuited to all audiences. Consider part-time or self-led delivery. Key partnerships could enable young people to take part alongside full time roles, or the programme could be embedded into university or college sustainability programmes.

A better understanding of local and national players to assist and support the curriculum. A stakeholder mapping exercise with young people and as leading organisations would allow for a better understanding of who these players might be.

Programme Manager interviews

The initial pilot project launched in Lebanon and Tanzania where 19 young leaders (8 from Tanzania and 11 from Lebanon) were empowered with the climate and digital knowledge and tools to lead climate action in their communities. During a month of in-person training sessions, the Climate Champions were immersed in a curriculum that covered climate science, climate justice, participatory action research, local knowledge, digital storytelling, and leadership skills. The Climate Champions then engaged over 600 community members in awareness campaigns and inclusive conversations, co-creating climate solutions tailored to local needs, for example mangrove forest restoration and plastic waste reduction projects.

As part of growing our team's understanding of the Climate Champion Curriculum, interviews were conducted with the Programme Managers who successfully implemented the programmes in Tanzania and Lebanon.

The following insights were gathered:

- The Master Trainer should be an expert in the curriculum and PAR and understand it fully. They should act as a go-to person for questions and requests regarding the curriculum.
- Understanding the PAR toolkit is essential and how this might be brought to life. Small tests might be useful to understand how this will develop in a real life context.

- Advising the young people about making partnerships is sufficient, they are able to then consider who would be a good partner and then go on to build partnerships to assist with their community led partnerships.
- Small teams of two Climate Champions, deployed in pairs works well as it allows them to be nimble, agile and innovative.
- Consider who the target audience is for the programme. It may have to be adapted to allow the target audience to take part. As much as possible consider the persona you are targeting.
- Commitment from the young people at the start is important. Finding ways to encourage that commitment will enable better participation and outcomes.
- Contextualise the curriculum as much as possible using local examples, scenarios and stakeholders.

Young Person Co-Design

A three-part co-design was conducted to gather insight and feedback from young people who had a direct experience of marginalisation in the North East.

These young people were recruited through various avenues, mainly through partnerships developed previous to this project or during this project. This included the likes of WERS, NERS, The Kings Trust, TERN, Vonne Climate Action Alliance and Gosforth Nature Reserve.

The following criteria was used to recruit young people. We asked those applying were:
1. Based in the North East region of England
2. Aged 18-35
3. Marginalised, on no or low income
4. Available for 3 co-design sessions across late March or early April 2025.

The participants ranged in age from 18-40 years old, with over half of them from 18-25 years old. 50% were female, 25% male and 25% non-binary. 50% were Black, Black British, Caribbean or African, 12.5% were Asian, Asian British, Asian Welsh and 37.5% were white.

They each had their own reasons for joining. From a participant survey taken after the co-design, these testimonials were captured:

"I joined the co-design process to deepen my understanding of collaborative and inclusive approaches to climate action, building on my previous experience in capacity-building initiatives. I was eager to learn from others and contribute meaningfully to the group, drawing from my background in working with Indigenous and marginalized communities. I also hoped to connect and network with like-minded individuals equally committed to climate-sensitive solutions. These expectations were met, as the process provided valuable opportunities for shared learning, exchange of diverse perspectives, and the co-creation of impactful ideas."

"I am constantly wanting to deepen my understanding and involvement in the climate

movement. This felt like a unique, exciting opportunity to learn and work in a team to make a difference. Working with a range of people in a way that we all got to contribute felt very educational, and it felt like I was really part of something bigger.I thought it would be a great opportunity to learn about co-design facilitation by osmosis. I have my own projects where I hope to put what I have learnt to use."

Young people who were successfully recruited were offered a £50 stipend per session for their participation. The codesign was conducted remotely, using Miro and Zoom.

