

Abstract

The global climate crisis calls for innovative educational approaches that empower individuals to critically engage with its complexities and inequalities. Climate change education (CCE) is a key strategy to foster the knowledge, agency, and action needed for such engagement, particularly within higher education. Yet, traditional content-driven approaches often fail to address the dynamic and context-specific nature of climate change impacts. This article explores the potential of human-centred challenge-based learning (HCCBL) to promote equitable and inclusive CCE through transdisciplinary co-creation and Global North–South dialogue. We draw on findings from the UK-Kenya University Partnerships: Learning and Design Lab, a British Council project that involved undergraduate and postgraduate students from universities in Kenya and England in the United Kingdom. Sixty (60) university students collaborated in intercultural teams across three labs to co-create solutions for real-world climate resilience challenges identified by three (3) industry partners in Kenya. The findings highlight HCCBL's value in bridging theoretical knowledge and real-world application as well as enhancing students' problem-solving and intercultural competencies. However, challenges such as cultural dynamics, time constraints, and asymmetric travel opportunities underscore the need for adaptive and equitable facilitation. This study positions HCCBL as a transformative pedagogy in CCE that supports co-creation, knowledge exchange, and sustainability leadership among university students in high-vulnerability contexts. It also discusses implications for educators, policymakers, and industry stakeholders who are committed to inclusive, justice-oriented climate action through education.