Session 1

Our first Climate Champion co-design session marked a strong and collaborative start to the project. A warm welcome and introduction to the project kicked off the session and created a shared understanding of our collective mission: to co-design solutions that meaningfully address the challenges of climate change. Ample time at the start of the session was devoted to introductions and ice-breakers to allow the co-design cohort to get to know one another and to begin building the trust essential for open and creative collaboration. The atmosphere was inclusive and energising, setting the tone for the work ahead.
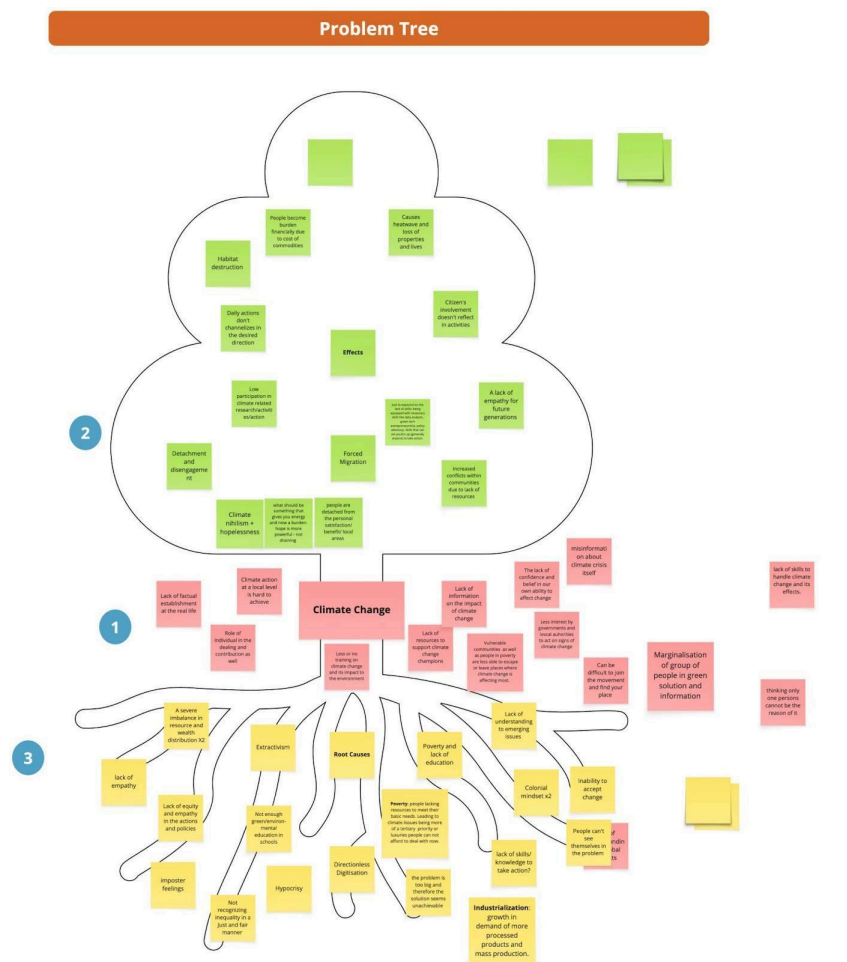
Together the young people explored the principles of co-design and introduced the Climate Champion initiative in more detail. This segment provided valuable context around the purpose of the project and its connection to broader climate efforts. Participants were able to see where their voices fit within this larger ecosystem of change and the context of this Climate Champion Initiative Programme.

The heart of the session was the Problem Tree activity, where we collectively examined the central issue of climate change. The Problem Tree activity is a visual and participatory method used to unpack complex issues. In this session, participants collaboratively constructed a problem tree with "Climate Change" as the central issue. Working together, participants mapped out its underlying causes (the "roots"), the core problem (the "trunk"), and the visible effects and consequences (the "branches and leaves"). At the center of the Problem Tree was climate change itself, identified as a pressing and multifaceted challenge. It was described not only as an environmental issue, but as a systemic crisis shaped by human activity, policy, and socio-economic factors.

Participants identified several interlinked "root causes" that contribute to climate change, grouped into key themes:

- Education & Awareness Gaps: Limited climate literacy across communities and inadequate inclusion of climate education in formal systems
- Policy & Governance Challenges: Short-term political priorities over long-term sustainability and insufficient regulation and incentives for green innovation
- Corporate and Industrial Practices: Continued dependence on fossil fuels and unsustainable production and consumption models
- Cultural and Behavioral Norms: Consumerism and reluctance to change individual lifestyles and low adoption of sustainable habits
- Inequity and Exclusion: Marginalised groups lacking access to climate solutions and disproportionate impacts on vulnerable populations

Moving onto the effects or "branches" of the tree, participants spanned several domains including:

- Environmental Degradation: Biodiversity loss and ecosystem collapse and increased frequency of extreme weather events
- Public Health and Wellbeing: Rise in climate-related illnesses and heightened levels of stress and anxiety
- Social and Economic Inequality: Climate migration and displacement and a greater burdens on under-resourced communities
- Pressure on Infrastructure: Strain on healthcare, transport, and emergency systems and urban environments becoming more vulnerable to heat and flooding

The outcomes of the problem tree show climate change is a systemic issue requiring multi-level solutions—individual, community, and institutional. Justice and equity emerged as cross-cutting priorities for both causes and impacts. The activity provided a shared language for participants and highlighted opportunities for integrated, cross-sectoral interventions. This foundational analysis acted as a guide for the next stages of co-design, ensuring that

proposed solutions are not only effective, but rooted in a holistic understanding of the climate crisis.

Session 2

The main focus of this session was to explore who the main actors are in local climate action, what roles they play, and what interests and goals drive them. This was approached through an interactive stakeholder mapping exercise, which encouraged participants to visually organise different stakeholders and their relationships to one another and to the community.

Participants collectively identified a wide range of stakeholders, which were organised into thematic categories:

- **Government actors** such as local authorities, regulators, and policymakers were seen as central figures responsible for designing and enforcing climate policies, setting sustainability goals, and allocating resources.
- **Private sector** entities, including local businesses, were acknowledged for their capacity to implement sustainable practices and reduce emissions at the local level.
- **Media** played a pivotal role in shaping public understanding, providing accurate and timely information, and influencing societal attitudes.
- **Educational institutions** offered crucial research, evidence, and innovation to support informed decision-making.
- **Third sector organisations** contributed advocacy, funding, and strategic guidance.
- **Community members**, including adults, youths, older people, local activists, and marginalised groups, were seen as both affected by and essential to climate solutions, often acting as connectors between formal systems and lived realities.
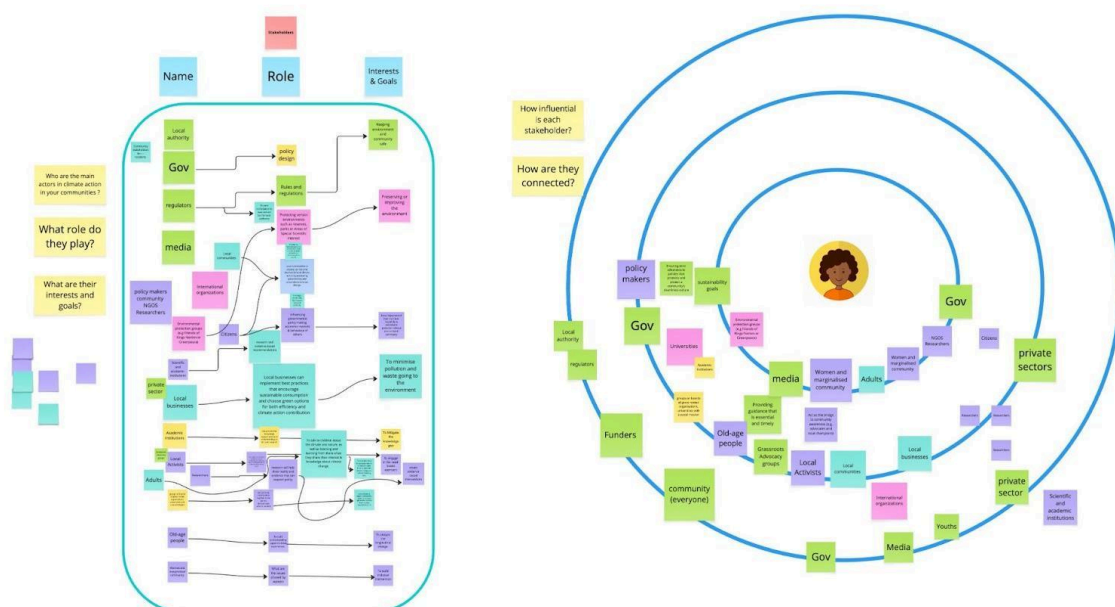
Each stakeholder was further analysed based on their interests and goals—ranging from minimising pollution to preserving natural environments and ensuring inclusive participation in climate governance.

To better understand how these stakeholders interact, participants created a visual ecosystem map, placing stakeholders in concentric circles around a central community figure. This exercise helped illustrate levels of influence and proximity to community needs.

Stakeholders such as governments, policy makers, and universities appeared in the inner circle, reflecting their strong influence and responsibility. Groups like media, NGOs, and local businesses were placed in the middle ring, showing their connective and supportive roles. In the outer circle were stakeholders with broader but still essential impacts, such as private sector actors and the general public.

This mapping highlighted both the power dynamics and collaborative opportunities within the ecosystem. It became clear that no single actor can drive climate action alone and that interdependence and cross-sector collaboration are essential.

The session revealed the complexity of climate action at the community level. A key takeaway was the importance of recognising underrepresented voices, especially those from marginalised groups, and ensuring their inclusion in future planning. Participants also noted the potential of local businesses and media to act as change agents when properly engaged.

The group discussed how this shared understanding of the ecosystem can be used to prioritise future engagement efforts, identify leverage points, and build partnerships that are both strategic and equitable.

This session marked a significant step in building a shared foundation for co-creating climate solutions that are grounded in local realities and relationships.

Session 3

In the third session participants transitioned from mapping stakeholders to actively generating and evaluating ideas for community-led climate action. This session focused on creativity, collaboration, and strategic thinking, moving the group toward tangible intervention concepts Building on the insights from stakeholder mapping, this session asked:

- How might we facilitate meaningful and effective climate action at the community level?
- How might we empower young people to lead and contribute to these efforts?
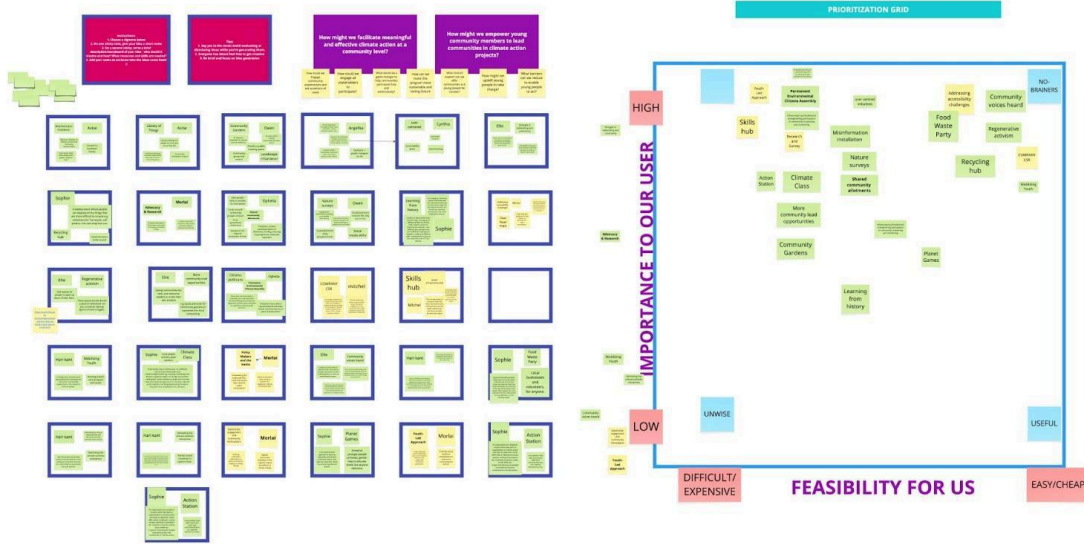
The session was designed to surface big ideas from participants, understand what matters most to users, and explore what is realistically achievable given the team's resources. Participants were prompted with the two core questions above and invited to share solution ideas through short vignettes. These vignettes captured personal perspectives, emerging themes, and actionable suggestions, which were grouped into thematic clusters on the board. This exercise emphasised the importance of place-based, youth-led, and culturally relevant strategies.

Common themes included:

- Skill-building initiatives (e.g. *Skills Hub*)

- Creative climate education (e.g. *Climate Class*, *Planet Games*)

- Community empowerment (e.g. *Action Stations*, *Community Voices Heard*)

- Local sustainability actions (e.g. *Recycling Hubs*, *Food Waste Parties*)

- Inclusive engagement approaches (e.g. *Regenerative Activism*, *Learning from History*)

To move from idea generation to action planning, participants used a prioritisation grid to assess each idea based on two criteria: the importance to the user/community and the feasibility for the project team. Ideas were plotted across four quadrants, helping the group visually identify quick wins, strategic investments, and ideas that may need rethinking.

Participants appreciated the shift from mapping to action and felt energised by the creative nature of this session. The use of vignettes allowed for diverse voices and perspectives to

come through clearly, especially from young people. The prioritisation grid was a powerful visual tool for building consensus and aligning on realistic next steps.

A recurring insight was the importance of grounding solutions in local relevance and cultural context, rather than importing one-sise-fits-all models. Many participants highlighted the need to build capacity in youth and community members as changemakers, not just beneficiaries.

Cross-Session Themes

Across the three sessions, overarching themes emerged. The insights, examples and advice generated through this process will serve as a reference for future cohorts and will be shared with local and national stakeholders to advocate for the broader adoption of youth-led climate programming.

- **Systems Thinking:** Participants consistently approached climate change as a multi-dimensional issue, considering root causes and systemic impacts.

- **Equity and Inclusion:** Marginalised communities were recognised as both disproportionately impacted and underutilised in solution-building. Equity remained central throughout.

- **Youth Empowerment:** Participants embraced the opportunity to shape climate solutions and repeatedly emphasised the importance of youth-led leadership models.

- **Place-Based Action:** Ideas and insights were firmly grounded in local context, rejecting generic models in favour of culturally and regionally relevant strategies.

Several actionable outcomes emerged alongside the above themes:

- **Storytelling, digital or analogue, is crucial to combat misinformation.**
  Ideas in this theme include:
    - Advocacy & Research: Empower young people to speak out about climate misinformation. Support them with tools to create surveys and gather data within their communities, especially in underserved areas.
    - Nature Surveys & Social Media Skills: Engage local schools and community groups in tracking nature to increase awareness.
    - Improve communication by developing digital and social media skills.
    - Learning from History: Use stories from the past—books, local history, cultural heritage—to make climate change relatable to different age groups and backgrounds. Incorporate fun, hands-on learning tied to everyday life (e.g., food, transport).
- **Holding space for community reflection and action is important.**
  This can look like:
    - Regenerative Activism spaces: Create safe, welcoming environments where people can express climate fears and find joy, not just pressure to act. Spaces should celebrate community and healing as much as they encourage action.

- ○ Permanent Environmental Citizens' Assembly: Involve everyday citizens in decision-making on environmental issues through local assemblies. Address challenges such as representation and ensuring action follows from discussion.
- **Building knowledge and skills in the community to resource climate action initiatives more effectively.**
  This can look like:
  - ○ Skills Hub: Provide place-based or shareable resources to help young people gain practical skills (e.g., repair, reuse, green entrepreneurship). Offer mentorship and potentially seed funding to support climate-related projects.
  - ○ Climate Classes: Deliver accessible, fact-based classes covering key environmental topics like energy, waste, transport, and fashion. Include guest speakers and local voices to make learning relevant and engaging.
  - ○ Support for Climate Enterprises: Encourage climate-conscious businesses through motivation and market-based incentives.
  - ○ Action Station: Set up local hubs where people can get involved in climate action, receive guidance, find collaborators, and access council or community resources, both in person and online.

The co-design process not only produced a rich set of ideas and stakeholder insights but also built capacity and momentum among participants. It successfully brought together marginalised young people to co-develop climate interventions rooted in justice, feasibility, and local relevance. The outcomes form a solid foundation for the next phases of the Climate Champion Initiative, including prototyping and piloting selected ideas.

The process demonstrated that with the right tools and support, young people, particularly those often excluded from climate discourse, can play a transformative role in shaping the future of their communities and the climate agenda.

The feedback from the co-design was positive. 90% said they increased their knowledge about climate change, 77% of participants said they increased knowledge of green and digital skills needed for climate action. 100% said they increased their understanding and skills in co-design methods and 90% of participants said they increased their knowledge of the role of community participation in climate action.

Participants gave the following testimonials:

"The co-design has widened my scope on climate change and with time, I will be able to use the skills learned from others' contributions to create a positive "green change" in my community...'.

"Thank you for being so open and welcoming. Climate action can feel so distant and daunting, especially bigger actions like working with an organisation. It has often been a barrier for me that I couldn't cross. However, something as inclusive and friendly as this has encouraged me and made things feel less daunting, so thank you :)"

Light-touch testing day

In order to test the assumptions and findings from the co-design, a light-touch testing day will be conducted. This will be a full day workshop designed to see how participants will respond to curriculum adaptations like misinformation and how it relates to climate change.

9:00-9:30	Arrivals	
9:30-10:00	Welcome + Introductions	
10:00-12:00	Workshop on Misinformation	A 2 hour session on misinformation, led by the *Crab Museum* team (who are known for their witty, engaging, and thought-provoking science communication), would strike a brilliant balance between education, entertainment, and critical thinking. Given their unique approach, the session will mix performance, interactivity, and reflection to help young Climate Champions explore how misinformation spreads, why people believe it, and how to fight it using creativity, humour, and empathy.
12:00-12:45	Lunch	
12:45-13:15	Regather and reflect	
13:15- 14:45	Workshop on digital storytelling	A two-hour session on climate storytelling, led by Sophie Slater, founder of ethical fashion brand *Birdsong* and now with the Lewisham Council climate team, combines her experience in activist communications, ethical entrepreneurship, and community-led climate work. This session will focus on values-driven, inclusive storytelling that feels authentic, human, and hopeful and train in tools used to shift narratives in fashion and climate. It will inspire participants to see themselves as credible narrators of change, rooted in their lived experiences and local context.
14:45-15:15	Break	
15:15- 17:00	Participatory Action Research	In this two-hour session, young people will step into the role of community researchers by testing out PAR methods in real-world or digital

		environments. Starting with a clear research question, such as what their community values about climate action or how public spaces are used, they'll use tools like short interviews, observation walks, or asset mapping to gather insights from local voices. The aim is to practice respectful, curiosity-led dialogue and begin surfacing ideas rooted in real experiences. After their fieldwork, participants will reconvene to reflect on what they learned, what surprised them, and how people responded. This process not only builds confidence and research skills, but also generates raw material for shaping their own community climate projects. The insights gathered during this session will directly feed into designing a youth-led intervention informed by local needs, values, and lived realities.
17:30- 18:00	Regather and reflect	
18:00 onward	Social	

Proposed next steps

Implementing co-design elements into the curriculum

Full operational phase

Informed by the previous insight gathering exercises (Climate Initiative curriculum desk review, programme manager interviews and young person co-design) the operational phase will run the full Climate Champion Programme to support youth in leading climate action in their communities.

The programme, empowering marginalised youth to drive climate action in their communities, will result in:
- 20 youth trained as Climate Champions in climate science, digital tools, and community engagement. 20 marginalised youth (ages 18–35) from displaced, refugee, or no/low-income communities
- 10 community climate action projects designed and implemented

- At least 50 residents are actively involved in problem identification and project execution, such as elders, families, or community volunteers
- Climate Champions transition to employment, education, or entrepreneurial ventures

The operational phase will run for six months, from July to December 2025, and will be implemented in three structured phases.

Phase 1: Learning & Leadership Development (July – August 2025)
Participants engage in a blended, immersive training programme to build foundational knowledge and internal confidence.
- 8-week modular training covering climate science, environmental justice, digital storytelling, systems thinking, and leadership
- Two nature immersion days focused on emotional connection to climate and self.
- One-on-one and group coaching sessions to support confidence, well-being, and personal growth
- Introduction to the Participatory Action Research (PAR) methodology and tools

Phase 2: Community Engagement & Action (September – November 2025)
Using the PAR framework, youth apply their learning by leading projects that respond to real environmental challenges in their communities.
- Community mapping and relationship-building
- Identification of pressing climate issues through local dialogue and research
- Co-design and delivery of 10 youth-led community climate projects (2 youth per project)
- Engagement of 50+ residents in collaborative activities
- Ongoing mentorship and project troubleshooting support

Phase 3: Reflection, Transition & Amplification (November – December 2025)
As the programme concludes, youth reflect, share, and prepare for their next steps.
- Final assessment of project impact using storytelling, surveys, and partner feedback
- Youth-led community celebration events and story showcases
- CV-building workshops and employment readiness coaching
- Onboarding to DOT's Alumni Network for ongoing support
- Documentation and publication of learnings for advocacy and replication.

Month	Key Activities
July 2025	- Finalise recruitment of 20 Climate Champions - Onboarding and orientation sessions - Facilitator walkthroughs and planning

	- Formal Learning Phase Begins - Climate science, digital tools, environmental justice, optimism & values-based leadership - Nature Immersion - Day 1
August 2025	- Deepening of technical learning: storytelling, project design, green skills - Nature Immersion - Day 2 - Introduction to DOT's PAR methodology
September 2025	- Community immersion: Needs assessments, mapping, and planning - Youth-led stakeholder meetings - PAR Stage 1–2: Engage & Decide
October 2025	- Youth-led PAR Stage 3–4: Plan & Act - 10 local climate projects executed with community members - Midpoint reviews and storytelling development
November 2025	- AR Stage 5–6: Assess & Celebrate - Community presentations, story documentation, and visual outputs - Partner check-ins and impact capture
December 2025	- Final reflections and learning synthesis - CV and portfolio development, job readiness coaching - Youth onboarding to the DOT Alumni Network - MEL wrap-up and close-out report preparation